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SUMMARY AND CONCLUSIONS

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SUMMARY AND CONCLUSIONS

6.1 Summary

Career choice is a developmental process that extends throughout life; it involves not a single decision but a series of decisions. Good Career planning includes a match among requirements of a job, individual’s aptitudes interest, personality and expectations from the parents. Good career planning leads to good career adjustment.

Choice of a career is not only central to one’s lifestyle; it is also a vital aspect of the physical and emotional well-being of the individuals themselves and their families. (Walsh & Tosi, 1980).

The young person’s transition into the world of work marks one of the most important milestones in his or her life. Reaching and crossing this milestone is influenced by numerous socio-economic, cultural and psychological forces.

In their review on the influences of the family on career development Whiston and Keller (2004) concluded that across the lifespan, both family structure variables, such as parents 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.
Research demonstrates, that secure parent child relationships are associated with progress in career decision making, affirmative career self-efficacy beliefs and career planning.

A Subsequent literature summarized most recently by Toker et.al [1998] indicates that the Big Five factors predict a wide range of other career variables, including, career decision making process, Job search behaviour, job satisfaction and career development beliefs.

Larson, Rottinghaus, and Borgen (2002) examined the correlation of Holland’s six interest types to the FFM model of personality. Results indicated strong correlations between Openness, and Artistic and Investigative interests types, Extraversion, and Enterprising and social interests types, and Agreeableness and Social interest type.

Hackett and Betz (1981) studied, the differences between the genders and suggested that a woman will have different career behaviours than man because a woman typically lacks the strong expectations of personal efficacy for many career related barriers. This results in woman failing to fully realize her capabilities and talents in career pursuits.

Research from different cultural contexts including the Indian environment has consistently revealed a strong relationship between socio-economic status (SES) and career preparation.

After reviewing the literature, researcher has come to the following conclusions -

1) Family background, Peer group pressure, Parental aspirations, Self-efficacy, Personality, Interests, Aptitude, educational attainments, role models
Vocational decision making styles, social class, family environment and gender are the important determinants of Career choice behaviour.

2) There are many researches in the area of Career choice behaviour but they are limited in their scope. Number of variables studied in these researches was also limited.

Hence, an extensive research considering many variables and issues were thoughtfully undertaken. Researcher decided to include Personality, Perceived Parenting Interests and Socio-economic status as independent variables and impact of these variables on Career Decision Making was investigated in the present study. Theoretical background of the related variables, was studied and discussed.

Present investigation is aimed at preparing the model for effective career decision making. The study also aims at suggesting some implications from the point of view of the remedial measures in career decision making.

To achieve these aims, certain objectives were determined.

1. To study the gender wise and faculty wise relationships between Personality and Interests, Personality and perceived Parenting, and Interests and perceived Parenting.

2. To find out gender wise and faculty wise differences on relationships between Personality and Interests, Personality and perceived Parenting, and Interests and perceived Parenting.

3. To explore gender wise and faculty wise relationships of CDSE with Personality, Interests, perceived Parenting and some of the demographic variables.
4. To predict the gender wise effects of personality, interests, perceived Parenting and demographic variables on CDSE.

Following hypotheses were framed in the light of the objectives of the study and review of literature:

1. There would be no faculty wise differences between the relationships of the pairs of independent variables i.e. Personality and Interests, Personality and perceived Parenting, and Interests and perceived Parenting.

2. There would be no faculty wise differences between the relationships of Personality, Interests and perceived parenting on one side and the CDSE on the other side.

3. There would be no faculty wise difference between the relationships of father’s education, father’s occupation, mother’s education, mother’s occupation, family income and SES of the family with CDSE.

4. There would be no gender difference between the relationships of the pairs of independent variables i.e. Personality and Interests, Personality and Perceived Parenting, and Interests and Perceived Parenting.

5. There would be no gender differences between the relationships of Personality, Interests and Perceived Parenting on one side and the CDSE on the other side.

6. There would be no gender difference between the relationships of father’s education, father’s occupation, mother’s education, mother’s occupation, family income and SES of the family with CDSE.

The sample comprised of 646 junior college girls and boys studying in XI standard of Arts, Science and Commerce faculties. As far
as possible, researcher tried to make the sample representative of whole Pune. Sample was collected from 40 junior colleges located in South, North, East, West, and Central areas of Pune

The mean age of the sample was 17.27 years and the SD was 1.13. It can be said that the sample is homogeneous as far as the age is concerned.

Following tools were used for data collection:


2. The NEO – FFI (NEO Five – Factor Inventory) [Costa P.T. and McCrae R.R. 1991]


4. Chatterji’s Non-language Preference Record (CNPR)

All the tools mentioned above are standardized tools with high reliability and validity coefficients. But as the first two tools were constructed in the foreign countries, they were translated in the regional language in consultation with the language expert.

Apart from these major tools, Personal Data Sheet (PDS) was prepared to obtain demographic data.

