CHAPTER - VII

SUMMARY AND CONCLUSIONS

In the present study entitled "Personality, Abilities and Academic Achievement as Correlates of Vocational Maturity of the children of Civilian and Armed Personnel", the word 'Armed' is used for children of the Indian Army and Indian Air Force Personnel. The word 'Civilian' is used for children belonging to Civilian parents employed in Central Services. There were twenty-four variables, viz. seven measures of vocational maturity - career choice attitudes, self appraisal, occupational information, goal selection, planning, problem solving and career choice competencies total; two personality dimensions, namely - extraversion/introversion and neuroticism; nine abilities, viz. intelligence; seven aptitudes - verbal reasoning, numerical ability, abstract reasoning, mechanical reasoning, space relations, language usage (spelling and sentences) and clerical speed & accuracy; and six measures of academic achievement viz. English, Hindi, Mathematics, Science, Social Studies and Total Academic Achievement. The sample consisted of 694 students involving 318 students from IX class (Civilian males = 60, Armed males = 105, Civilian females = 60 and Armed females = 93); 292 students from X Class (Civilian males = 60, Armed males = 100, Civilian females = 60 and Armed females = 72) and 84 students from XI class (Civilian males = 15, Armed males = 30, Civilian females = 15 and Armed females = 24). There were 165 males.
and 153 females from IX class, 160 males and 132 females from X class, and 45 males and 39 females from XI class. There were 370 total males and 324 total females. The tools used in the study were - Career Maturity Inventory (CMI) Crites (1973) - (An Indian Adaptation in Hindi by Chand, 1979); Junior Personality Inventory (JPI) by Mohan, Singh and Kalra (1968); Differential Aptitude Test (DAT) Bennett, Seashore and Wesman (1966); Standard Progressive Matrices (Raven, 1960) and Academic Achievement (Individual raw scores of annual examinations were taken from previous school records for English, Hindi, Mathematics, Science, Social Studies and Total Academic Achievement. Then, these scores were converted into percentages). Means, SDs, 3 x 2 x 2 ANOVA, Pearson Product Moment correlational analysis and Multiple step-up regression analysis were computed for purpose of the study.

The main findings based on statistical analysis highlighted the following facts:–

A. **Developmental Trends**

1. All the seven mean scores of vocational maturity in terms of career choice attitudes, self appraisal, occupational information, goal selection, planning, problem solving and career choice competencies total significantly improved from class IX through X to XI class.

2. The mean scores of intelligence significantly improved from class IX through X to XI class.

3. The mean scores of all the aptitudes namely - verbal reasoning, numerical ability, abstract reasoning, mechanical reasoning, space relations, language usage sentences, language
usage spelling and clerical speed & accuracy significantly improved from class IX through X to XI class.

4. The mean scores of all the six academic achievement measures viz. English, Hindi, Mathematics, Science, Social Studies and Total Academic Achievement significantly increased from class IX through X to XI class.

5. (a) The mean scores of X class were significantly highest in extraversion/introversion than IX and XI classes, while significantly lowest mean scores in extraversion/introversion were found of XI class.

(b) The mean scores in N were highest of X class as compared to IX and XI classes, whereas, the significantly lowest mean scores in neuroticism were found of XI class.

B. Background Differences

1. Children of Armed Forces personnel scored significantly higher than children of Civilian parents in intelligence.

2. Children of Armed Forces personnel scored significantly higher than children of Civilian parentage in all the aptitudes viz. verbal reasoning, numerical ability, abstract reasoning, mechanical reasoning, space relations, language usage spelling, language usage sentences and clerical speed & accuracy.

3. Children of Armed Forces personnel scored significantly higher than children of Civilian parents in all the seven measures of vocational maturity viz. career choice attitudes, self appraisal, occupational information, goal selection, planning, problem solving and career choice competencies total.

4. Children of Armed Forces personnel were significantly
higher than children of Civilian parents in all the six academic achievement measures (English, Hindi, Mathematics, Science, Social Studies and Total Academic Achievement).

5. (a) There were no significant differences between children of Armed Forces personnel and those of Civilian parentage in extraversion/introversion.

(b) The mean scores were significantly higher of children of Civilian parents in comparison to children of Armed Forces personnel in neuroticism.

C. Sex Differences

1. Females were significantly higher in their career choice attitudes and goal selection competency as compared to males, whereas, there were no significant differences between males and females in self appraisal, occupational information, planning, problem solving and career choice competencies total.

2. There were insignificant differences between males and females in intelligence.

3. There were no significant differences between males and females in verbal reasoning, abstract reasoning, language usage spelling, language usage sentences and clerical speed and accuracy. But males were significantly higher in numerical ability, mechanical reasoning and space relations in comparison to females.

4. There were no significant difference between males and females in academic achievement - English, Science, Social Studies and Total Academic Achievement. However, females were found to be significantly higher in Hindi and males in Mathematics.

5. (a) Males were significantly higher in extraversion/
introversion as compared to females.

(b) There were no significant differences between males and females in neuroticism.

