

## **CHAPTER-4**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 INTRODUCTION**

After the collection of data, the analysis and interpretation of the data are the most crucial steps in the research process. An investigator must thus devote her entire attention to the analysis and interpretation of the gathered data. There is no value in raw scores unless they are analyzed and interpreted. The investigator can't accomplish her objectives without interpreting the data collected through the tools. Thus, it is necessary to make sense of the raw data collected by the investigator. Analyzing data means looking at it in order to discover what is true. It is also used to discover new facts. Analysis requires an alert, flexible and open mind. For the purpose of interpretation, the existing complex factor is broken down into simple components and their simple components are combined in a new arrangement. A main purpose of interpretation is to reach a broader understanding of the desired answer.

Analyzing data means determining the underlying meanings or facts of the tabulated material. For the purpose of interpretation, it entails breaking down existing complex factors into simpler components and arranging them in new ways. Without interpretation and analysis, data are just piles of material. In analysis, variables are compared to find out their relationship, which then leads to hypotheses being verified. By logically organizing data and using relevant statistical techniques, this is achieved. In the process of interpretation, after analysis, it is particularly important to ask: What do the results reveal? Can the original research question be answered? What is the significance of the results? To interpret so that the results obtained after analysis can be critically examined, it is necessary to examine the results carefully, logically, and critically keeping in mind the limitations of the sample chosen, the tools selected, and the methods of the study.

The present study was conducted with the aim of examining the career maturity of class XII students . The data of 120 (60male and 60 female) students of class XII was analyzed by calculating mean , standard deviation and ANOVA.

## 4.2 DATABASE

The data is collected from the following three government schools and three private schools of Bhopal. The schools selected for the study are as follows.

**Table 4.1**  
**List of schools**

<b>Sl. No.</b>	<b>Name of Schools</b>	<b>Type</b>	<b>No. of Students</b>
1	Kendriya vidyalaya No.1, Maida mill	Govt.	20
2	Jawahar Navodaya vidyalaya, Sehore	Govt.	20
3	Govt. Higher Secondary School, Bawariyakala	Govt.	20
4	D.A.V School, TT nagar	Pvt.	20
5	Sardar Patel Public school, Misrod	Pvt.	20
6	St.Montfort School, Bhopal	Pvt.	20

## 4.3 DATA ANALYSIS AND INTERPRETATION

The present study aimed to know the career maturity level of class XII students of Bhopal city. Objective of the study as follows: -

**Objective: To study the career maturity of class XII students of govt. Schools.**

**Table 4.2**

**Mean and SD scores on measures on career maturity indicating stanines and level of career maturity (govt. school)**

Type of school	N	Mean	Standard deviation	Stanines	Level of career maturity
Government school	60	29.0167	5.08734	IV, V, VI	Average

According to Table 4.2, an entire sample of government school students displayed an average level of career maturity. Thus, class XII students in this sample possessed average levels of attitude toward career, tendency to plan for it, and ability to overcome obstacles preventing its achievement.

**Hypothesis (H<sub>01</sub>): There is no significant difference between career maturity of male and female class XII students of govt. Schools.**

**Table 4.3**

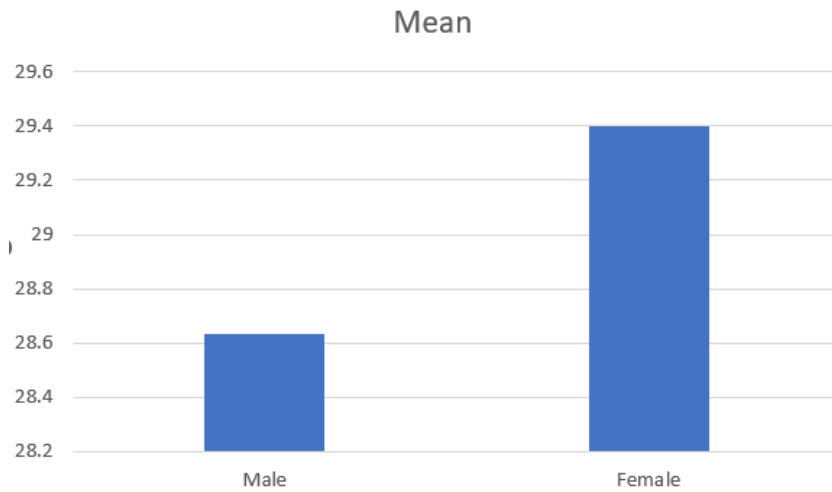
**Comparison of mean score of male and female students of govt. Schools**

Class XII students	N	Mean	Standard deviation	't' value
Career maturity of male students	30	28.633	4.82	0.58** (df=58)
Career maturity of female students	30	29.4	5.39	

\*\*Significant at 0.05(95% confidence level) of significance

Table value at 0.05 level is 2.00

**Graph 4.3**



**Interpretation**

Table 4.3 shows that the calculated t-value (0.58) is less than the table value (2.00) at 0.05 level with 58 df, so it is no significant. Thus the null hypothesis stated that there is no significant difference between career maturity of male and female class XII students of government schools is accepted.

**Objective: To study the career maturity of class XII students of Pvt. Schools.**

**Table 4.4**

**Mean and SD scores on measures on career maturity indicating stanines and level of career maturity (Pvt. school)**

Type of school	N	Mean	Standard deviation	Stanines	Level of career maturity
private school	60	27.583	6.69	IV, V, VI	Average

According to Table 4.4, an entire sample of private school students displayed an average level of career maturity. Thus, class XII students in this sample possessed average levels of attitude toward career, tendency to plan for it, and ability to overcome obstacles preventing its achievement.

