CHAPTER-V
SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDIES
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RESEARCH.

5.1 SUMMARY

In this era of globalization, India is uprising at a fast pace and becoming a new world power. Productivity in the country adds to this progressive process. Correct career choice attributes a lot towards the productivity as career decisions taken by an individual at this stage forms the base for the future decisions taken in the field of work. If an individual learns decision making early in life, he is capable to survive more successfully and is more fit in the world of work.

Jones (1973) views that although life goal provides the center of all the activities and gives meaning to life, a satisfactory and successful life is often dependent on the wise choice of an occupation. Wide subject choices, multiplicity of courses—all tend to bewilder the students at the crucial adolescent age after tenth grade. This is not an individual problem but the whole society suffers from it if a wrong decision is taken. The correct educational and vocational decisions taken at this stage forms the base for future decisions to be taken in the world of work later by an individual. So, the education must be related to the needs and aspirations of the society in order to produce more.

Career Maturity

According to Crites (1978) career maturity involves forming interests, making consistent and competent choices and developing attitudes towards careers. Career maturity is not a single act, it is rather a continuous process. It is related with knowledge, ability
information, aspiration, attitude, planning and usability. It finds its roots in the early life of a person and develops over a period of years. Hence, it is a maturing process of learning ability oneself and one’s choice options.

**Factors Affecting Career Maturity**

Although an individual makes educational and vocational choices, they are certainly influenced by many environmental and psychological factors like Culture, Social Class, Family, School, Ecological Factors, Interests, Academic Achievement, Personality, Sex, Intelligence and Aptitudes

Etymologically, the word “interests” in Latin means “It matters”. The search for the individual’s true interests in helping to bring about a wise educational and vocational choice is consistent with the modern educational theory which holds to the idea of interest at the main spring of effort in education. Bingham (1937) writes, “An interest is a tendency to become absorbed in an experience and to continue it”.

**Academic achievement** is, in general, referred to the degree or level of success or pre proficiency attained in some specific area concerning scholastic or academic work. Crow and Crow (1969) defined achievement as extent to which learner is profiting form instruction in a given area of learning.

**Socio-economic status** refers to social and economic standing. A person who has high standing in the community, has good income and lives in a well furnished house of good quality is said to have a good socio-economic status. Cronbach (1954) records social structure as a pyramid, with a few familiar having the privileges to go with high social status and a great many families in the undistinguished and under privileged classes.
From the review of literature it was concluded that career maturity of an individual is a gradual process that develops through age, experience and grade level. It increases as he / she grows through different age and grade levels. Moreover choice process is not a single and independent act; rather a number of other factors cast their influence on the career behavior and maturity of an individual. (Super, 1957; Harren, 1979; Lange, 1980 and Kumar, 2002). Interests is an important factor in determining the career-maturity of the students. (Jacobson, 1942; Seetha, 1975; Trumper, 2006 and Savoie, 2009). Higher academic achievement is positively associated with mature career behavior. (Dailey, 1995; Brown, 1997; Powell, 2000 and Kaur, 2002). Socio-economic status has a significant relationship with career maturity which means that low socio-economic status can act as a barrier to career consciousness and career maturity. (Reddy, 1972; Dhami, 1974; Kumar, 2000; Vatsa, 2001 and Baker, 2001). In most of the cases, females have higher scores on career maturity measures than the males. (Kaur, 1992; Naidoo, 1993; Kumar, 2000; Vatsa, 2001 and Kumar, 2002).

Statement Of The Problem

“CAREER MATURITY IN RELATION TO INTERESTS, ACADEMIC ACHIEVEMENT AND SOCIO-ECONOMIC STATUS OF SECONDARY SCHOOL STUDENTS”.

Objectives

1. To study the career maturity of secondary school students in relation to different interests namely- Influential: Administrative, Enterprising; Venturous: Defence, Sports; Artistic: Creative, Performing; Scientific: Medical, Technical; Analytical: Expressive, Computational; Social: Humanitarian, Education; Nature; Clerical.

2. To study the career maturity of secondary school students in relation to academic achievement.
3. To study the career maturity of secondary school students in relation to socio-economic status.