For data collection, respondents were contacted through their junior colleges in a small group of 25-30 at a time. After establishing adequate rapport, every effort was made to motivate the respondent to give true responses to the items in the questionnaire. It took about 80 minutes to feel in the questionnaires.
The data collected from the sample of 646 participants were subjected to different statistical analysis, namely Pearson product moment correlation ‘t’ test, Chi square test and multiple regression analysis.

6.2 Conclusions

The results obtained in the current study led to the following conclusions:

The hypothesis 1 was divided into three sub-hypothesis 1.1, 1.2 and 1.3. Out of which sub-hypotheses 1.1 and 1.3 were totally accepted. This means, there were no significant faculty differences as far as the relationships between Personality and Interests and Interests and Perceived Parenting were concerned. The sub-hypothesis 1.2 was not accepted totally. It was observed that Arts and Commerce students differed from Science students, but they did not differ from each other as far as the relationship between Personality and Perceived Parenting is concerned. Therefore, the hypothesis 1 stating that, there would be no faculty wise differences between the relationships of the pairs of independent variables i.e. Personality and Interests, Personality and Perceived Parenting and Interests and Perceived Parenting is almost accepted, with few exceptions.

One observation regarding hypothesis 1 is that, relationship between Personality and Perceived Parenting is notable in case of Science students.

The hypothesis 2 states that there would be no faculty wise differences on the relationships between Personality, Interests and
Perceived Parenting on one side and the CDSE on the other side. This hypothesis was almost accepted but with slight exceptions. This hypothesis was classified into three sub-hypothesis 2.1, 2.2 and 2.3, out of which, sub hypotheses 2.1 could not be totally accepted. Faculty difference was observed as far as the relationship between Personality and CDSE is concerned. Arts and Commerce students differed a lot from Science students, but they do not differ from each other, in this regard.

The sub-hypotheses 2.2 and 2.3 were totally accepted. No significant differences were found among Arts, Science and Commerce students as far as the relationship between personality and Career-decision Self-Efficacy and Interests and Career-decision Self-Efficacy were concerned.

In short, there were faculty wise differences in the relationships between Interest and Perceived Parenting on one side and CDSE on the other side, but there was no faculty wise difference in the relationships between Personality and CDSE.

Few interesting observations regarding the hypothesis 2 are mentioned below

1. Science students showed strong positive relationship between Personality and CDSE.
2. Students from all faculties had positive relationships between Parenting and CDSE.

**The hypothesis 3** states that, there would be no faculty wise difference between the relationships of father’s education, father’s
occupation, mother’s education, mother’s occupation, family income and SES of the family with CDSE. This hypothesis was totally accepted.

Hypothesis 3 was classified into 3 sub-hypotheses 3.1, 3.2 and 3.3. All these sub hypotheses were totally accepted as no faculty wise differences were found regarding the relationships between father’s education, father’s occupation, mother’s education, mother’s occupation, family income and SES of the family with CDSE.

**The hypothesis 4** was accepted. This hypothesis was studied separately, in three sections. Three sub hypotheses 4.1, 4.2, 4.3 were almost accepted, as there were no significant differences, found among adolescent boys and girls as far as the relationships between Personality and Interests, Personality and Perceived Parenting and Interests and Perceived Parenting were concerned.

In short, there were no gender differences between the relationships of the pairs of independent variables i.e. Personality and Interests, Personality and Perceived Parenting and Interests and Perceived Parenting.

Some important observations made regarding hypothesis 4 needs to be noted here:

1) In case of both boys and girls relationships between Personality and Perceived Parenting were found important. Neuroticism, Agreeableness and Conscientiousness factors of Personality were found significantly associated with parenting. Neuroticism negatively and Agreeableness and Conscientiousness were positively related to Parenting. Hence it
appears that good Parenting would lead to more Agreeableness and Conscientiousness, and less of Neuroticism in children.

2) In case of boys the relationships between few Interests and Perceived Parenting was found remarkable. Interests in Literary, Scientific and Medical areas were positively associated with Parenting. Hence, it seems that effective parenting is conducive to develop good interests in children in the areas of academics.

The hypothesis 5 was verified by formulating three sub-hypothesis 5.1, 5.2, and 5.3. Out of which sub-hypotheses 5.2 and 5.3 were totally accepted because no significant differences were found between boys and girls regarding the relationships between interests and CDSE and Perceived Parenting and CDSE. Sub-hypothesis 5.1 could not be accepted totally because there were few differences between boys and girls regarding the relationship between Personality and CDSE. Therefore, the hypothesis 5 stating that, there would be no gender differences in the relationships between Personality, Interests and Perceived Parenting on one side and the CDSE on the other side was almost on the verge of acceptance.

Important observations regarding hypothesis 5 are noted below.

1) In case of girls number of significant correlations between Personality and CDSE were notable. Extraversion and Conscientiousness were positively related with CDSE at .01 level of significance. It can be concluded that personality has great impact on CDSE of girls.

