

Research Paper

An Examination of School Students' Career Maturity and Readiness and Their Perceptions of Agriculture as a Career

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ABSTRACT

Adolescence is a pivotal stage for career decision-making, where readiness, confidence, and planning for future shape life choices. This study explored career maturity, career decision self-efficacy, and future orientation towards carrier choices among 300 students of age group 14–18 and classes 9–12 and their attitudes toward agriculture as a career. Data were collected through a structured bilingual questionnaire across government, aided/ semi government, and private schools, guided by Crites' Career Maturity Framework, Social Cognitive Career Theory, and Future Orientation theory. Results highlighted moderate levels of career maturity, self-efficacy and future orientation among participants, but attitude toward agriculture was low all through. Boys and private school students scored higher across all measures, indicating gender and school-type differences. Regression analysis revealed that career maturity and self-efficacy significantly prognosticated agricultural attitudes, while future orientation had a borderline effect. Parental occupation also influenced participant's perceptions, with children of farmers showing less interest in agriculture. The findings reveal a paradox that adolescents are developing the psychological resources for career readiness but remain reluctant to consider agriculture as a viable path. The study underscores the need for career guidance, gender-sensitive interventions, and curriculum reforms to reconstruct agriculture as a modern, aspirational, and sustainable career option.

Keywords: *Career Maturity, Career Decision Self-Efficacy, Future Orientation, Agricultural Career Perception, Adolescent Career Development*

Adolescence is a formative stage when children initiate making important decisions about their education and careers. For students of age group 14-18, this period is often marked by uncertainty, limited information, and social pressures, making career maturity which means the readiness to make realistic and informed decisions, a critical developmental task. Alongside this, a student's confidence in their decision-making ability termed as self-efficacy and their orientation toward the future significantly influence how they plan and imagine their career paths. Though the students of this age group face increasing pressure to choose educational and career pathways, but many struggle due to lack of awareness, confidence, or long-term orientation.

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On the other hand, agriculture, despite being the backbone of India's economy, is often undervalued as a career choice among the youth. Many students view it as less aspirational compared to professional careers and city jobs, which creates a gap between agriculture's economic importance and its appeal as a workable source of income. Therefore, exploring how adolescents perceive agriculture within the larger framework of career maturity and readiness provides important insights for both education and policy.

This study seeks to measure the career maturity of school students while also assessing their confidence in making career-related decisions and their ability to think about and plan for the future. At the same time, it examines how agriculture is positioned in their career imagination and to what extent it is seen as a desirable option. By considering variations across gender, socio-economic status, and parental occupation, the study also aims to provide a multifaceted understanding of how these social and demographic factors shape the process of career readiness among adolescents. This study builds on the theoretical framework based on the Crites' Career Maturity Framework, Social Cognitive Career Theory (SCCT) and Future Orientation to examine these factors systematically.

THEORETICAL FRAMEWORK

Career development among adolescents is a complex process governed by multiple psychological and social factors. This study integrates three complementary frameworks to examine how students develop readiness for career decision-making and how they perceive agriculture as a career option.

Crites' Career Maturity Framework emphasizes the preparedness of adolescents to make informed career choices. It includes both attitudinal dimensions such as involvement, independence, decisiveness, and orientation and competence dimensions involving self-appraisal, occupational information, and goal selection (Wallbrown et al., 1986). In the context of this study, career maturity is seen as the foundation that enables students to weigh their options realistically and plan their future pathways.

Social Cognitive Career Theory (SCCT) explains how personal and contextual factors influence career development. The theory highlights three key elements which are self-efficacy that deals with belief in one's ability to make career decisions, outcome expectations that beliefs about the consequences of career choices, and contextual supports or barriers such as parental occupation, socio-economic status, and school environment (Lent, Brown, & Hackett, 1994). For school students, self-efficacy becomes a critical indicator of whether they feel confident in career choices, while socio-environmental influences either strengthen or limit their choices.

Future Orientation Theory refers to the ability of adolescents to think ahead, predict future consequences, and align present actions with long-term goals. A strong future orientation enables students to visualize career pathways, plan systematically and remain motivated even during challenges (Crespo et al., 2013). In this study, future orientation serves as the temporal dimension that links immediate decision-making with long-term career aspirations.