4. To study the gender difference in the career maturity of secondary school students.

5. To compare the career maturity of secondary school students belonging to general, schedule caste and other backward class.

6. To compare the career maturity of secondary school students of academic and vocational streams.

7. To study the relationship of career maturity with the interests, academic achievement, socio-economic status.

**Hypotheses of the Study**

1. There will be a positive and significant relationship of career maturity and interest in the
   (i) administrative field of the students.
   (ii) enterprising field of the students.
   (iii) defence field of the students.
   (iv) sports field of the students.
   (v) creative field of the students.
   (vi) performing (music, drama, acting etc.) field of the students.
   (vii) medical field of the students.
   (viii) technical field of the students.
   (ix) expressive field of the students.
   (x) computational field of the students.
   (xi) humanitarian field of the students.
   (xii) educational field of the students.
   (xiii) nature (zoologist, agriculturalist, florist, botanist etc.) field of the students.
   (xiv) clerical field of the students.

2. There will be a positive and significant relationship between career maturity and academic achievement of the students.

3. There will be a positive and significant relationship between career
maturity and socio-economic status of the students.
4. There will be no significant gender difference in the career maturity of secondary school students.
5. There will be no significant difference in the career maturity of students belonging to general, schedule caste and other backward class category.
6. The secondary school students pursuing vocational courses of study will differ significantly in their career maturity from their counterparts pursuing academic courses.
7. There will be a significant difference in career maturity of high and low achievers secondary school students.
8. There will be no significant difference in career maturity of secondary school students with high and low socioeconomic status.

**Delimitations Of The Study**

The present study under investigation was delimited to the following factors:

1) Due to constraints of time, resources and other factors, the present study was delimited with respect to the sample size, school, sample taken from Class XI students only.
2) The study was confined to the Union Territory of Chandigarh only.
3) From all the Government and Private managed schools of Chandigarh only Government Senior Secondary Schools under CBSE. System were selected.
4) It was further delimited to include only those Government Senior Secondary Schools which offer all the academic streams and a minimum of three vocational courses.
5) Schools were selected to include at least two boys, two girls and two co-educational schools.
6) The present investigation was also delimited to study only
the variables of interests, academic achievement and socio-economic status affecting career maturity.

**Operational Definition Of The Terms**

**i) Career Maturity**

Career maturity denotes the place reached on the continuum of career development from early exploratory years to early adulthood reflecting on consistency of career choices in relation to personal capabilities and employment opportunities and effectiveness in dealing with the problems which rise in the course of career development as measured by Indian adaptation of Career Maturity Inventory (CMI) by Dr. (Mrs.) Nirmala Gupta (1989).

**ii) Interests**

Interests refer to the mental conditions of an individual to voluntarily seek an activity or continue in an activity in different broad vocational areas namely Influential, Venturous, Artistic, Scientific, Analytical, Social, Nature and Clerical as measured by Comprehensive Interest Schedule (CIS) by Sanjay Vohra (1993).

**iii) Academic Achievement**

It refers to the degree or level of success or that of proficiency attained in scholastic or academic work as measured by Annual Examination marks obtained by secondary school students in tenth grade examinations conducted by CBSE.

**iv) Socio Economic Status**

It refers to social and economic standing i.e. the level indicative of both the social and economic achievement of an individual or a group as measured by Socio-Economic Status Scale (SESS) by Dr. (Mrs.) Meenakshi (2004).
Significance Of The Study

The present educational system in India follows 10+2+3 pattern and career decision starts taking shape at the pre tenth stage of an adolescent. The career choice is influenced by career maturity of an individual. Alongwith this, other factors like wide subject choices, multiplicity of courses after tenth grade examination, adolescent developmental changes, expectations of parents and society, conflict regarding selection of one's career-all tend to bewilder the students. According to the recommendations of National Policy on Education (1986), school curriculum has been diversified into academic and vocational streams after tenth. The correct educational and vocational decisions taken at this stage forms the base for future decisions taken by individual in the world of work. This is the crucial stage when he comes out of the world of fantasies and begins to exercise his choice of work according to his aptitude, abilities, interest etc. This is the stage when students face an unsaid pressure from their parents while selecting their career and sometimes this leads them on a wrong path. The stage after tenth grade examination leads adolescents on cross roads, which provides an opportunity for them to choose and proceed in wrong as well as in right direction equally. If immature and unplanned career decisions are taken then this would ultimately increase the wastage of human resources and would burden the Indian economy.

