CHAPTER VI

SUMMARY AND CONCLUSIONS
"There is no significant effect of demographical factors on 16 personality factors".

Results pertaining to this hypothesis are presented in the table.

TOTAL 16-PERSONALITY FACTORS AND DEMOGRAPHICAL FACTORS

Five independent variables for 16-personality factors have not entered in step wise regression equation as their values were not significant.

Hence the hypothesis "there is no significant relation between demographical factors and 16-personality factors" gets accepted.
The present investigation was undertaken to find out the relationship between self-efficacy and intelligence, personality and occupational choice among intermediate students and to find out the effect of gender, nativity, parents educational qualifications, and type of the college, and group (subject) on the four selected variables.

The results have been presented in the previous chapter. This chapter presents the summary of the previous chapter in a nut shell.

6.1.0. SUMMARY RELATED TO CHAPTER-I

In the first chapter importance of the research problem was discussed taking into consideration four variables self-efficacy, intelligence, personality, and occupational choice relating each other.

In the outset Career choice, career determinants, changing trends in career choice aims and nature of occupational information, common mistakes made in occupational selection, were discussed with various factors affecting it.
Secondly importance of self-efficacy beliefs in the life of the individual was discussed with Banduras social cognitive theory. Then various sources of self-efficacy beliefs were listed out along with efficacy activated process.

Then effects of self-efficacy beliefs and its importance in career choice were discussed.

Thirdly self-efficacy beliefs were related to personality traits and various types of personality types along with their occupational preferences based on Anne Roe's childhood determinants of vocational choice were discussed.

At the end importance of mental ability (intelligence) and occupational preferences, were discussed.

6.2.0. SUMMARY RELATED TO CHAPTER-II

In the second chapter the reviews of research related to self-efficacy, intelligence, personality, and occupational choice of students and teachers were presented.

6.3.0. SUMMARY RELATED TO CHAPTER-III

In the third chapter problem of the research has been stated, its significance was discussed, objectives were stated, hypotheses were formulated, and variables of the study were explained.
6.3.1. SIGNIFICANCE OF THE PROBLEM

“There is only one success- to be able to spend your life in your own way.” —Christopher Morley

In today’s world, which is marked by competition, it is imperative to manage the stress and strain to keep pace with demands of the society, changing trends, and great expectations. Because only that individual who is successful in all aspects, is the survival of the fittest in this world. Educational field is also not an exception, as globalization possess a number of challenges.

Present educational system has failed to bring an all round development in the individual. It may be because of faulty examination oriented education, which compels the students to mug up the stereotype questions and answers and just present as it is in examinations without any though and insight into the subject matter. It is laying more emphasis on the knowledge and information aspect. Our educational system has literally failed to develop life skills which are essential for future of the student. Lack of proper guidance at different stages left child confused. Overburdened curriculum, corporate educational system, great expectations of the teachers and parents is making the children more stress prone and leading to more psychological problems, insecurity, negative competitions, and developing suicidal tendencies among school and college students.
Students due to the lack of proper guidance and awareness at intermediate level are opting for stereotype jobs or jobs of their peer choice and lamenting over their choice later which has resulted in job dissatisfaction, maladjustment and inability to cope up with arising needs.

Students success in life depends upon their intelligence bestowed through their heredity, the personality traits they have acquired through their environment (family, school, peer, neighbors, and physical environment) child rearing practices (discipline, instructions given, guidance provided, facilities provided, physical and psychological need satisfaction), their personality traits, and personal experiences.

Real contentment in life could be achieved only by having faith in ones abilities, purposeful thought and reasoning, taking right decision at right time and optimistic attitude in life.

Present study is significant as it through light on the self-efficacy believes in the intermediate students their personality traits, their intelligence and its influence on their occupational choice.

There is a growing body of evidence that human accomplishments and positive well-being require an optimistic sense of personal efficacy. This is because ordinary social realities are strewn with difficulties. They are full of impediments, adversities, setbacks, frustrations, and inequities. People must have a robust sense of
personal efficacy to sustain the perseverant effort needed to succeed. In pursuits strewn with obstacles, realists either for sake them, abort their efforts prematurely when difficulties arise or become cynical about the prospects of effecting significant changes.