Justification for Framework Selection

The selection of Crites' Career Maturity Framework, Social Cognitive Career Theory, and Future Orientation Theory was based on their complementary capacity to explain adolescent career development in a holistic manner. Career Maturity provides the baseline for assessing

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whether students are prepared to make informed career choices, while SCCT strengthens the study by highlighting how self-efficacy and contextual influences shape the willingness of adolescents to pursue specific options. Future Orientation adds the time-related dimension, linking present readiness and confidence with long-term aspirations. Together, these theories capture readiness, agency, and forward planning, which are essential for understanding how adolescents view agriculture as a career. Given that agriculture is often undervalued despite its economic importance, this integrated framework allows the study to analyse whether students are career-ready and how psychological and socio-environmental factors interact to visualise agriculture in their career imagination.

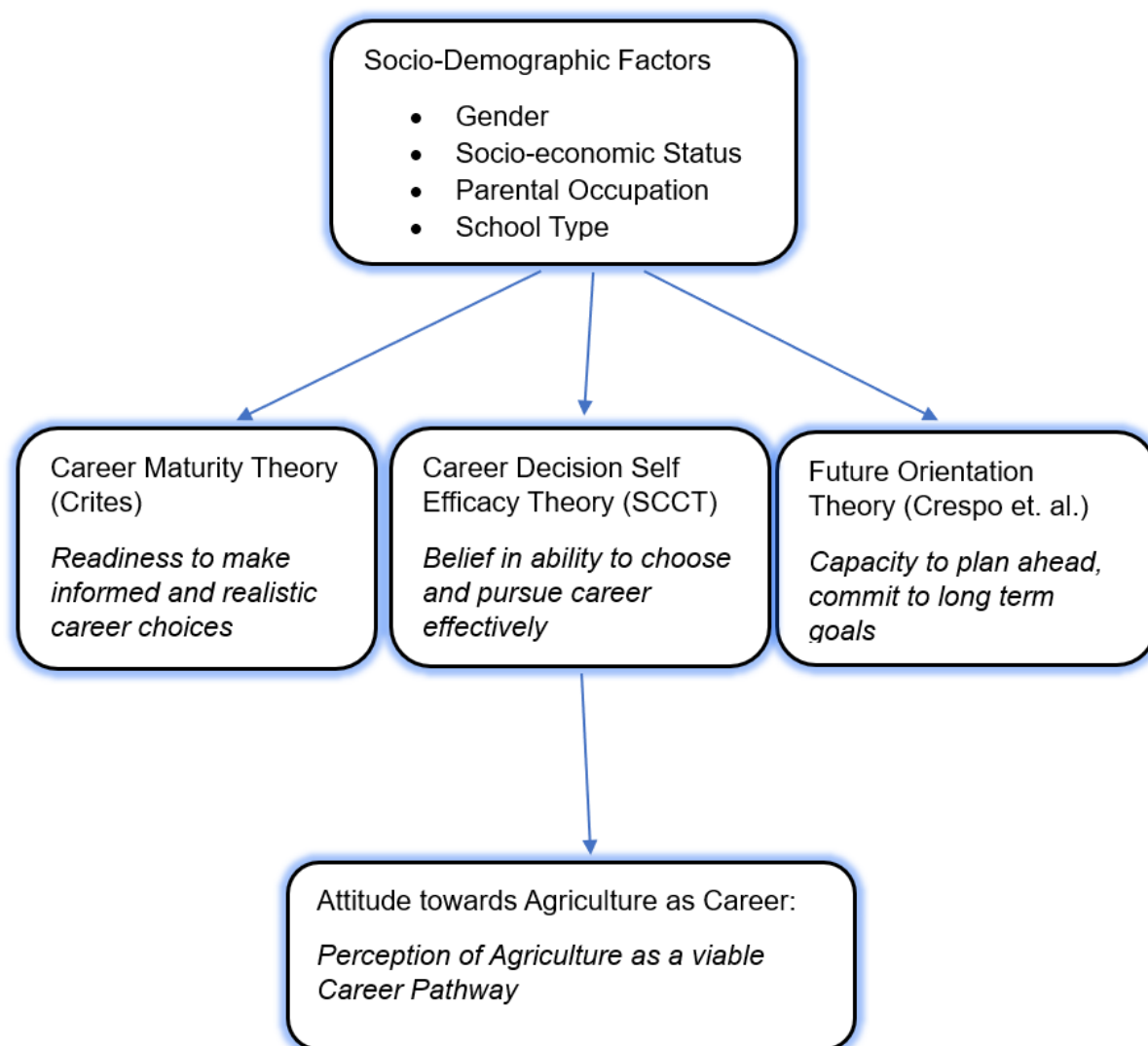


Figure 1. Flow diagram showcasing Theoretical Framework adapted in the study.

In alignment with this framework, the objectives of the study were framed to capture career maturity (Crites), decision-making self-efficacy and socio-environmental influences (SCCT), and long-term planning capacity (Future Orientation), thereby enabling a comprehensive analysis of how adolescents position agriculture as a career.

LITERATURE REVIEW

Career maturity is widely recognized as a central developmental task during adolescence, reflecting students' readiness to make informed and realistic career decisions. Crites' Career Maturity Inventory (Wallbrown et al., 1986) has been used extensively to measure both attitudinal and competence dimensions, and Indian studies affirm its relevance. For instance, Hasan (2006, 2024) found that self-concept and aspirations strongly influence career maturity, while Gupta (2022) and Dhull (2023) highlighted variations across gender and school type. Sharma (2024) further noted the role of cognitive factors such as intelligence and metacognition. Gender-based differences have also been documented, with Oberai (2017) showing how social expectations and parental acceptance shape boys' and girls' career maturity in distinct ways. Collectively, these studies show that adolescents' readiness to choose careers is shaped by multiple personal and social factors, though evidence on its interaction with agriculture-specific perceptions remains scarce.