2) In case of girls Interest in Science was positively related to all the subscales of CDSE. This indicates that girls studying in Science have
full confidence, that they can select their goals, they can assess themselves accurately.

3) In case of both boys and girls relationships between Perceived Parenting and CDSE were very promising, 76% of the correlations were found positive and significant. This finding indicates that adolescents can develop high level of CDSE if they receive appropriate Parenting. It strongly appears that Parenting plays a major role in the development of CDSE.

4) When multiple regression was implied, it was revealed that in case of boys Le Vs Mo (E) scale of Parenting is the most important predictor of CDSE, followed by Personality factor Openness and SES.

5) Results of multiple regression also show that in case of girls Conscientiousness was the most important predictor of CDSE, followed by Extraversion.

The Hypothesis 6 was accepted. No gender differences in the relationships between father’s education, father’s occupation, mother’s education, mother’s occupation, family income and SES on one side and the CDSE on the other side, were found significant.

Some Important observations regarding hypothesis 6 are mentioned below.

1. In case of both boys and girls, Parental education, income and SES were positively related to Occupational Information subscale of CDSE.

2. In case of boys, Parental Education, Income and SES were negatively related to Problem Solving subscale of CDSE.
3. Girls showed positive relationships between Parental Education, Income and SES with Self Appraisal subscale of CDSE.

**Model of Effective Career Decision Making** - on the basis of empirical data of the present investigation, one model was evolved. This model proposed, that SES and Parenting lays the foundation of Personality and in the process of Personality type decides the level of adolescent`s, Career Decision Self Efficacy. When level of CDSE is low, children make ineffective career decisions which may leads to career failure. On the contrary, when level of CDSE is high, children can make effective career decisions which may leads to career success.

**6.3 The implications of the Present Study**

Any piece of research, directly or indirectly has a good chance of finding some practical applications. Some of the areas in which present findings find direct application are mentioned here. Following implications may be suggested on the basis of the findings of the current study:

1. It will provide valuable information about the influence of personality factors, interests and parenting styles on the Career Decision Making Self–Efficacy of adolescent girls and boys.

2. Findings of this research may help to understand the influences of socio-economic factors on Career Decision Self-Efficacy of adolescent girls and boys.

3. Results will throw some light on gender differences and faculty wise differences regarding the factors influencing career decision self-efficacy.
4. It will serve as resource materials for others who want to carry out research in emerging areas of Career Counselling.

5. The investigator hopes that sharing the results with parents, counsellors, teachers and others will increase awareness regarding the need of career counselling.

6. Organization of special workshops for parents on career decision making is recommended since the major finding of the current study reveals the important role of parents in adolescent’s career decision making.

7. This study will be valuable in helping students to cope with career indecision problem.

8. With these findings it will be possible to find similarities and differences in the results between this study and any other one.

9. Policy Implications - The present study would provide a framework of knowledge regarding the impact of psychological and socio-economic factors on career development behaviour. This knowledge can help in developing National Policy dealing with career development issue.

10. Training Implications- These findings would be helpful in providing the parameters for the systematic training of individuals who provide career counselling service.

6.4 Limitations of the Present Study

1. Limitations due to sample:

   The sample was drawn from specific segment of the population. It includes adolescents studying in XI th standard of Arts, Science and Commerce faculties from Pune city. The conclusions cannot be
applicable to students studying in other faculties or students from other cities.

2. Limitations of Paper and Pencil Measures:

   Tools used for present study were all paper and pencil. Therefore, short-comings of paper and pencil tests cannot be overlooked. While responding to CDSE, participants perceived themselves as highly efficacious regarding career decision making tasks. But, these are the participants’ phenomenological perceptions of the constructs, without observation of their decision making behaviours it is not known whether they were skilled at maneuvering through the Career decision making process as they report.

3. Limitations of Review of Literature:

   Career Psychology has remained an infant science in India. Indian researches published in this area are very limited.

   **6.5 Suggestions for Further Research**

   1. The scope of further research may be expanded to include students from other faculties and cities.

   2. The future studies may address the assessment of other psychological variables like aptitude, locus of control, decision making styles etc.

   3. There is a need to develop a scale measuring socio-economic status of individuals.

   4. Causes behind the strong positive relationships between Parenting and CDSE, Personality and Parenting SES and Occupational Information, SES and Self-appraisal need to be studied.
5. Causes behind the non significant relationship between Interests and other variables needs to be found out.

6. Causes behind negative relationship between SES and problem-solving can be explored.

7. Cross-cultural research will be helpful in finding out the universality of parenting and CDSE.

8. In depth case studies can be carried out for studying individuals either having successful career path and unstable career path.

9. Longitudinal follow up study of high and low CDSE scorers should be carried out.

10. Further researches are needed to ascertain the influences of Lenient standard Vs. Moralism (E) scale of Parenting and Conscientiousness, Openness and Extraversion, on Career decision making behaviour.

This chapter consists of summary of the whole thesis. Conclusions, Implications, Suggestions and Limitations were given in detail.