This research would be helpful in understanding how various factors influence these decisions. The results of this research would provide guidance to these adolescents and would in a way help to steer their vocational and educational career in a rewarding direction. This would also benefit educational planners and administrators.

To avoid career indecision and career confusion, parents, teachers and administrators need to help the students at the senior secondary stage. Special skills need to be developed in them for
decisions making and making intelligent and judicious choices in various areas affecting their career maturity so that they make correct career choices and further excel in the work area also.

Methodology and Design Of The Study

The technique adopted for the sampling of the present study was essentially stratified non-probability in nature and purposive in approach.

The descriptive–survey method of investigation coupled with techniques of differential and correlation analysis was used.

Tools Used For The Study

A brief description of the tools used for the purpose of collection of data for the present study is given below:

1. Indian Adaptation of Career Maturity Inventory (CMI) (Originally prepared by John. O’ Crites) adapted by Dr. (Mrs.) Nirmala Gupta (1989).
3. Scores in tenth grade examinations conducted by CBSE.
4. Socio-Economic Status Scale (SESS) by Dr. (Mrs.) Meenakshi (2004).

Universe of The Study And Sampling

In the present study, the sample comprised of 573 Class XI students studying in three Government Senior Secondary Schools of Chandigarh (U.T.) under CBSE system. The representativeness of the sample, in the study was ensured with respect to class, section, sex and availability of all the academic and vocational subjects in one school.
Administration Of Tests And Data Collection

The data for the present study was collected personally by the investigator herself.

The investigator was present there all the time to answer the queries, to satisfy the curiosity of the respondents and to motivate them to answer the questionnaires carefully. All efforts were made to get maximum co-operation of the students. After completing one test, the answer sheets and booklets were collected and the next test was given to the students with sufficient gap. Similarly all the tests were completed.

Scoring Procedure

The data collected with the help of various tools viz Career Maturity Inventory, Comprehensive Interest Schedule, Socio-Economic Status Scale were scored strictly with the directions for scoring given in their respective manuals.

Statistical Techniques Used

In accordance with the various objectives of the study, different statistical techniques were employed to analyse the data at different stages of investigation viz.

a) Descriptive Analysis: Measure of central tendency such as means, standard deviations were worked out.

b) Differential analysis : The t-test was employed: (i) To compare academic and vocational groups on the variable of career maturity; (ii) To compare boys and girls; high and low achievers students belonging to general, schedule caste and other backwards classes on the variable of career maturity; and (iii) To make comparisons among Senior Secondary students from science, commerce and arts groups on the variables of career
maturity, interests, socio-economic status and academic achievement.

c) Bivariate Analysis: The product-moment co-efficients of correlation were worked out to obtain the nature and extent of relationship between career maturity, interest, socio-economic status and academic achievement of secondary school students.

5.2 CONCLUSIONS

On the basis of the results of the present study, the investigator drew the following findings and conclusions regarding career maturity in relation to interests, academic achievement and socio-economic status of secondary school students.

1. The Total Career Maturity of adolescents was low. 252 out of 573 students (43.97%) had total Career Maturity score up to 47, below mean interval (48-57), where 37.53% had Total Career Maturity above 57 and 18.50 of them lied in mean interval.

2. The component wise Career Maturity was also low. 166 out of 573 students (28.97%) had Career Maturity (Attitude) score up to 24, below mean interval (25-29), where 44.85% had Career-Maturity (Attitude) above 29 and 26.18% of them lied in mean interval.

3. The second component of Career Maturity also showed low score. 213 out of 573 students (37.17%) had Career Maturity (Self appraisal) score up to 5, below mean interval (6-7), where 33.86% had Career Maturity (Self –Appraisal) above 7 and 28.97% which lied in mean interval.