It is widely believed that misjudgment breeds personal problems. Certainly, gross miscalculation can get one into trouble. However, the functional value of accurate self-appraisal depends on the nature of the activity. Activities in which mistakes can produce costly or injurious consequences call for accurate self-appraisal of capabilities. It is a different matter where difficult accomplishments can produce substantial personal and social benefits and the costs involve one's time, and expendable resources. People with high sense of efficacy have the staying power to endure the obstacles and set backs that characterize difficult undertakings.

When people err in their self appraisal they tend to overestimate their capabilities. Their is a benefit rather than a cognitive failing to be eradicated. Self- efficacy beliefs always reflected only what people can do routinely they would rarely fail but they would not set aspirations beyond their immediate reach nor mount the extra effort needed to surpass their ordinary performances.

In sum, the successful, the venturesome, the sociable, the non-anxious, the non-depressed, the social reformers, and the innovators
take an optimistic view of their personal capabilities to exercise influence over events that affect their lives. If not unrealistically exaggerated, such self beliefs foster positive well-being and human accomplishments.

Many of the challenges of life are group problems requiring collective effort to produce significant change. The strength of groups, organizations, and even nations lies partly in people's sense of collective efficacy that they can solve the problems they face and improve their lives through unified effort. People's beliefs in their collective efficacy influence what they choose to do as a group, how much effort they put into it, their endurance when collective efforts fail to produce quick results, and their likelihood of success.

The need of the hour is to boost up self-efficacy beliefs, build up self-confidence, and guide the students in right path by developing positive attitude in life, hard working nature, and good communicative skills.

Hence keeping in view the exiting problems of education, the researcher has selected the problem “self-efficacy in relation to intelligence, personality and occupational choice among intermediate students.”
6.3.2. OBJECTIVES OF THE STUDY

The researcher has undertaken the research with the following objectives and to know the relationship between the following variables of the study.

1. To know the relationship between self efficacy and intelligence.

2. To know the relationship between self-efficacy and personality factors.

3. To know the significance difference of high or low self efficacy on 16-personality factors.

4. To know the significance difference of high or low intelligence on 16-personality factors.

5. To know the effect of gender on self-efficacy.

6. To know the effect of nativity on self-efficacy.

7. To know the effect of parents educational qualifications on self-efficacy.

8. To know the effect of type of the college on self-efficacy.

9. To know the effect of group (subject) on self-efficacy.

10. To know the effect of gender on intelligence.

11. To know the effect of nativity on intelligence.
12. To know the effect of parents educational qualifications on intelligence.

13. To know the effect of type of the college on intelligence.

14. To know the effect of group (subject) on intelligence.

15. To know the effect of demographical variables on personality factor-A (Aloof or warm and outgoing)

16. To know the effect of demographical variables on personality factor-B (Dull or Bright)

17. To know the effect of demographical variables on personality factor-C (Emotional or Mature)

18. To know the effect of demographical factors on personality factor-E (Submissive or dominant)

19. To the know the effect of demographical variables on personality factor-F (Glum, silent or enthusiastic)

20. To the effect of demographical variables on personality factor-G (Casual or conscientious)

21. To the effect of demographical variables on personality factor-H (Timid or adventurous)

22. To the effect of demographical variables on personality factor-I (Tough or sensitive)
23. To know the effect of demographical variables on personality factor-L (Trustful or suspecting)

24. To know the effect of demographical variables on personality factor-M (Conventional or eccentric)

25. To know the effect of demographical variables on personality factor-N (Simple or sophisticated)

26. To know the effect of demographical variables on personality factor-O (Confident or Insecure)

27. To know the effect of demographical variables on personality factor-Q1 (Conservative or Experimenting)

28. To know the effect of demographical variables on personality factor-Q2 (Dependant or self sufficient)

29. To know the effect of demographical variables on personality factor-Q3 (Uncontrolled or self-controlled)

30. To know the effect of demographical variables on personality factor-Q4 (Stable or tense)

31. To know the effect of gender on first occupational choice.

32. To know the effect of nativity on first occupational choice.

33. To know the effect of parents educational qualifications on first occupational choice.
34. To know the effect of type of the college on first occupational choice.

