CHAPTER-V
MAIN FINDINGS, CONCLUSION, DISCUSSION OF RESULTS, EDUCATIONAL IMPLICATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER STUDIES

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delineated and discussed in present chapter. These findings can be generalized to the extent of representativeness of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the areas of the study. As such some suggestions have been given for the further research. This chapter therefore, is devoted to focusing the findings, conclusions, discussion of the results, educational implications of the study and suggestions for further studies or research.

5.1 MAIN FINDINGS

1. It was found that there is a significant positive relationship between career maturity and family environment among senior secondary students, which shows that family environment directly influences the career maturity among senior secondary students. The students having high career maturity live conflict free life and remain aware for their future.

2. It was found that there is positive significant relationship between career maturity and study habits which shows that study habits directly influences the career maturity among senior secondary students. The students having high career maturity are well organised in their study habits. They do their study in
a well organised way and devote their time to their study in the school life and at their home.

3. It was found that there is significant positive relationship between career maturity and academic achievements among senior secondary students which shows that academic achievements directly influences the career maturity among senior secondary students. The students having high academic achievements show better career maturity.

4. It was found that there is a significant difference between the mean scores of career maturity among male and female senior secondary students. It means that the male and female students have different approach for career maturity. It shows that the female students are more mature than male students regarding their career.

5. It was found that there is a significant difference between the mean scores of career maturity among students having good and poor study habits. It shows that the students who have good study habits are much conscious about their career than the students who have poor study habits.

6. It was found that there is a significant difference between the mean scores of career maturity among students having good and not good family environment. As we know that as score of family environment increases the career maturity score also increases and vice versa. So the students showing less mean of career maturity have fewer conflicts, lack of reward, lack of family support, less encouragement in their family and vice versa.

7. It was found that there is a significant difference between the mean scores of career maturity among students having high and low academic achievements. It shows that the students who have high academic achievements are much conscious about their career than the students who have low academic achievements.

8. It was found that there is a significant difference between the mean scores of career maturity among male students having good and poor study habits. It shows that the male students who have good study habits are much conscious about their career than the male students who have poor study habits.
9. It was found that there is a significant difference between the mean scores of career maturity among female students having good and poor study habits. It shows that the female students who have good study habits are much conscious about their career than the female students who have poor study habits.

10. It was found that there is a significant difference between the mean scores of career maturity among male students having good and not good family environment. It shows that the male students who have good family environment are much conscious about their career than the male students who have not good family environment.

11. It was found that there is a significant difference between the mean scores of career maturity among female students having good and not good family environment. It shows that the female students who have good family environment are much conscious about their career than the female students who have not good family environment.

12. It was found that there is a significant difference between the mean scores of career maturity among male students having high and low academic achievements. It shows that the male students who have high academic achievement are much conscious about their career than the male students who have low academic achievements.

13. It was found that there is a significant difference between the mean scores of career maturity among female students having high and low academic achievements. It shows that the female students who have high academic achievement are much conscious about their career than the female students who have low academic achievements.

14. It was found that there is a significant difference between the mean scores of career maturity among male and female students having good study habits. It shows that the female students who have good study habits are much conscious about their career than the male students who have good study habits.
15. It was found that there is no significant difference between the mean scores of career maturity among male and female students having poor study habits. It shows that the female students as well as the male students having poor study habits are less conscious about their career. They have almost the same approach regarding their career maturity.

16. It was found that there is a significant difference between the mean scores of career maturity among male and female students having high academic achievement. It shows that the female students who have high academic achievement are much conscious about their career than the male students who have high academic achievement.

17. It was found that there is no significant difference between the mean scores of career maturity among male and female students having low academic achievement. It shows that the female students as well as the male students having low academic achievement are less conscious about their career. They have almost the same approach regarding their career maturity.

18. It was found that there is no significant difference between the mean scores of career maturity among male and female students having good family environment. It shows that the female as well as the male students having good family environment are equally mature about their career.

19. It was found that there is a significant difference between the mean scores of career maturity among male and female students not having good family environment. It shows that the female students who have not good family environment are much conscious about their career than the male students who have not good family environment.