Alongside readiness, career decision-making self-efficacy (CDSE) plays a critical role in how confidently adolescents approach career planning. SCCT emphasizes that beliefs about one's own abilities and expected outcomes guide career choices (Lent et al., 2002). Empirical work supports this link: higher self-efficacy predicts greater decisiveness and reduced indecision (Taylor & Betz, 1983). In the Indian context, factors such as parental support, emotional maturity, and authoritative parenting strengthen CDSE (Kaur, 2025; Jha, 2024; Liu, 2025). International evidence also underscores the predictive power of self-efficacy across diverse settings (Gebauer et al., 2021). Yet, most existing studies focus on professional or technical careers, with little attention to agriculture.

A third dimension relevant to adolescent career development is future orientation, which captures the ability to anticipate long-term consequences and align current actions with future goals (Crespo et al., 2013). Research shows that stronger future orientation is linked to resilience, achievement, and sustained motivation (Mazzetti et al., 2020; Barnett et al., 2020; Pawlak & Moustafa, 2023; Oshri et al., 2018). In India, however, its role in career planning has rarely been examined, particularly in agriculture-related decisions. When considered alongside career maturity and self-efficacy, future orientation offers a temporal lens, clarifying whether adolescents are able to connect present readiness with future aspirations.

Despite agriculture's central role in India's economy, multiple studies reveal that adolescents rarely view it as an attractive career. National and regional findings suggest that youth prefer government or urban-based jobs, perceiving farming as low in prestige, unstable, or economically unviable (Mathew et al., 2022; Sreelakshmi et al., 2024). At the same time, some work notes that entrepreneurial potential, modern technologies, and sustainability concerns can reshape perceptions (Singh & Shukla, 2025; Devegowda, 2025). Yet, these insights remain largely descriptive and seldom linked to psychological constructs such as maturity, efficacy, or orientation.

Socio-demographic variables add another layer of complexity. Gender, SES, school type, and parental occupation have all been shown to influence career readiness and perceptions, with boys, private school students, and urban youth often reporting higher levels of confidence and maturity (Sholikah & Muhyadi, 2021; Hasan, 2024; Dhull, 2023; Gupta, 2022; Kaur, 2025; Liu, 2025). Strikingly, children of farmers often express less interest in

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pursuing agriculture themselves, reflecting a paradox that underscores the declining appeal of the sector (Singh & Shukla, 2025).

