

CHAPTER-IV
ANALYSIS AND INTERPRETATION

Chapter-IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Analysis of data is the most important and crucial step in research. Data is meaningless heaps of material without analyses and interpretation. Analysis of data means categorizing, ordering, manipulating and summarizing of data to obtain the answer to research questions. In addition to this, it demands to divide the existing complex information into simple form and combining these pieces of information into a new form for the motive of interpretation.

The present study was aimed at studying Career decision self-efficacy among senior secondary in relation to their Parental Encouragement. In order to test the hypotheses formulated in this work, the data was analysed by using relevant statistical tools. The outcomes of the analysis have been presented in two sections:

4.2 DIFFERENCE IN CAREER DECISION SELF-EFFICACY OF BOYS AND GIRLS STUDENTS OF SENIOR SECONDARY SCHOOLS

The first objective of the study was to explore the difference in Career decision self-efficacy of boys and girls of senior secondary school students. To achieve this objective, information regarding Career decision self-efficacy was collected from boys and girls students studying in senior secondary schools. It was hypothesized that there is no significant difference in Career decision self-efficacy of boys and girls of senior secondary school students. To verify this hypothesis, t-test was employed on the scores of Career decision self-efficacy of boys and girls of senior secondary schools. The results so obtained have been presented in table 4.1.

Table 4.1 Difference in Career decision self-efficacy among boys and girls students of Senior Secondary Schools (N=93)

Group	N	M	S.D.	SE _M	t-value	Sig./Not Sig.
Senior Secondary Boys	44	89.41	11.975	1.805	2.066	Significant at 0.05 levels
Senior Secondary Girls	49	84.61	10.418	1.488		

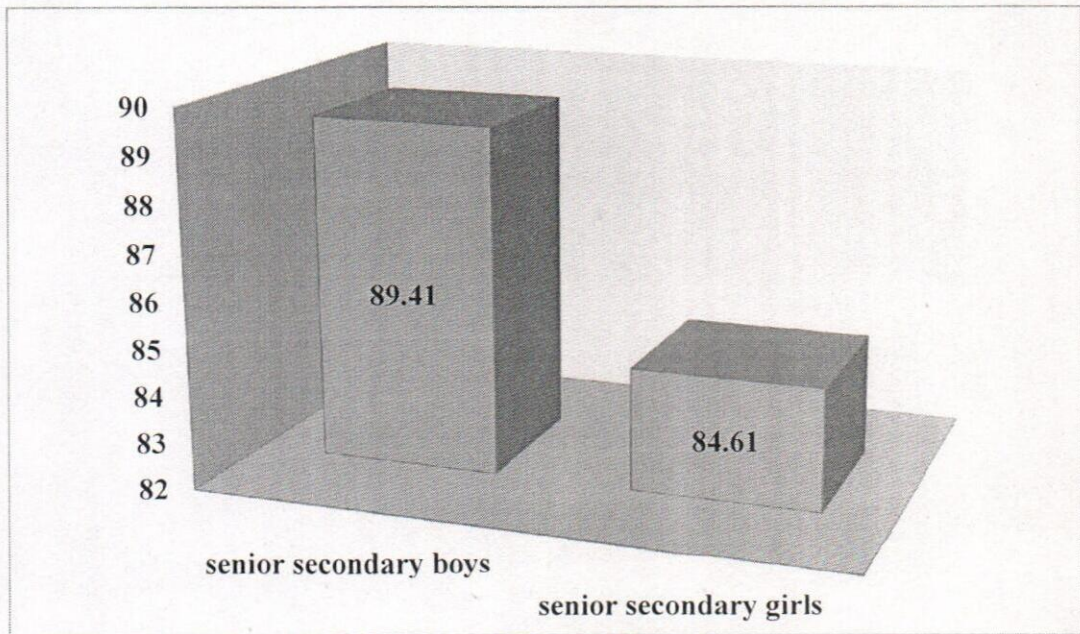


Fig. 4.1: Difference in mean scores of Boys and Girls of Senior Secondary Schools on the variable of Career decision Self-efficacy (N=93)

Table 4.1 & Fig.4.1 indicates that the mean scores of senior secondary school boys and girls on the variable of Career decision self-efficacy are 89.41 and 84.61 respectively.