D. Correlational Analysis

1. Intelligence correlated positively and significantly with all the seven measures of vocational maturity (Career choice attitudes, self appraisal, occupational information, goal selection, planning, problem solving and career choice competencies total) for the total sample.

2. All the seven aptitudes namely - verbal reasoning, numerical ability, abstract reasoning, mechanical reasoning, space relations, clerical speed & accuracy, language usage, spelling and language usage sentences were positively and significantly inter-correlated with all the seven measures of vocational maturity (career choice attitudes, self appraisal, occupational information, goal selection, planning, problem solving and career choice competencies total) for the total sample.

3. (a) Personality dimension of E/I was negatively and significantly correlated with all the measures of vocational maturity namely - career choice attitudes, occupational information, planning, problem solving and career choice competencies total for the total sample, with the exception of self appraisal which was not approached significance level.

(b) N was negatively and significantly correlated with all the seven measures of vocational maturity viz. career choice attitudes, self appraisal, occupational information, goal selection, planning, problem solving and career choice competencies total for the total sample.
4. All the measures of academic achievement (English, Hindi, Mathematics, Science, Social Studies and Total Academic Achievement) were positively and significantly intercorrelated with all the seven measures of vocational maturity (career choice attitudes, self appraisal, occupational information, goal selection, planning, problem solving and career choice competencies total) for the total sample.

E. Conjoint Effect of Personality, Abilities and Academic Achievement on Career Choice Attitudes and Career Choice Competencies Total (Vocational Maturity)

By comparing Model - 1 and Model - 2 of step-up regression analysis, it has been concluded that -

a) The percentage of contribution (combined strength) of personality, abilities - intelligence and aptitudes, and academic achievement variables being higher of CCCT than of CCA;

b) VR appears the most significant predictor of CCA and CCCT in positive direction. The percentage of contribution being higher of CCCT than of CCA;

c) Hindi appears as significant predictor of CCA and CCCT in positive direction. Its percentage of contribution being higher of CCA than of CCCT;

d) AR appears as significant predictor of CCA as well as CCCT in positive direction. Its percentage of contribution being higher of CCCT than of CCA;
e) MR appears as significant predictor of CCA and CCCT in positive direction. Its percentage of contribution being higher of CCCT than of CCA;
f) INT appears as significant predictor of CCA and CCCT in positive direction. Its percentage of contribution being higher of CCA than of CCCT;
g) Science appears as significant predictor of CCA and CCCT in positive direction. Its percentage of contribution being higher of CCCT than of CCA;
h) Personality variable E/I appears significant predictor of CCA and CCCT in negative direction. Its percentage of contribution being higher of CCA than of CCCT.
Introverts were more mature;
i) L.U. II Sentences appears as significant predictor of CCA as well as CCCT in positive direction. Its percentage of contribution being higher of CCA than of CCCT;
j) Mathematics appears as significant predictor of CCA and CCCT in positive direction. Its percentage of contribution being higher of CCCT than of CCA;
k) L.U. I Spelling appears as significant predictor of CCA and CCCT in positive direction. Its percentage of contribution being higher of CCCT than of CCA;
l) Social studies appear as significant predictor of CCA and CCCT in positive direction. Its percentage of contribution being higher of CCA than of CCCT;
m) SR appears as significant predictor of CCA as well as CCCT in positive direction. Its percentage of contribution being higher of CCA than of CCCT;
n) Personality variable N appears significant predictor of CCA and CCCT in negative direction. Its percentage of contribution being higher of CCA than of CCCT. Stables were more mature;
o) English appears as significant predictor of CCA and CCCT in positive direction. Its percentage of contribution being higher of CCCT than of CCA;
p) Total academic achievement appears as significant predictor of CCA and CCCT in positive direction. Its percentage of contribution being higher of CCCT than of CCA;
q) CSA appears as significant predictor of CCA and CCCT in positive direction. Its percentage of contribution being higher of CCA than of CCCT and
r) NA appears as significant predictor of CCA as well as CCCT in positive direction. Its percentage of contribution being higher of CCA than of CCCT.

The degree of correlational and regression analysis highlighted the quality of the sample under study.

Conclusions

Findings of the present study in connection with developmental trends indicate the need of developmental guidance and counselling facilities. The degree of realism could be increased so that children may achieve their vocational as well as general maturation. The problem of unemployment prevails at various stages of human development. Hence, the need for guidance and counselling. The counselling process also indicates where human development is lacking and at what stage. It can be
pointed out that personnel belonging to Indian Army and Indian Air Force are a developed section of the Society which is indicated by their children's maturity. Greater emphasis should be laid on development of realistic patterns in Civilian Society. The guidance and counselling facilities must be provided to children of Civilian parentage and also to children of Armed Forces personnel throughout the Nation. Girls need special care. Personality, differential abilities (intelligence and aptitudes) and academic achievement reveal general maturity of an individual. It suggested the possibility of making predictions of vocational maturity at the school level to a considerable extent. These findings have implications for vocational counsellors at the school level, who may utilize this information fruitfully. Finally, the longitudinal research must be warranted.

The names of various researchers and authors whose references have been made in the present study are reported alphabetically in the Bibliography.