Taken together, the reviewed studies demonstrate that while career maturity, self-efficacy, and future orientation are individually well established, their combined influence on agricultural career attitudes remains underexplored. Prior work has either examined psychological readiness without linking it to sectoral perceptions, or has described agricultural attitudes without situating them within developmental theories. This gap motivates the present study, which integrates these three constructs to provide a more holistic understanding of how adolescents imagine agriculture as a career in relation to their psychological resources and socio-demographic contexts.

Research Gaps

The reviewed literature underscores several limitations. First, while career maturity, self-efficacy, and future orientation are individually well-established constructs, few studies in India have integrated them within a single framework to examine adolescent career readiness. Second, attitudes toward agriculture have been studied descriptively but not in relation to these psychological dimensions, leaving a gap in understanding how readiness translates into sector-specific perceptions. Third, socio-demographic variables such as gender, socio-economic status, parental occupation, and school type have been acknowledged broadly, yet their combined influence with psychological readiness factors on agricultural career attitudes has not been systematically analysed.

Objectives of this study:

In response to the research gaps and aligning to the theoretical framework, the present study adopts an integrated approach. Specifically, it aims:

1. To measure the career maturity of school students (classes 9–12, ages 14–18).
2. To assess students' career decision-making self-efficacy.
3. To analyse their future orientation in relation to career planning.
4. To examine students' perceptions and attitudes toward agriculture as a career option.
5. To explore variations in career readiness across gender, socio-economic background, and parental occupation.

METHODOLOGY

Target Group: The study focused on adolescents aged 14–18 years, enrolled in classes 9–12, across both government and private schools. This group was chosen because these are formative years for career exploration and decision-making.

Sample Size: A sample of 300 students was targeted, ensuring representation across gender, socio-economic background (SES), parental occupation, and school type. This size was considered adequate for reliable quantitative analysis while maintaining feasibility.

Research Tool: Data were collected using a structured bilingual questionnaire (English–Hindi), developed and adapted in line with the theoretical framework. The instrument consisted of the following sections:

- *Demographic profile:* gender, socio-economic background, parental occupation, school type, and residence.
- *Career Maturity:* 5 items adapted from Crites' Career Maturity Inventory, covering readiness and attitudinal aspects.

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- *Career Decision Self-Efficacy*: 8 items adapted from the Taylor & Betz scale, reflecting confidence in making informed career choices.
- *Future Orientation*: 5 items adapted from Crespo et al. (2013), measuring the ability to plan and anticipate future consequences.
- *Attitudes toward Agriculture*: 4 researcher-designed items were developed to capture students' perceptions of agriculture as a career option.

These items were drafted based on a review of existing literature on agricultural career perceptions (e.g., Mathew et al., 2022; Singh & Shukla, 2025) and adapted to suit the adolescent context. The items underwent expert review by three faculty members in education and psychology to ensure content validity, and minor modifications were made based on their feedback.

All items were rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Data Collection: The questionnaire was administered in classroom settings after obtaining permission from schools. Participation was voluntary, and anonymity of responses was maintained.

Data Analysis: The following analyses were conducted in line with the study objectives and research gaps (Table 1):

Table 1: Tabulated description of data analysis tools used in the study

Objective	Analysis Tool	Justification
1. To measure the career maturity of school students	Descriptive statistics (mean, SD, frequencies)	Summarises students' overall readiness to make informed career decisions, consistent with Crites' framework.
2. To assess students' career decision-making self-efficacy	Descriptive statistics (mean, SD, frequencies)	Captures confidence levels in career decision-making, reflecting the SCCT dimension of self-efficacy.
3. To analyse students' future orientation in relation to career planning	Descriptive statistics (mean, SD, frequencies)	Provides distribution of students' long-term planning capacity, aligning with Future Orientation theory.
4. To examine students' perceptions and attitudes toward agriculture as a career option	Descriptive statistics (mean, SD, frequencies)	Identifies the overall evaluative stance toward agriculture as a career.
	Correlation analysis (Pearson's r)	Tests how maturity, self-efficacy, and future orientation relate to agricultural attitudes, highlighting interconnections.
	Multiple regression analysis	Examines the combined predictive power of career maturity, self-efficacy, and future orientation on attitudes toward agriculture, consistent with the integrated framework.
5. To explore variations in career readiness across gender, SES, and parental occupation	Independent samples <i>t-test</i> (gender, school type) and One-way ANOVA (SES, parental occupation)	Identifies statistically significant differences across demographic groups, showing how contextual factors influence readiness and agricultural perceptions.
*Jamovi Statistical tool was used for the quantitative analysis.		