4. The third component of Career Maturity also exhibited poor score. 202 out of 573 students (35.24%) had Career Maturity (Occupational Information) score up to 3, below mean interval (4-5), where 82.65% had Career Maturity (Occup. Inf.) above 5 and 13.79% of them lied in mean interval.
5. The fourth component of Career Maturity also showed low score. 220 out of 573 students (38.39%) had Career Maturity (Goal-Selection) score upto 3, below mean interval (4-5), where 45.9% have Career Maturity (Goal-Selection) above 5 and 15.71% of them lied in mean interval.

6. The fifth component of Career Maturity had low score. 278 out of 573 students (48.52%) had Career Maturity (Planning) score upto 1, below mean interval (2-3), where 19.37% had Career Maturity (Planning) above 3 and 32.11% of them lied in mean interval.

7. The last and sixth component of Career Maturity also exhibited poor score. 271 out of 573 students (47.29%) had Career Maturity (Problem Solving Ability) score upto 3, below mean interval (4-5), where 26.88% had Career Maturity (Problem Solving Ability) above 5 and 25.83% lied in mean interval.

8. The adolescents exhibited poor score in the Interests variable. Out of the 14 areas the only Interest areas in which good scores were seen were Medical area (Mean=2.3613, S.D. = 2.1189 & Median = 2.27) and Nature area (Mean = 1.8377, S.D. =1.6714 & Median = 2.23).

9. The Academic achievement scores were average. 223 out of 573 students (38.91%) have Academic Achievement score upto 59, below mean interval (60-69), where 35.6% had Academic Achievement above 69 and 25.49% lied in mean interval.

10. The Socio-economic status scores were also average. 270 out of 573 students (47.13%) have Socio-Economic status score upto 75, below mean interval (76-85), where 35.07% have Socio-Economic status above 85 and 17.80% lie in mean interval.

11. The relationship of Career maturity with 14 different Interests areas showed that:
i) There was no positive significant relationship between career maturity and interest in the administrative field of the students.

ii) There was no positive significant relationship of career maturity and interest in the enterprising field of the students.

iii) There was no positive significant relationship of career maturity and interest in the defence field of the students.

iv) There was no positive significant relationship of career maturity and interest in the sports field.

v) There was no positive significant relationship of career maturity and interest in the creative field.

vi) There was no positive significant relationship of career maturity and performing interest (music, drama, acting etc.).

vii) There was positive significant relationship of career maturity and interest in the medical field.

viii) There was no positive significant relationship of career maturity and interest in the technical field.

ix) There was no positive significant relationship of career maturity and interest in the expressive field.

x) There was no positive significant relationship of career maturity and computational interest.

xi) There was no positive significant relationship of career maturity and interest in the humanitarian field.

xii) There was no positive significant relationship of career maturity and interest in the educational field.

xiii) There was positive significant relationship of career maturity interest in nature (zoologist, agriculturalist, florist botanist etc.).

xiv) There was no positive significant relationship of career maturity clerical interest.
12. There was a positive significant relationship of career maturity and academic achievement.

13. There was a positive significant relationship of career maturity and Socio-economic status.

14. There was a significant difference in career maturity of high & low achiever secondary school students on comparing career maturity across different levels of academic achievement.

15. There was a significant difference in career maturity of achiever secondary school students with high and low socio economic status on comparing career maturity across different levels of Socio-economic status.

16. There was no significant gender difference in the career maturity of secondary school students.

17. There was a significant difference in the career maturity of students belonging to general, schedule caste and other backward class category on comparing career maturity caste wise.

18. The secondary school students pursuing vocational courses of study would differ significantly in their career maturity from their counterparts pursuing academic courses on comparing career maturity stream wise.

5.3 EDUCATIONAL IMPLICATIONS

In this era of globalization, youth play an important role. A career mature person not only has greater knowledge about self and work but also relates one to the other. It involves forming interests, making consistent and competent choices and developing attitudes toward careers.