5.2 CONCLUSION

Important career decisions, such as whether to attend university, polytechnic, college of education, or a technical school or enter the job force directly after secondary school are made during adolescence. These decisions affect the rest of person’s life; therefore it is important to understand the individual and the social factors that influence the process of adolescent career development. In a developing
country like India where rapid social economic changes, stress, political uncertainties and the variety of jobs available to persons is limited, economic crunch/depression is a regular phenomenon. Consequently, career counseling is a vital tool for developing the youths. The choice of a career especially among diverse options is usually a Herculean task and is very important to life (Osipow, 1983). This therefore underscores the need to guide the adolescents in planning for careers and making mature decisions. The school system has the responsibility of assisting the youths in making competent career decisions that are appropriate to their abilities, aptitudes, interests and other personality characteristics. Many studies have indicated that most secondary school leavers in India made poor vocational decisions because of unrealistic vocational aspirations. It had been reported that students select occupations mainly because of the salaries, positions, glamour and prestige attached to them (Salami, 1997). For instance, most young people prefer medicine, engineering, law, banking, architecture and pharmacy as professions they intend to enter into upon graduation from school without adequate knowledge of what it takes to succeed and achieve in those occupations. On the basis of this research, the researcher finally concludes that the career maturity is in relation with family environment, study habits and academic achievement. Here it is also found that the students who have high and low academic achievement, study habits and family environment have difference in their career maturity. Also the male and female students having high academic achievement, good family environment or study habits have difference in their career maturity but in the case of male and female students having low academic achievement, not good environment or study habits have no difference in their career maturity. This all shows that students with high academic achievement, good family environment and study habits are more conscious about their career whereas the students with low academic achievement, not good environment and study habits are not so much conscious about their career.

The education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the hand-on activities. It has been accepted by all that education should help the student to solve the challenges of life and make successful career choice in their career. The purpose of education should not be to
simply provide food for the brain but it should replenish the practical activities with vocational courses.

So, family environment, study habits and academic achievement have direct influence on career maturity of the senior secondary students. Adolescence is a stage of stress and strain. They may easily drag themselves on a wrong way if they are not properly guided for their right career options. So, this study was very much useful for these students. As it was found in this study that those students who have a good and healthy family environment, good and organise study habits are more aware about their career and they are considered as mature about their career. The male and female students have difference in the mean score of their career maturity. The result shows that there is difference between the mean of career maturity and family environment among male and female senior secondary students. Whereas, there was no significant differences were found in the mean scores of career maturity where the students have low academic achievement, poor study habits and not good family environment. Career maturity is a good predictor of success in getting a job.

5.3 DISCUSSION OF THE RESULTS

The present study was conducted on adolescent students with respect to career maturity in relation to their family environment, study habits and academic achievements. In the present, study career maturity and family environment were studied as inter-related and there was found a positive and significant correlation between career maturity and family environment. This shows that as the scores of family environment increase, the score of career maturity are also increase. It means that the students who have high career maturity have good family environment in their life. The finding of the present study is in consonance with the finding of Rebecca (2006) who posits a significant correlation between career maturity and family environment. Noble (1990) also reported a significant relationship between individuation and career indecision, but it only accounted for 3% of the variance in indecision. In the present study significant correlation was found in career maturity and study habits. The findings of our study is supported with the studies of (O’Hare, 1990 and Langley, 1989) who found that study habits and a positive study and work
orientation have consistently been found to be associated with career maturity. This shows that as the scores of study habits increases, the score of career maturity also increases. It means that the students who have high career maturity have good study habits. The students having high career maturity are well organised in their study habits. They do their study in a well organised way and devote their time to their study in the school life and at their home. It is also found a significant difference between the mean scores of career maturity among students having good and poor study habits.

Further the finding of the present study show the positive relationship between career maturity and academic achievements of adolescent students, this finding is also supported by Bal (1998) who observed the significant and positive correlation between career maturity and academic achievements of students. Further study of Rani and Gupta (2011) also found significant main effect of academic performance and dependence proneness on career maturity. The two interactional effects could not turn out to be statistically significant main effect of academic performance and dependence proneness on career maturity. The two interactional effects could not turn out to be statistically significant. A study was done in the year Dennis K. West (1998) on Comparisons of Career Maturity and Its Relationship with Academic Performance Factors other than ethnicity have been found to influence career maturity scores in students, including rural or urban background of the students, age, educational grade level and gender. Initially a research project was conducted at Eastern Montana College to investigate the relationship of some of these factors to academic achievement (West, 1986). In a sample of college students comprised of both Indian and non-Indian students from this school, career maturity was found to be positively related to age and GPA but not to gender. This present study employs that same sample of students and is an attempt to investigate and compare the career maturity of the American Indian and non-Indian students and to determine if the positive correlation between career maturity and academic performance found in other college populations exists in this group of Indian students.