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Findings:

The results are presented in alignment with the study objectives and theoretical framework. All scales demonstrated acceptable internal consistency, with Cronbach's α values ranging from .69 to .83 (Career Maturity = .77, Career Decision Self-Efficacy = .83, Future Orientation = .75, Attitude toward Agriculture = .69).

Descriptive Statistics

The mean scores indicated that students reported moderate levels of career maturity ($M = 3.544667$, $SD = 0.52598$), career decision self-efficacy ($M = 3.526667$, $SD = 3.526667$), and future orientation ($M = 3.557222$, $SD = 0.491061$). Attitudes toward agriculture as a career were comparatively lower ($M = 2.746667$, $SD = 0.483409$), reflecting a clear reluctance to consider it as a viable option.

Gender Differences (t-tests)

Boys scored significantly higher than girls in career maturity ($t = 2.87$, $p < .01$), career decision self-efficacy ($t = 3.14$, $p < .01$), and agricultural career perception ($t = 2.45$, $p < .05$). No significant differences were found in future orientation.

School Type Differences (ANOVA)

A one-way ANOVA revealed significant school-type effects for career maturity ($F = 4.21$, $p < .05$), self-efficacy ($F = 5.02$, $p < .01$), and agricultural career perception ($F = 3.65$, $p < .05$). Post-hoc comparisons showed that private school students scored significantly higher than those from government schools.

Parental Occupation (ANOVA)

Students whose parents were farmers reported significantly lower scores on agricultural career perception compared to those whose parents worked in non-farming occupations ($F = 5.76$, $p < .01$).

Correlations

Pearson correlations showed that career maturity, self-efficacy, and future orientation were positively and significantly correlated with each other (r values ranging from .42 to .56, all $p < .01$). Agricultural career perception was positively correlated with career maturity ($r = .29$, $p < .01$) and self-efficacy ($r = .33$, $p < .01$), but only weakly with future orientation ($r = .18$, $p < .05$).

Regression Analysis

Multiple regression analysis indicated that career maturity ($\beta = .24$, $p < .01$) and self-efficacy ($\beta = .28$, $p < .01$) significantly predicted agricultural career perception, while future orientation had a marginal effect ($\beta = .11$, $p = .07$). The overall model explained 32% of the variance ($R^2 = .32$).

Summary of Significant Findings

Table 2 highlights the significant findings extracted from the result analysis of the data.

Variable	Group Effect	Test Statistic	p-value
Career maturity	Gender (Boys > Girls)	$t = 2.87$	0.004
Self-efficacy	Gender (Boys > Girls)	$t = 3.14$	0.002
Agricultural perception	Gender (Boys > Girls)	$t = 2.45$	0.016

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Career maturity	School type effect	F = 4.21	0.018
Self-efficacy	School type effect	F = 5.02	0.009
Agricultural perception	School type effect	F = 3.65	0.025
Agricultural perception	Parental occupation	F = 5.76	0.003

Table 2: Significant findings from the result analysis

Overall, the study shows that adolescents demonstrate moderate levels of career maturity, self-efficacy, and future orientation (Objectives 1–3), yet their attitudes toward agriculture remain distinctly lower (Objective 4). Regression analysis confirms that maturity and self-efficacy predict agricultural perceptions, but socio-demographic variations (gender, school type, residence, and parental occupation) significantly shape these relationships (Objective 5). Together, the findings highlight a disconnect: while psychological readiness for career decision-making is developing, agriculture continues to be undervalued in adolescents' career imagination.