**Hypothesis (H<sub>02</sub>): There is no significant difference between career maturity of male and female class XII students of Private Schools.**

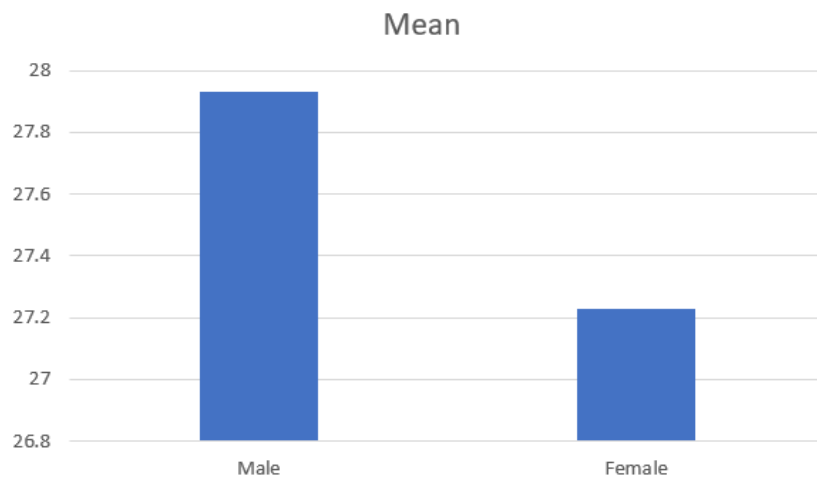
**Table 4.5**  
**Comparison of mean score of male and female students of Pvt. Schools**

Class XII students	N	Mean	Standard deviation	't' value
Career maturity of male students	30	27.93	6.36	0.40** (df=58)
Career maturity of female students	30	27.23	7.09	

\*\*Significant at 0.05(95% confidence level) of significance

Table value at 0.05 level is 2.0

**Graph 4.5**



### **Interpretation**

Table 4.5 shows that the calculated t-value (0.40) is less than the table value (2.00) at 0.05 level with 58 df, so it is no significant. Thus the null hypothesis stated that there is no significant difference between career maturity of male and female class XII students of Pvt. schools are accepted.

**Objective: To study career maturity in class XII students of Bhopal.**

**Hypothesis(H<sub>03</sub>): There is no significant difference between career maturity of government and private school class XII students of Bhopal**

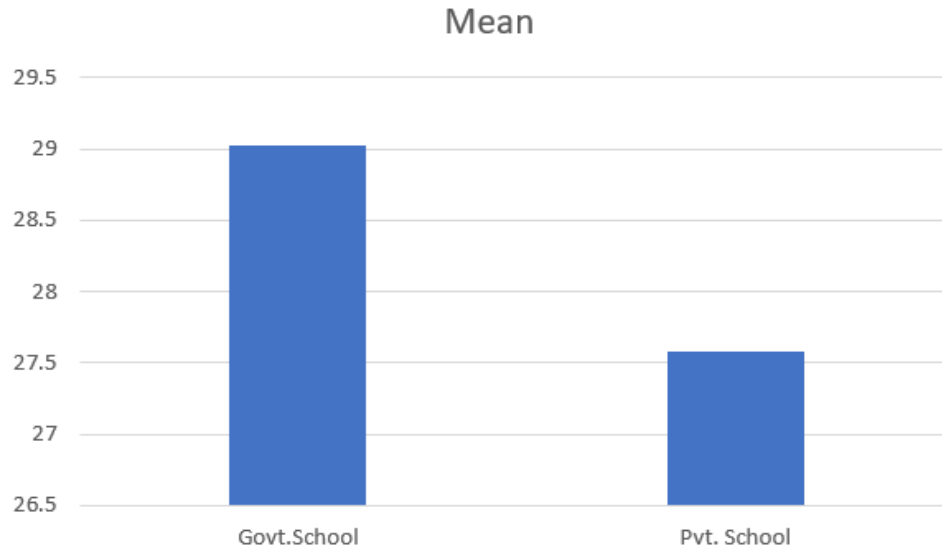
**Table 4.6**  
**Comparison of mean score of Govt. schools and Pvt. Schools**

Class XII students	N	Mean	Standard deviation	't' value
Career maturity of Govt. school students	60	29.02	5.09	1.32** (df=118)
Career maturity of Pvt. school students	60	27.58	6.70	

\*\*Significant at 0.05(95% confidence level) of significance

Table value at 0.05 level is 1.98

**Graph 4.6**



**Interpretation**

Table 4.6 shows that the calculated t-value (1.32) is less than the table value (1.98) at 0.05 level with 118 df, so it is no significant. Thus the null hypothesis stated that there is no significant difference between career maturity of government schools and private school students is accepted.

**Conclusion: -**

This sample of class XII students had an average level of attitude toward their career, tendency to plan for it, and ability to resolve challenges arising along the way. The analysis on the variables of career maturity reveals that the students, even till senior secondary stage, do not receive enough information about career options, nor are they encouraged enough to explore the possibilities at this stage. While the prevalent conditions are more conducive to these explorations, they are not sufficient or appropriate enough to enable the students to think for themselves and make their own decisions. Clearly, the results indicate the importance of providing guidance and counseling and exposing young people to the world of work in all its aspects and dimensions.