



## A STUDY OF CAREER MATURITY AMONG ADOLESCENTS IN RELATION TO THEIR GENDER AND TYPE OF SCHOOLS

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### Abstract

The present study is an attempt to find out the difference in career maturity among adolescent students in relation to gender and type of schools. A descriptive survey method was used. The population consisted of all secondary school students who are studying in various schools of district Rohtak of Haryana. a sample of 120 senior secondary school students was proportionate randomly selected. Career Maturity Inventory (Attitude scale & Competence Test) it is originally prepared by John crites and Indian adaptation by Dr. (Mrs.) Nirmala Gupta was used to collect the data. Mean, Standard Deviation and 't' test was used to analyse the data. Findings of the study revealed that female students were more mature about their career than their male counterparts and private school students were more mature about their career than their counterpart government school students.

**Key words: Career maturity, male, female, government, private, senior secondary school students Emotional Intelligence Scale, Leadership**

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### Introduction

In present scenario the importance of the career education and career guidance programmes has been recognized for secondary and senior secondary students especially in the context of recent changes in the Indian education system which aims to bridge the gap between education and life. efforts are on at making education more work-

oriented. In the present system the ten year general schooling focuses on socially useful productive work and work-experience programmes. After this stage the students have to make a choice of courses from among the academic and vocational streams available in school for two years of senior secondary education, followed by three years of tertiary level education. The National policy on education, 1986 emphasizes the development of potentialities of every child in the school for proper utilization of the vast human resource for national development. It also stresses the need and importance of in-calculating positive attitudes towards all kinds of work. Hence there is a greater recognition and acceptance of the need to have adequately planned guidance programmes geared to this end. The role of education in the developing India, at present is extremely critical, in every two three years different educational committees and commissions are giving their recommendations to bring changes in the educational perspective of free India, so that the ultimate goal of the nation can be achieved. Starting from the Kothari commission (1964-66) to Patel Committee (1977) and Adishesian Committee each of these committees gives stress on the vocational aspect of education. One of the recommendations given by Kothari Commission Report reads that "All the secondary stage the pattern of education should be such that it will enable the students to acquire proficiency in some vocational aspect so that they can get an opportunity to get self employment."

There is a growing concern among vocational psychologists and educators in India about the inability of our young students to make effective career decisions. Recent theory and research on career maturity in the United States has indicated that attitude towards career decision making are an important aspect of the process of career maturity.



### **Career Maturity**

Career Maturity is the readiness to make appropriate career decisions. Career Maturity is central a developmental approach to understanding career behaviours and involves an assessment of an individual's level of career progress in relation to his or her career relevant development tasks. It refers, broadly, to the individuals' readiness to make informed age appropriate. Career decision and cope with career development tasks. It denotes the points reached on the continuum of career development from early exploratory years (adolescent years) to decline (old age). In other words, it refers to an individual's readiness for career decision making. Several criteria have been suggested by various vocational psychologists as indicator of career maturity. One of these criteria being career choice attitudes which have been taken for study in this investigation. Career adjustment is a mark of maturity. A mature person contributes the society through the economic process. The contribution is reasonably related to the abilities of the individual and to the needs of the social group. The result brings the person or the home unit to economic independence and offers other satisfactions. Career development is a life long process which includes physical, cognitive and emotional development (Seligman, 1980).<sup>1</sup> There are lots of factors which influence lifelong career development process. These are generally classified as psychological and social factors. The mentioned factors develop by affecting each other mutually. The most important feature which affects vocational development is skill that individual has. However development of these skills can only be possible with environment support. If one were permitted only a single variable with which to predict an individual's occupational status, it surely would be the socioeconomic status (SES) of that individual's family of orientation. As a measurement construct, SES usually incorporates one or more of the following: parents' educational attainment and

occupational status, family income. All of these factors, as well as such corresponding variables as values, opportunities, and parental encouragement, serve to enhance or limit an individual's potential occupational status.