(NOTE: Detailed statistical outputs tables including descriptive analysis, full t-test and ANOVA tables are provided in the Appendix 1, attached with the manuscript)

DISCUSSION

The findings of the study present a complex picture of adolescent career readiness, particularly in relation to agriculture as a career option. Descriptive results (Table 1) indicate that students report moderate levels of career maturity, self-efficacy, and future orientation, but substantially lower attitudes toward agriculture. This suggests that while adolescents are developing the psychological competencies necessary for informed career decision-making, agriculture continues to be undervalued as a potential pathway. Such a gap reflects broader socio-economic narratives that position farming as less aspirational compared to professional or urban-based occupations (Singh & Shukla, 2025).

Gender-based analyses (Tables 2 and 4) revealed significant differences, with males consistently scoring higher in career maturity, decision-making efficacy, future orientation, and attitudes toward agriculture. These findings resonate with prior studies (Hasan, 2006; Gupta, 2022) which highlight persistent gender disparities in career readiness, and suggest that entrenched stereotypes continue to restrict female students' career imagination, particularly in agriculture. Similarly, school-type differences (Table 3) highlight structural inequities, as private school students reported the highest levels of readiness and more favourable perceptions, while government school students lagged behind. These disparities underscore the influence of institutional resources and exposure on shaping adolescents' career development (Dhull, 2023).

Socio-demographic influences further complicate this picture. ANOVA results (Tables 5.1–5.4) confirm that income, residence, and parental occupation significantly affect readiness and agricultural perceptions. Notably, children of fathers engaged in agriculture reported less favourable attitudes toward the sector, a paradox that reflects the declining prestige and perceived economic viability of farming, even within agricultural families. This aligns with earlier research (Devegowda, 2025) which highlighted the ambivalence of rural youth toward agriculture despite their proximity to it.

Correlation and regression analyses (Tables 6 and 7) extend these insights by confirming strong interrelationships among career maturity, self-efficacy, and future orientation, while also demonstrating their moderate association with agricultural attitudes. Importantly,

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regression results reveal that career maturity and self-efficacy significantly predict agricultural perceptions, whereas future orientation exerts only a marginal influence. This indicates that while adolescents who are more mature and confident in career decision-making may be more open to considering agriculture, long-term planning alone does not shift perceptions of the sector. Rather, unfavourable structural and social narratives surrounding agriculture appear to outweigh developmental readiness.

Taken together, these findings confirm that adolescents are building psychological capacities for career planning (Objectives 1–3), yet these capacities do not necessarily translate into favourable views of agriculture (Objective 4). Moreover, socio-demographic factors such as gender, school type, income, and parental occupation significantly mediate this relationship (Objective 5). This reinforces the need for a holistic approach that addresses both psychological readiness and structural constraints in positioning agriculture as a viable career pathway.

Scope of the study:

The scope of this study lies in examining how psychological resources such as career maturity, career decision self-efficacy, and future orientation shape adolescents' readiness for career planning, and how these factors influence their perceptions of agriculture as a career. By focusing on school students aged 14–18 across government, aided, and private schools, the study captures differences linked to gender, school type, and parental occupation. The findings are particularly relevant for educators and counsellors designing career guidance programs that address the paradox revealed in the study—while adolescents demonstrate growing readiness and confidence in career decision-making, they continue to view agriculture as an unattractive career path. This scope also extends to policy efforts that seek to reposition agriculture as a modern, viable livelihood option by integrating career education with national priorities in skill development and rural transformation.

Recommendations and Future Directions

While this study provides important insights, it is not without limitations. First, the data were drawn from a single state and limited to school-going adolescents, which restricts generalizability. Future research should include a more diverse and nationwide sample, incorporating both in-school and out-of-school youth. Second, the reliance on self-reported questionnaires may have introduced social desirability bias; mixed-method approaches, including interviews and longitudinal tracking, could enrich the findings. Third, attitudes toward agriculture were measured with a brief set of items; future studies could employ more comprehensive and validated scales to capture nuanced perceptions. Finally, the cross-sectional design limits causal interpretations. Longitudinal studies would help establish how career maturity, self-efficacy, and future orientation evolve over time and influence actual career choices.

By addressing these limitations, future research can provide deeper insights into how adolescents' psychological readiness interacts with structural factors, thereby informing stronger educational and policy interventions.