The t-value comes out 2.066 at 0.05 levels is significant. This reveals that significant difference exists between senior secondary school boys and girls on the variable of Career decision self-efficacy. Therefore, first hypothesis of the study which stated that there will be no significant difference in Career decision self-efficacy of boys and girls of senior secondary schools is not accepted.

As the average scores of senior secondary boys students on the variable of Career decision self-efficacy was found to be higher than that of senior secondary girls students, it may further be reported that the senior secondary boys have higher Career decision self-efficacy than the senior secondary girls. The result is perfectly in tune with the existing phenomenon of marked difference in opportunities and facilities being available for boys and girls.

4.3 DIFFERENCE IN CAREER DECISION SELF-EFFICACY AMONG STUDENTS STUDYING IN SENIOR SECONDARY SCHOOLS WITH RESPECT TO SCHOOL TYPE (GOVERNMENT AND PRIVATE SCHOOL)

The second objective of the study was to explore the difference in Career decision self-efficacy among senior secondary school students studying in government and private schools. To achieve this objective, information regarding Career decision self-efficacy was collected from students studying in government as well as private schools. It was hypothesized that there is no significant difference in Career decision self-efficacy among senior secondary school students studying in rural and urban areas. To verify this hypothesis, Career decision self-efficacy scores of the students were calculated and t-test was employed to analyse the difference. The results so obtained have been presented in Table 4.2.

Table 4.2: Difference in Career decision self-efficacy among senior secondary school students with respect to school type (N=93)

School Type	N	M	S.D.	SE _M	t-value	Sig./Not Sig.
Government schools	66	84.56	10.572	1.301	3.230	Significant at 0.05 levels
Private schools	27	92.56	11.470	2.207		

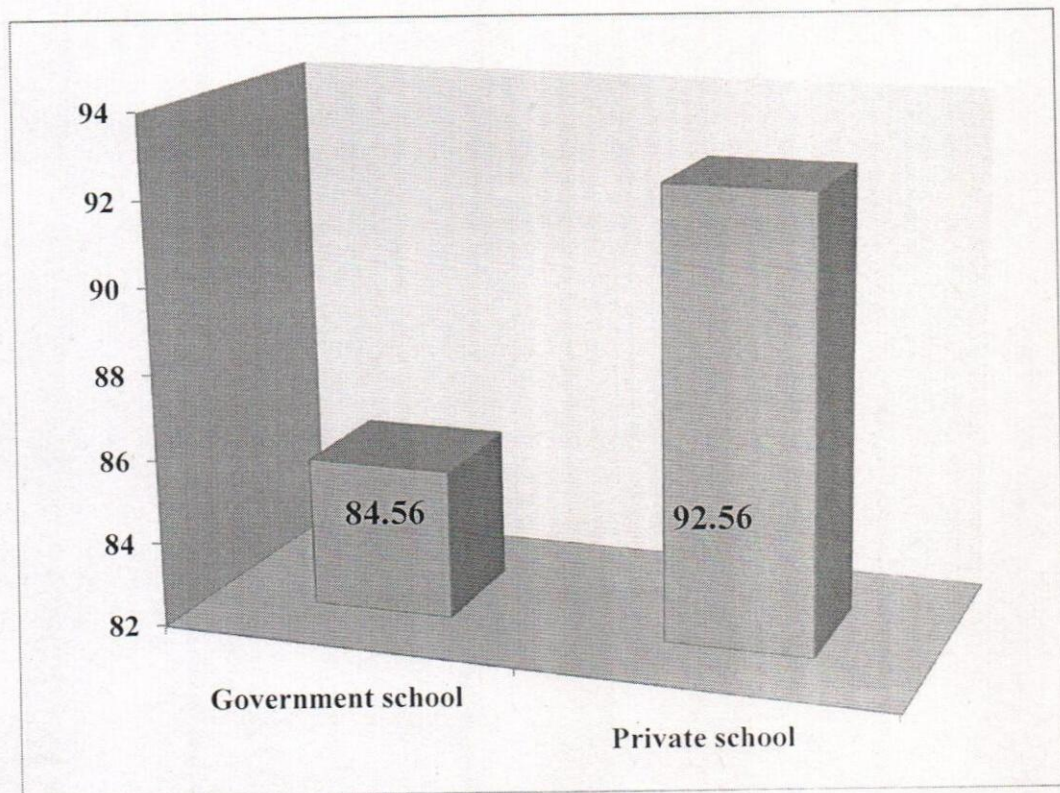


Fig. 4.2: Difference in mean scores of senior secondary students studying in government and private schools on the variable of Career decision self-efficacy (N=93)