The youth of today is going to enter the world of work tomorrow. They are going to play an important role in improving the Indian and ultimately global economy. So, to be successful in the world of work, it is essential for an individual to understand his ownself, his inner self.
A person should be physically, emotionally and mentally sound. Regarding this in mind, NCERT took the step to correlate ‘work’ and ‘Education’. This was done to cater the economic need of an individual. To enable a child to earn his livelihood recognizing his own potentials, circumstances, situations and nature. To make every student productive by offering him a vacation and then enhancing his vocations skill. In this way, productivity would improve automatically.

With cut-throat competition in the employment market for professionally qualified, the need was felt to give training to the students pursuing degree courses in live projects for providing them an edge in the professional field to give more opportunities to the students to learn by experimentation, to lessen the burden and make learning an enjoyable experience. To train them more in professional skills so that they don’t have to worry about the means of their livelihood in future. The need of training students in three Hs-head, heart and hand is the call of the day. Here, head is implied knowledge, the heart implies attitude and the hands represent skills. The training should be such that an individual becomes an instrument for the betterment of the world.

To achieve this above stated mission, the career-maturity of the students ought to be very high. So, the study was conducted to check the level of prevailing career-maturity of our youth and the factors which influence the career-maturity. After knowing these details, certain suggestions can be given which can be incorporated in the education system through changes in the existing system and by introducing certain new models for education. This would show a path way to change for better, bring right attitude towards work, make right career choices and hence improve the economy of the nation.

1. All educational settings should be contextual to strengthen the career maturity of the adolescents.
2. The adolescents need guidance from counselors at regular intervals so that it can protect them as an umbrella in the world of work.
3. Regular orientations through lectures and seminars should be made so that they can know their interests and improve their career maturity according to their academic achievement and socio-economic status.

4. School programmers should ensure maximum utilization of teachers so that they can serve as a continuous guide to promote the career maturity in the students.

5. Yoga and meditation yields towards self-realization and can be used as a tool to promote career maturity.

6. Training programmes for parents can serve as a guiding tool as parents can yield a helping hand in promoting career – maturity when they are themselves enlightened by the concept.

7. Family counselling can bridge up the gaps and can promote career maturity of the adolescents.

8. Although gender differences did not emerge in the career maturity yet the female adolescents should be provided more support due to our biased social system.

9. The social-classes existing in the society can not be abolished but of course more programmes can be designed to fill this gap and give equal chance to all adolescents despite existing socio-economic differences.

10. Once the adolescents are clear with their interest areas they can put full energy in that area and can be more career mature.

11. The career maturity of adolescents can be improved by promoting the Vocational behavior of the students. Different skills present in the students should be developed so that they become the productive members of the society.

12. Girl child should be encouraged and promoted so that girls get equal opportunities to become as career maturity as boys in our existing male – dominating social system.

13. The children from Schedule castes, Backward classes and Other backward classes should be taken extra are and more emphasis should be made to make them as career mature as the General category students.
14. Academic achievement of students should be taken care of because if they score good marks, have good academic scores, they can opt for good careers in their life.

15. Different job-fests in schools should be organized from time to time so that the students become aware of the existing different options in the education and work field. Sometimes they are not even aware of the possibilities which they can not only explore but excel also.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. A comparative study of career maturity and academic achievement of senior secondary students belonging to rural versus urban schools can be taken.

2. More variables can be considered e.g. general mental ability, self-esteem, anxiety, family environment, intelligence etc.

3. A large sample of population covering a wider geographical area can bring more conclusions and pave a way for further research.

4. Career maturity of students can be more widely investigated between schools affiliated to CBSE and ICSE and PSEB

5. A comparative study of career maturity can be done by comparing Government aided schools and Private schools.

6. The study can be used to test the career maturity of students of other levels i.e. 10th and 12th standard.

7. Research can be conducted on occupational guidance based strategies to increase career maturity of the students.

8. Research is needed to ascertain as to how far career maturity affects the productivity of the nation.

The tools of research being used have some cultural bias and hence studies need to be promoted develop indigenous tools of research in the area of career maturity.