35. To know the effect of group (subject) on first occupational choice.

36. To know the effect of gender on second occupational choice.

37. To know the effect of nativity on the second occupational choice.

38. To know the effect of parents educational qualifications on second occupational choice.

39. To know the effect of type of the college on second occupational choice.

40. To know the effect of group on second occupational choice.

6.3.3. HYPOTHESES OF THE STUDY

1. There is no significant relationship between self-efficacy and intelligence

2. There is no significant relationship between self-efficacy and personality factors.

3. There is no significant difference of high or low self-efficacy on personality factors.

4. There is no significant difference of high or low intelligence on 16-personality factors.

5. There is no significant effect of gender on self-efficacy.
6. There is no significant effect of nativity on self-efficacy.

7. There is no significant effect of parent’s educational qualifications on self-efficacy.

8. There is no significant effect of type of the college on self-efficacy.

9. There is no significant effect of group (subject) on self-efficacy.

10. There is no significant effect of gender on intelligence.

11. There is no significant effect of nativity on intelligence.

12. There is no significant effect of parent’s educational qualifications on intelligence.

13. There is no significant effect of type of the college on intelligence.

14. There is no significant effect of group (subject) on intelligence.

15. There is no significant effect of demographical variables on personality factor-A (Aloof or warm and outgoing)

16. There is no significant effect of demographical variables on personality factor-B (Dull or bright)

17. There is no significant effect of demographical variables on personality factor-C (Emotional or mature)

18. There is no significant effect of demographical variables on personality factor-E (Submissive or dominant)

19. There is no significant effect of demographical variables on personality factor-F (Glum, silent or enthusiastic)
20. There is no significant effect of demographical variables on personality factor-G (Casual or conscientious)

21. There is no significant effect of demographical variables on personality factor-H (Timid or adventurous)

22. There is no significant effect of demographical variables on personality factor-I (Tough or Sensitive)

23. There is no significant effect of demographical variables on personality factor-L (Trustful or suspecting)

24. There is no significant effect of demographical variables on personality factor-M (Conventional or eccentric)

25. There is no significant effect of demographical variables on personality factor-N (Simple or sophisticated)

26. There is no significant effect of demographical variables on personality factor-O (Confident or insecure)

27. There is no significant effect of demographical variables on personality factor-Q1 (Conservative or experimenting)

28. There is no significant effect of demographical variables on personality factor-Q2 (Dependent or sufficient)

29. There is no significant effect of demographical variables on personality factor-Q3 (Uncontrolled or self-controlled)

30. There is no significant effect of demographical variables on personality factor-Q4 (Stable or tense)
31. There is no significant effect of gender on first occupational choice.

32. There is no significant effect of nativity on first occupational choice.

33. There is no significant effect of parent’s educational qualifications on first occupational choice.

34. There is no significant effect of type of the college on first occupational choice.

35. There is no significant effect of group (subject) on first occupational choice.

36. There is no significant effect of gender of second occupational choice.

37. There is no significant effect of nativity on second occupational choice.

38. There is no significant effect of parent’s educational choice on second occupational choice.

39. There is no significant effect of type of the college on second occupational choice.

40. There is no significant effect of group (subject) on second occupational choice.
6.3.4. VARIABLES OF THE STUDY

a) SELF EFFICACY: - it is the belief in one's capability to organize and execute the course of action required to manage prospective situations.

b) INTELLIGENCE: it is the aggregate of global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment-Wechsler.

Intelligence is the ability to undertake activities that are characterized by {1}difficulty {2}complexity [3]abstraction {4}economy {5}adaptiveness to a goal {6}social, value {7}and the emergence of the originals, and to maintain such activities under conditions that demand a consideration of energy and resistance to emotional force-Stoddard.

Terman defining intelligence says "an individual is intelligent in proportion as he is able to carry on abstract thinking.

Intelligence, the dictionary says, is "The capacity to acquire and apply knowledge."

c) PERSONALITY

All port says "Personality ' is the dynamic organization with in the individual of those psychophysical systems that determine his unique adjustment to his environment".
Warren's dictionary defines personality, "personality is the integrative organization of all the cognitive, affective, con-native and physical characteristics of an individual as it manifests itself in focal distinction from others".