Table 4.2 & Fig.4.2 shows that the mean scores of senior secondary students studying in government and private schools on the variable of Career decision self-efficacy are 84.56 and 92.56 respectively. The t-value comes out 3.230 which is significant at 0.05 levels. This reveals that a significant difference exists between senior secondary students studying in government and private schools on the variable of Career decision self-efficacy. Therefore, the second hypothesis which stated that there will be no significant difference in Career decision self-efficacy of senior secondary students studying in government and private schools is not accepted.

As the average scores of adolescents studying in private schools on the variable of Career decision self-efficacy was found to be higher than that of senior secondary students studying in government schools, it may further be reported that the adolescents studying in private schools have higher Career decision self-efficacy than their government schools counterpart. The result is perfectly in tune with the existing phenomenon of marked difference in opportunities and facilities being available in private and government schools.

4.4 RELATIONSHIP BETWEEN CAREER DECISION SELF-EFFICACY AND PARENTAL ENCOURAGEMENT OF SENIOR SECONDARY SCHOOL STUDENTS

The third objective of the study was to explore the relationship between Career decision self-efficacy and Parental Encouragement of senior secondary school students. To achieve this objective information regarding Career decision self-efficacy and Parental Encouragement was collected from students studying in senior secondary schools. The third hypothesis of the study states that, there will be no significant relationship between Career decision self-efficacy and Parental Encouragement of senior secondary school students. To verify this hypothesis, the scores regarding Career decision self-efficacy and Parental Encouragement were tabulated and analysed by using Pearson's correlation formula. The results are shown in Table 4.3.

Table 4.3 Showing Coefficient of Correlation between Career decision self-efficacy and Parental Encouragement of Senior Secondary School Students

Correlation Matrix	Career decision self-efficacy	Parental Encouragement
Career decision self-efficacy	1	0.706
Parental Encouragement	0.706	1

Table 4.3 indicates the relationship between the scores of Career decision self-efficacy and Parental Encouragement of senior secondary school students. The value of coefficient of correlation 'r' between Career decision self-efficacy and Parental Encouragement of senior secondary school students turned out to be 0.706. Hence, positive correlation was found between Career decision self-efficacy and Parental Encouragement of senior secondary school students. The reason for the same as is stated above that the parents are the determining factor in influencing the child's decision about their choice of course of study and career decision because they are the ultimate resource provider to carry out that decision. Obviously parents will be ready to spend money on career decision of the child if they really believe in the ability of the child and are ready to encourage them in their pursuit of career. Hence Parental Encouragement is bound to be strongly related to Career decision self-efficacy of students.

Simmons (2008) found that students relied on parents for support (emotional and resources) that helped adolescents to make choices better and accomplished their career goals as well as educational goals. Jordan & Cruz (2013) found that Parental support has significant positive impact on Career decision self-efficacy of adolescents. These findings supported the findings of the present study.

4.5 CONCLUSION

The following conclusion was drawn in the present study:

- Career decision self-efficacy among senior secondary school students was found to have significant positive correlation with their Parental Encouragement. Hence it may be concluded that the senior secondary school students with high Parental Encouragement seem to have high Career decision self-efficacy.
- A significant difference was found between senior secondary boys and girls. The mean scores of senior secondary school boys and girls on the variable of Career decision self-efficacy are 89.41 and 84.61 respectively. As the average scores of senior secondary boys students on the variable of Career decision self-efficacy was found to be higher than that of senior secondary girls students, it may further be reported that the senior secondary boys have higher Career decision self-efficacy than the senior secondary girls.
- A significant difference was found between senior secondary students studying in government and private schools on the variable of Career decision self-efficacy. The mean scores of senior secondary students studying in government and private schools on the variable of Career decision self-efficacy are 84.56 and 92.56 respectively. This shows the mean scores of Career decision self-efficacy for private school boys and girls were more than government school boys and girls.