In the present study, significant difference was found among male and female students. Female students were found better in career maturity as compared to male students.
students. This finding is supported with the finding of Tekke and Faizal (2013) who observed that female students are fairly high in career maturity than male students on the CMI. The results also showed that the higher the career maturity, the higher the grade point average. However, the level of significance is slightly weak; this result should be viewed with caution. But findings of Mathur and Sharma (2001) not in consonance with the present investigation, they have found that boys have a more favourable attitude towards career choice in comparison with girls. Boys have better career competency than the girls. It means that the male and female students have different approach for career maturity. The influence of family environment on career maturity is also found significant in the present study. The families in which there is less conflict, high reward, good cohesion and the families give importance to the views of their ward towards their career are more accommodable in the society and their children are more mature about their career. A study was done in the B. Hasan (2006) on Career Maturity of Indian Adolescents as a Function of Self-Concept, Vocational Aspiration and Gender. Originated from the developmental theory of vocational behaviour, career maturity has been defined as the maturity of attitudes and competencies pertaining to career decision making. It has been found that family environment influenced differentially in different culture, race and gender groups by certain psychological, educational and demographic factors (Lawrence and Brown, 1976; Pound, 1978).

A study was done by Thomas M. Sawyer (1981) on Indian students’ study habits and attitudes and the overall results of this study can produce some limited inferences about the study habits and attitudes of Indian college students. First, the motivation for male Indian students may not be clear and this can affect how hard they study. On the other hand, male Indian students do not seem to suffer very much from test anxiety or study stress. Second, female Indian students may have some problems in budgeting time and some emotional problems related to worrying about studying. Third, Indian and white students from primarily rural backgrounds (and consequently small high schools) are probably not experienced or skilled in taking notes in lecture situations. However, this area needs more research and study before such conclusions can be definitely applied to all Indian college students because study
habits and attitudes may vary widely from location to location or tribe to tribe. A significant difference was also between the mean scores of career maturity among students having high and low academic achievement. The mean score of career maturity of students having high academic achievement is higher than the mean score of career maturity of students having low academic achievement. It shows that the students who have high academic achievement are much conscious about their career than the students who have low academic achievements. Also significant difference was found in the mean career maturity scores of male students and female students having high and low academic achievements. These findings are also supported with the findings of Dhillon and Kaur (2005), who also found significant difference in the mean career maturity scores of male and female students.

It is also found in the present study that the career maturity is directly depending on the family environment, study habits and academic achievements. It shows that the students who have good family environment, study habits and academic achievement are much conscious about their career whether the students are male or female. A study was done by Mona & Jasdeep Kaur (2010) on career maturity of adolescents in relation to intelligence. This study investigates the career maturity in relation to intelligence among the adolescents of plus one stage. The findings revealed that academic group students had higher career maturity and intelligence as compared to their vocational counterparts. Girls, in the present sample, possessed greater career maturity and intelligence as compared to boys. Here in this study it also reveals that the students who have higher academic achievement have well aware about their career. These students are very sensitive about their career.

The findings of the study further revealed significant among male and female students regarding their study habits. Female students were found to have good study habits as compared to male students. The findings of the study done by Moses C. Ossai (2012) also supported our findings. He found that female students reported better study habits than males. This implies that proactive counselling against poor study habits should start at the basic level of education and diligent attention should be given to male students. How target-oriented counselling techniques should be utilized to help students improve their academic achievement was discussed.
The present study revealed significant difference among adolescent having good and not good family environment. The students having good family environment have better career maturity as compared to the students having not good family environment. But the findings of Sharma and Gaur (2012) revealed that there is no significant impact of various aspects of parental modelling and vocational maturity of adolescents. The findings of Badola (2013) also revealed significant impact of home environment on career maturity of the students.

The education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the hand-on activities. It has been accepted by all that education should help the student to solve the challenges of life and make successful career choice in their career. The purpose of education should not be to simply provide food for the brain but it should replenish the practical activities with vocational courses.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

The most outstanding characteristics of any research is that in contributes something new towards the development of the area concerns. The finding of the present study revealed some significant issues that are beneficial in multiple ways. The study has an important bearing on education in our country, where students are taught through the traditional approach. It demonstrates that students can be taught better through new approaches of teaching like the visual and modular approach. The construct of career maturity consists of a readiness, attitude and competency to cope effectively with the career development tasks. The assumption can be made that a career mature person is more capable of making an appropriate and realistic career choice and decision. As in case of planning the career, cognitive level of person is of paramount importance, one cannot ignore this aspect while opting for a career. As for every type of occupation, different types of cognitive structuring is required, students should be made aware of this and guided accordingly.