Mark Sherman says "personality is the characteristic pattern of behaviors, cognitions, and emotion which may be experienced by the individual and manifest to others".

Freedenberg "personality is a stable system of complex characteristics by which the life pattern of the individual may be identified".

d) OCCUPATIONAL CHOICE: It is conscious choice of an occupation based on truthful analysis of one's own personality, his likes and dislikes, his special aptitudes, and his handicaps to arouse his latent talents.

Sex: Girls and boys studying in Intermediate colleges

Locality or nativity here means Rural intermediate students of countryside. Urban intermediate students of city municipality.

g) Parent's educational qualification: includes illiterates, ssc, and intermediate, graduation, and post graduation.

h) Type of the college: here it means Government College, Aided College, Unaided College, and Minority College.
i) **Group**: The students studying in intermediate colleges are divided into four groups. They are

- Mathematics physics and chemistry (MPC)
- Biological science physics and chemistry (BPC)
- History economics and civics (HEC)
- Commerce economics and civics (CEC)

6.4.0. METHODOLOGY

In the fourth chapter design of the study, sample selected, tools used and data collecting procedure was discussed.

6.4.1. SAMPLE OF THE STUDY

Nine hundred intermediate students (both girls and boys) studying in different colleges as Kurnool District constituted the sample as the study. First the number of colleges in Kurnool District were listed. Through stratified random sampling in total sixteen colleges were selected of which four are Government Institutions, Four aided Institutions, four unaided Institutions and Four minority Institutions.

From each type 225 students of which 100 are boys and 125 are girls. Thus the total of 900 students of which 400 are boys and 500 are girls were selected which constitute the sample of present study.
6.4.2. TOOLS USED

In this study the researcher has used the following tools.

1. **Self-efficacy scale** by Ralf Schwarzer & Matthias Jerusalem, 1993.

2. **Standard Progressive Matrices** (sets-A, B, C, D and E) by J.C.Raven 1958

3. **16-personality factor questionnaire** by Cattle (form-C) 1962.

4. **Occupational choice** (locally standardized)

6.4.3. DATA COLLECTION PROCEDURE

Through stratified random sampling technique researcher has selected intermediate colleges of Kurnool district. The researcher met the sample of 900 students in groups of 20 each. They were distributed self-efficacy questionnaire and RPM. After developing rapport they were explained the significance of the study and instructions were given accordingly.

In second session 16 personality factors and occupational choice list was given and data was collected from all the 900 students. The responses of the subject were scored accordingly and the obtained data was subjected to statistical analysis. Such as t-values MRI.
6.4.4. STATISTICAL ANALYSIS

The researcher has collected the required data from the sample and, scores were given to each questionnaire as per the scoring key, and correlations, frequency distribution, mean standard deviation, and t-values and f-values were computed for obtained data.

6.5.0 RESULTS AND DISCUSSIONS

In the sixth chapter results pertaining to various hypotheses were presented and discussed comprehensively, in the nutshell.

Summary of results and Discussions.

1. There is significant relationship between self efficacy and intelligence.

2. There is no significant correlations between self efficacy and 16 Personality Factors.

3. There is no significant difference of High a low self efficacy on 16 Personality Factors.

4. There is no significant difference of High a low intelligence on 16 Personality Factors.

5. There is no significant effect of gender, nativity, Education Qualification of parents, type of the college and group on self efficacy in multiple regression analysis.
There is no significant effect of gender, nativity, and type of the college on Intelligence. But this is significant of group and placation education qualifications on intelligence of children in MRA.

There is no significant effect of gender, nativity, education qualifications of parents on first occupation choice of studies but there is significant effect of type of the college and group (subject) on first occupation choice in MRA.

There is no significant effect of gender, nativity, education of parents and type of the college as second occupation choice of students. But however group or subject has effect as second occupational choice in MRA.

Step-wise regression analysis for personality factor – A and demographical factor depends that there is significant effect of group, type of the college and education qualification of parents on personality factor – A is being along as women out going where as other two factors i.e., nativity and gender do not have any significant effect an factor –A

There is significant effect of nativity on personality factor – B That is being dull or bright. But the other demographical factor such as gender, type of the college, group, parents education qualifications do not have any effect on personality factor –B.
There is significant effect of gender on personality factor –C that is being emotion or mater but other factor donot have any effect.

