

CHAPTER - 5

SUMMARY, MAJOR FINDINGS AND CONCLUSION

5.1 INTRODUCTION: -

After processing the data, obtaining and interpreting the results in the previous chapter, the findings have been delineated and discussed in the 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.

5.2 SUMMARY

Today's world provides innumerable vistas of opportunities. At the same time it is highly complex and extremely competitive. The world of work is now experiencing a rapid change as the advancement in the field of science and technology has affected every aspect of society. The multiplicity and complexity of vocations have now increased because of the huge effect of industrialization and the task of the occupation selection has become more difficult today than ever. People with specialized abilities, skills and potentials are in demand for any occupation or vocation. Society and its demands on the individuals are changing with time. This change is becoming more and more difficult and complex each day. The increase in complexities of modern life are putting more and more pressures on the individuals and creating problems that are difficult to solve without positive attitudes towards life in general.

The problem of choosing, preparing for career and entering into careers have existed since the dawn of civilization. Mature career preferences, interests, aspirations and choices are important components for developing vocationally mature behaviors of an individual. Super (1955) was first to introduce the concept of vocational maturity . According to him, vocational development not only how much of the road an individual has covered, but how fast he is traveling in comparison with others who are embarked on the same journey. Thus, rate and progress along with roads might be an indication of an individual's vocational journey. Career maturity is needed by teenagers to be able to choose and prepare themselves to enter the career world well. NEP 2020 brings a massive change in the role of career counselor in school education, so that students and parents get the right information at the right time according to their abilities, talents, interest and personality to attain 100% clarity and career success in the future. This research project will provide an overview of the current state of career maturity in students of sr. secondary schools in Bhopal or any significant difference between the career maturity scores of governments and private school students.

Statement of the Problem: The study is stated as “**A study of career maturity in class XII students of Bhopal.**”

Need and Importance

Many studies have indicated that most secondary school leavers in India made poor vocational decisions because of unrealistic vocational aspirations. It has been reported that students select occupations mainly because of the salaries, positions, glamor, peer group influence and prestige attached to them, without adequate knowledge of what it would be according to their aptitude, interest and their personality traits.

It has recently been noted that many graduate, post graduates, doctorate, engineering students are trying to switch in other jobs and professions like teaching, banking, agriculture etc because after spending many years they found that profession or job was not suitable for them as per their interest, persona and aptitude. they waste their precious time, efforts and energy that may cause

stress, depression and several psychological issues. Timely guidance and counseling can help students to get better career choices.

Objectives:

- To study the career maturity of class XII students of govt. schools.
- To study the career maturity of class XII students of private schools.
- To study the career maturity in class XII students of Bhopal.

Hypothesis: -

- There is no significant difference between career maturity of male and female class XII students of govt. Schools.
- There is no significant difference between career maturity of male and female class XII students of pvt. Schools.
- There is no significant difference between career maturity of government and private schools class XII students of Bhopal.

Population

All the senior secondary students, those who were studying at standard XII in government and private senior secondary schools of academic session 2022-2023 at Bhopal city in Madhya Pradesh state constituted the population of the study.

Sample: -

A sample of about 120 students in XII grade both male and female from 3 government schools (NVS, KVS, state govt.) as well as 3 private schools(missionary , public , school run by religious trust) of Bhopal will be selected randomly .

Tool: -

The study is a descriptive survey type. A purposive random sampling method will be used to select 120 students from four different schools. For the study one standardized tool viz Career Maturity Inventory (CMI, Gupta 1989) will be used, originally prepared by John O' Crites and Indian

adaptation by Dr. Nirmal Gupta, 1989. With the help of the above-mentioned tool a data will be collected. Questionnaire technique will be adopted for administration of the study.

Techniques: -

The data will be statistically analyzed and interpreted by using the Mean, Standard deviation and t-value test.

Delimitations: -

Study will be delimited to the following points: -

- The study was restricted to the higher secondary schools of the Bhopal district only.
- The study could have included a large sample which was not possible due to time constraints. Therefore, the study was delimited to 120 students.
- The age group of the sample was restricted to 16-20 years.
- The study was restricted to six schools of Bhopal Dist.
- The study was completed in duration of 20 days.

5.3 MAJOR FINDINGS: -

Data gathered throughout the study has been examined in light of the hypotheses formulated at the beginning. The following are the main findings of the present investigation:

- The class XII students studying in Bhopal region have Average level of Career Maturity.
- There is no significant difference between the mean Career Maturity scores of male and female students of government schools both are showing average level of career maturity.
- There is no significant difference between the mean Career Maturity scores of male and female students of private school both are showing average level of career maturity.
- There is no significant difference between the mean Career Maturity scores of Govt. and Private school students of Bhopal city.
- The study was restricted to the use of following tool only:

Indian adaptation of Career Maturity Inventory (CMI) (Originally prepared by John. O' Crites) adapted by Dr. (Mrs.) Nirmala Gupta (1989)

5.4 SUGGESTIONS AND RECOMMENDATIONS

No research is complete. This study was held by keeping certain delimitations in mind. The findings of this study will be useful to society, the education world, government, etc., because it has adequate space for future research. In this study, the researcher had experienced difficulties in certain useful issues which can be helpful in suggesting certain things for future research. Though these suggestions are not complete but can show a new direction to research. Research can be conducted on the following suggested problems. In the end, several general suggestions have been made for various Stakeholders related with students of secondary schools :

- Every school should appoint counsellor to provide career guidance to students or they can train their few capable teachers as a teacher counsellor.
- School Counsellors can assist parents in learning how to provide emotional support by helping them understand the emotions that adolescents experience when faced with difficult educational and vocational challenges.
- Schools should encourage students to improve their career maturity through the efforts of their teachers.
- Various programs like lectures, competitions, cultural programs etc. should be organized by teacher counsellor or counsellor at school level to develop career maturity among the students having lower career maturity.
- The government, educators, school teachers, and social leaders should make a concerted effort to increase the proportion of career maturity in students so that they are more prepared for employment.
- Students should be provided an appropriate school environment to fulfill their vocational guidance needs.

- Students having a higher level of vocational guidance needs should be encouraged to read books regarding vocational guidance. This will enhance their capabilities to face the future problems in decision making.
- In the beginning of the academic year in the schools, responses of students should be obtained on career maturity inventory and vocational guidance inventory to know the level of career maturity and the proportion of vocational guidance needs among the school students, and programmes can be framed.

Some of the suggestions for undertaking further research are as follows:

- In order to generalize the results to other regions, the study may also be replicated.
- There are also other variables that could be included in research like this one, such as aptitudes, interests, socio-economic status, achievement motivation, family environment, etc.
- Studies of career maturity among rural and urban students may be conducted.
- Several research projects may be undertaken on career maturity, which involves guidance and counseling.
- Career maturity and commitment to work in college students can be studied.

5.5 CONCLUSION: -

The present study made on class XII students' Career Maturity reveals that it is at an average level. Hence activities are to be included in secondary school curriculum to sustain this. Only when students get a perfect Career Maturity, will their achievement become meaningful. Hence teachers should keep this in mind while planning for classroom teaching. Vocational guidance and counselling need to be introduced as an integrated component of the curriculum at all stages of school curriculum with diverse objectives depending upon the needs of the students in each stage of education. This would ensure a strong foundation to make career decisions appropriately at secondary and senior secondary stages of education. Moreover, during the secondary stage well

formulated and realistic concepts about self and the world of work need to be developed which would make for easier transition from school to work.