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Conflict of Interest

The author(s) declared no conflict of interest.

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APPENDIX 1

Detailed statistical outputs including descriptive analysis, full t-test and ANOVA tables are provided in the Appendix.

Objective 1: To measure the career maturity of school students

Table 1. Descriptive Statistics of the Survey Items

Survey Item	Mean	SD	Mini. Value	Max. Value
Career Maturity	3.544667	0.525985	2.2	4.8
Self-Efficacy	3.526667	3.526667	2.428571429	4.714285714
Future Orientation	3.557222	0.491061	2.166666667	4.666666667
Attitude towards Agriculture	2.746667	0.483409	1.5	4

Table 2. Gender Group Means Data

Gender	C.M.	S.E.	F.O.	A.A.
Female	3.39	3.37	3.39	2.56
Male	3.6	3.68	3.71	2.92

*CM: Career Maturity, SE: Self Efficacy, FO: Future Orientation, AA: Attitude towards Agriculture

Table 3. School Group Means Data

School Type	C.M.	S.E.	F.E.	AA
Aided	3.49	3.53	3.53	2.75
Government	3.06	3.04	3.09	2.48
Private	4.06	4.00	4.04	3.00

*CM: Career Maturity, SE: Self Efficacy, FO: Future Orientation, AA: Attitude towards Agriculture

Objective 2: To assess students' career decision-making self-efficacy (CDSE)

Table 4. Independent Sample's t-Test analysis table for gender variable

Independent Samples T-Test						
		Statistic	Df	p		Effect Size
Q9	Student's t	-3.20	298	0.002	Cohen's d	-0.370
Q10	Student's t	-3.67	298	<.001	Cohen's d	-0.424
Q11	Student's t	-3.63	298	<.001	Cohen's d	-0.419
Q12	Student's t	-2.67	298	0.008	Cohen's d	-0.308
Q13	Student's t	-3.62	298	<.001	Cohen's d	-0.418
Q14	Student's t	-3.28	298	0.001	Cohen's d	-0.379
Q15	Student's t	-3.71	298	<.001	Cohen's d	-0.429
Q16	Student's t	-2.62	298	0.009	Cohen's d	-0.303
Q17	Student's t	-3.19	298	0.002	Cohen's d	-0.368
Q18	Student's t	-2.84	298	0.005	Cohen's d	-0.327
Q19	Student's t	-5.03	298	<.001	Cohen's d	-0.581
Q20	Student's t	-3.81	298	<.001	Cohen's d	-0.440
Q21	Student's t	-4.05	298	<.001	Cohen's d	-0.468

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Independent Samples T-Test						
		Statistic	Df	p		Effect Size
Q22	Student's t	-3.71	298	<.001	Cohen's d	-0.428
Q23	Student's t	-3.21	298	0.001	Cohen's d	-0.371
Q24	Student's t	-2.84	298	0.005	Cohen's d	-0.328
Q25	Student's t	-4.20	298	<.001	Cohen's d	-0.485
Q26	Student's t	-3.78	298	<.001	Cohen's d	-0.436
Q27	Student's t	-3.70 ^a	298	<.001	Cohen's d	-0.427
Q28	Student's t	-4.57	298	<.001	Cohen's d	-0.527
Q29	Student's t	-2.89 ^a	298	0.004	Cohen's d	-0.333
Q30	Student's t	-4.68	298	<.001	Cohen's d	-0.541

Note. $H_a \mu_{Female} \neq \mu_{Male}$
^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Objective 3: To analyse students' future orientation in relation to career planning

Table 5.1: ANOVA test for Residence

One-Way ANOVA (Fisher's)				
	F	df1	df2	p
Q9	49.91	1	298	<.001
Q10	30.11	1	298	<.001
Q11	16.21	1	298	<.001
Q12	28.05	1	298	<.001
Q13	29.43	1	298	<.001
Q14	21.56	1	298	<.001
Q15	30.48	1	298	<.001
Q16	16.97	1	298	<.001
Q17	23.12	1	298	<.001
Q18	25.19	1	298	<.001
Q19	19.46	1	298	<.001
Q20	27.25	1	298	<.001
Q21	39.55	1	298	<.001
Q22	12.16	1	298	<.001
Q23	32.41	1	298	<.001
Q24	32.03	1	298	<.001
Q25	27.52	1	298	<.001
Q26	20.47	1	298	<.001
Q27	5.06	1	298	0.025
Q28	13.95	1	298	<.001
Q29	7.02	1	298	0.009
Q30	4.63	1	298	0.032