Gender is a significant factor in the career choice of senior secondary school students. As in this study it has been observed that there was difference in male and female students with respect to career maturity. It is suggested that all stakeholders in
education should continue to encourage both male and female to offer subjects of their choice, which invariably influences their career choice readiness. Therefore suitable career counseling programmes catering to individual differences should be designed. It is also suggested that series of programmes that will encourage both gender to go in for careers of their choice should be put in place. Although the responsibility of tailoring the minds of the students towards a particular career option lie on the school counselor, other school personnel should cooperate with the school counselors in fronting effective career choice readiness.

Home environment also plays an important role in the career maturity or career preferences of the students. The present study revealed the significant difference in students belonging to good and not good family environment. The increase of control at home can cause a hindrance in their independence, as children in this age want independence and to explore the world. Parents should provide more rewards, nurturance and permissiveness and should allow the adolescent to express his views freely. There should be a provision of opportunities with no interference from parents, which may help in proper development of the child. Parents should try to avoid the factors that can cause stress and frustration in the adolescents like punishment, deprivation of privileges and rejection etc. This implies that conditional love of parents for the child and imposing sanctions on children by isolating them from the beloved ones or putting their (parents) expectations to comply by their actions is infact detrimental for a child’s harmonious development. Parents who are democratic in their dealings with children and provide reasonable freedom to them can pave a path for making their wards emotionally mature.

Study habits also play an important role in enhancing career maturity in the students. It our study, it was found that there is a significant difference in career maturity of the students belonging to good and poor study habits. Strong supporting evidence indicates that the student who have good study habits are very much conscious about their career, avoid delaying important tasks and are able to effectively manage their time in order to complete academic tasks. They have better adapted study habits and strategies, more positive attitudes towards education and
well established work methods. This confirms research done by Crites (1978) when he developed the Career Maturity Inventory. He focussed on the measurement of competencies or skills that individuals require when making sound career decisions (e.g. planning, problem solving and self-appraisal skills) as well as on their attitude towards career decision-making (e.g., orientation towards work and willingness to be realistic and make compromises).

A major finding of this study was that the students having high academic achievement differ significantly with low academic achievers in career maturity. Students’ career aspirations are predictive of their educational aspirations, as well as academic achievements. These findings indicate that students who have higher academic achievements are more likely to have higher educational aspirations and very conscious about their career and perform better in school than the students with lower academic achievements. As can also be seen in the results of this study that academic achievements is determined by career-related construct, which is indicated by career maturity, career self-efficacy and career interest. This linking can give practical contribution to educational practices. However, this requires quite an extensive explanation. This input would gradually help students to develop some awareness of their potentials and choose the right academic or vocational specialization. They can also excel in any level of education they are required to attain in order to accomplish the career they wish to have.

This study will help to understand the level of career maturity, type of home environment, level of study habits and academic achievement of secondary school students. This study also will help the teacher to know about the career problems and career interests of the secondary school students and will help to give career guidance to the secondary school students according to their home environment, study habits and level of academic achievement.

5.5 SUGGESTIONS FOR FURTHER STUDIES

- This study can be applied on a large sample of senior secondary students of government and private schools students.
- The study can be applied on a large sample of senior secondary students of rural and urban schools students.
- The study can be done to observe the effect of EQ or IQ on career maturity level among secondary school students.
- Correlation between career maturity & Academic achievement with respect to general intelligence can be studied.
- Correlation between Stress and Adjustment with respect to career maturity among college going students may be explored.
- Effect of career maturity on the personality traits among graduate and undergraduate students can be studied.
- Relationship between self-concept, self-esteem and career maturity among urban and rural students may be explored.
- Correlation between study habits and attitudes with Social Intelligence may be studied.
- Significant difference between IX grade students & the undergraduate student’s with respect to career preferences may be explored.
- The relationship between career advancement and personality of primary school teachers can be studied.
- The study can also be done on graduate and postgraduate students on different universities.
- Nature of human behavior with relation to studying styles can be effectively studied.
- The study can be done to explore the relevance of SQ and EQ (Emotional Quotient) with leadership trait in their professions chose.
- The study can be done to see the effectiveness of social quotient in the modification of study habits and professional ethics.
- The study can be done to explore the vocational education: Analytic change in the curriculum.
- Quality education in private and government school in respect of career choice may be explored.