There is significant effect of parents educate Qualifications an nativity on Personality Factors - E i.e, being submissive or dominos other factors do not have any impact on Personality Factors - E

There is significant effect of gender and group as Personality Factors - F i.e, being glum, silent are being enthusiastic. The other three factor do not have any effect as Personality Factors-F

There is significant effect of type the college, gender, Parent education 'Q' on Personality Factors-G. i.e. being casual or can conscientious the other two factor have no significant effect.

There is no significant effect of gender, nativity, parents education 'Q', type of the college, group as Personality Factors-H i.e. being timid or adventurous.

There is no significant effect of gender nativity, parental education, type of the college & group on Personality Factors-I i.e. being tough or sensitive

There is no significant effect of gender, nativity, Parent's education group & type of the college as Personality Factors-L i.e. being trustful or suspects
There is significant effect of gender as Personality factor – M i.e. but conventional or eccentric and the other factors such as nativity, group, parent’s education and type of the college do not have significant effect as personality factor – M.

There is significant effect of gender on Personality factor – N i.e. being simple or sophistication. The other demographical factor such as nativity, group, type of the college, parent’s education have no significant effect as Personality factor – N.

There is no significant effect of nativity, gender, group, type of the college, and parent’s education as the factor – ‘O’ i.e. being confident or being insecure.

There is significant effect of gender, type of the college and group as Personality factor – Q1 i.e. being conservative or experimented. The other two factors such as nativity and parent education have no signification effect.

There is no significant effect of gender halvah’s type of the college, group & parent’s education as Personality factor – Q2 i.e. being dependent or self suffices.

There is significant effect of type of the college, and gender as Personality factor – Q3 i.e. being uncontrolled or self-controlled. The other factor nativity, group education here no significant effect.
24. There is significant effect of group gender on Personality factor – Q4 i.e. being stable or tense. The other three factor nativity, type of the college and education of parents have no significant effect on Personality factor – Q4.

25. There is no significant effect of gender, nativity group, parents education and type of the college on 16 personality factors.

6.6.0. Conclusion

This research was intended to find out the relation, significance difference and effect of selected variables self efficacy, intelligence and 16-personality factors and occupational choice for the same purpose, t-value, F-values were computed.

In the first stage the research investigation proved that there is positive co-relation between self-efficacy and intelligence. That means higher the self efficacy higher the intelligence is. Hence it is essential to boost up self efficacy and enhance mental ability of students at various levels.

Secondly there is no significant co-relation found between self efficacy and 16-personality factors and also no significance difference of high or low self efficacy on 16-personality factors in research investigation.

In third step researcher tried to find out if there is any significant difference of high or low intelligence as 16-Personality factor.
Results depicted that there is no significant difference or effect of high or low intelligence on 16-Personality factor. It means personality traits are not effected by intelligence.

Then researcher investigated to find out the effect of various selected demographical factors on gender, nativity, parents educational qualifications, group and type of the college on self efficacy, intelligence personality and occupation choice.

No significant effect of Demographical factors on self efficacy was found. However, intelligence is effected by educational qualification of parents, and the group they have opted for.

Results reveal that occupational choice of students is effected or influenced by the group or the subject at (10+2) level, apart from this type of college whether it is Government, aided, unaided or minority institution has shown impact an occupational preference, may be because of the awareness exposure, guidance from peer group, and tutors.

Stepwise regression analysis for various personality factors and demographical factors was made to find out how personality traits get effected by gender, nativity, parents education, type of the college and group.
Whether the students are introvert or outgoing depend on parents education, subject or group and type of the college. Parent's sociability, interest of the student in subject effect his traits.

Almost all the demographical factors have impact on 16-Personality factor however it was found out that students of urban background whose parents are highly qualified and can encourage children and provide proper facility for them, join in good colleges with subject of their interest have shown better personality traits than those who are deprived of it.

Hence research results emphases the role of parents and teacher in modifying the behaviour and personality traits of children accordingly.