Table 5.2: ANOVA test Father Occupation

One-Way ANOVA (Fisher's)				
	F	df1	df2	p
Q9	9.01	4	295	<.001
Q10	5.54	4	295	<.001
Q11	3.37	4	295	0.01
Q12	2.31	4	295	0.058
Q13	3.93	4	295	0.004
Q14	3.95	4	295	0.004
Q15	6.49	4	295	<.001
Q16	4.15	4	295	0.003
Q17	3.36	4	295	0.01
Q18	1.74	4	295	0.141
Q19	2.91	4	295	0.022
Q20	5.94	4	295	<.001
Q21	5.78	4	295	<.001
Q22	5.12	4	295	<.001
Q23	2.52	4	295	0.041
Q24	5.94	4	295	<.001
Q25	8.15	4	295	<.001
Q26	3.62	4	295	0.007
Q27	1.8	4	295	0.129
Q28	3.11	4	295	0.016
Q29	1.76	4	295	0.137
Q30	1.81	4	295	0.128

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Table 5.3 ANOVA results for Income

One-Way ANOVA (Fisher's)				
	F	df1	df2	P
Q9	9.69	3	296	<.001
Q10	10.46	3	296	<.001
Q11	11.2	3	296	<.001
Q12	2.22	3	296	0.086
Q13	8.62	3	296	<.001
Q14	8.08	3	296	<.001
Q15	15.52	3	296	<.001
Q16	4.94	3	296	0.002
Q17	7.56	3	296	<.001
Q18	7.13	3	296	<.001
Q19	9.59	3	296	<.001
Q20	8.32	3	296	<.001
Q21	12.38	3	296	<.001
Q22	3.94	3	296	0.009
Q23	6.56	3	296	<.001
Q24	13.1	3	296	<.001
Q25	4.92	3	296	0.002
Q26	7.48	3	296	<.001
Q27	2.16	3	296	0.093
Q28	4.31	3	296	0.005
Q29	1.55	3	296	0.202
Q30	2.57	3	296	0.054

Table 5.4 ANOVA results for Gender

One-Way ANOVA (Fisher's)				
	F	df1	df2	p
Q9	0.735	3	296	0.532
Q10	1.629	3	296	0.183
Q11	0.602	3	296	0.614
Q12	0.531	3	296	0.661
Q13	1.217	3	296	0.304
Q14	0.279	3	296	0.84
Q15	1.647	3	296	0.179
Q16	0.735	3	296	0.532
Q17	0.483	3	296	0.695
Q18	0.445	3	296	0.721
Q19	0.391	3	296	0.759
Q20	0.885	3	296	0.449
Q21	0.685	3	296	0.562
Q22	0.314	3	296	0.815
Q23	1.387	3	296	0.247
Q24	0.311	3	296	0.817
Q25	0.588	3	296	0.624
Q26	1.167	3	296	0.323
Q27	1.189	3	296	0.314
Q28	1.139	3	296	0.333
Q29	0.467	3	296	0.705
Q30	0.527	3	296	0.664

Objective 4: To examine students' perceptions and attitudes toward agriculture as a career option

Table 6. Correlation Matrix among the survey items

	Career Maturity	Self Efficacy	Future Orientation	Attitude towards agriculture
Career Maturity	1	0.71	0.71	0.44
Self Efficacy	0.71	1	0.74	0.45
Future Orientation	0.71	0.74	1	0.44
Attitude towards agriculture	0.44	0.45	0.44	1

Table 7. Regression Matrix of the survey items

	Coef	std_err	t	p> t
const	0.885001	0.19333	4.57761	6.9E-06
CareerMaturity	0.171365	0.07233	2.36911	0.01847
SelfEfficacy	0.200353	0.08143	2.4603	0.01445
FutureOrientation	0.153956	0.08105	1.89949	0.05847