Career preference refers to the "ability of the individual to select or commit him to a particular course of action, which will eventuate in his, preparing for and entering a specific occupation". Because the individual lacks the proper information about him self and the world of work and thus is vocationally immature, such an individual fails to make an occupational choice, and consequently experiences anxiety given exposure to proper experience, the person should not only be able to make an occupational choice and increase in vocational maturity but also feels less anxiety. The choice of a profession is an important decision a person makes for himself. Super (1990) generated fourteen propositions which should be cornerstones of his vocational developmental theory.<sup>2</sup> According to Super (1990), individual differences exist and people choose their occupations according to these differences which are abilities, interests, and personalities, moreover, each of these occupations requires a characteristic pattern of abilities and personality traits.<sup>2</sup> Vocational preferences change in time and related to experiences because of the situations in which people live and work, and hence their self-concepts, although self-concepts are increasingly stable from late adolescence until later maturity, providing some continuity in choice and adjustment. This process of change may be summed up in a series of life stage characterized as a sequence of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into the fantasy, tentative, and realistic substages of the exploratory stage, and the trial and stabilization sub-stages of the establishment stage. A small cycle takes place in transitions from one stage to the next or each time an individual is destabilized by a



reduction in force, changes in type of manpower needs, illness or injury, or other socioeconomic or personal events. Such unstable or multiple – trial careers involve new growth, re-explorations, and establishment (recycling). Career patterns are influenced by external factors such as individual's parental socioeconomic level, mental ability, education, skills, personality characteristics (needs, values, interests, and self-concepts), and the vocational maturity by the opportunities to which he or she is exposed. Readiness to deal with the demands of an occupation influences the types of job we will occupy. Vocational maturity is a constellation of physical, psychological, and social characteristics; psychologically, it is both cognitive and affective. It includes the degree of success in coping with the demands of earlier stages and substages of vocational development, especially with the most recent. Contrary to the impressions created by some writers, it does not increase monotonically, and it is not a unitary trait. Development through the life stages can be guided, partly by facilitating the maturing of abilities and interests, and partly by aiding in reality testing and in the development of self-concepts. Vocational development is the implementation of the occupational self-concept. It is a synthesizing and compromising process in which the self-concept is a product of the interaction of inherited aptitudes, physical makeup, opportunity to observe and play various roles, and evaluations of the extent to which the results of role-playing meets with the approval of superiors and fellows (interactive learning). The process of synthesis of or compromise between individual and social factors, between self-concept and reality, is realized by role playing and learning from feedback, whether the role is played in fantasy, in the counseling interview, or in such real life activities such as school classes, clubs, part-time work, and entry jobs. Work satisfaction is dependent on numerous variables such as abilities, needs, values, interests, personality traits, and self-

concepts. The greater reflection of self-concepts may provide the greater job satisfaction. Work provides a place for personality expression.

### **Justification of the Study**

Adolescence is the period when a major turning point takes place in life of a student because the career will depend upon the subject selected at this level. Any mistake committed due to pressure from the family or from indecisiveness of the part of adolescent, can block his growth and development in future. One of the most crucial decisions a young adolescent must make is the selection of an occupation. A large number of career options are available these days to the students, making it a difficult task for the youngster to make a mature choice. The concept of Career Maturity has its origin in the Super's developmental theory of career behaviour, which envisages that selection of an occupation is a process spanning a considerable number of years usually from late childhood to early adulthood. Career maturity is the term, which denotes the place reached on this continuum of career development from exploratory years to decline. The words Career Development, Vocational Development, and Occupational Development are used synonymously, they refer to a lifelong process of developing work values, crystallizing a vocational identity, learning about opportunities and trying out part-time work situations. In the modern age of science and technology, hundreds of vocations have been thrown open to an individual. The choice of a right vocation is becoming difficult in these days. Adolescence is the period when a major turning takes place in the life of a student because the career will depend upon the subjects selected at this level. On the recommendation of National Policy on Education 1986, school curriculum after the 10th class has been diversified into academic and vocational streams. The educational and vocational decisions at this stage pave the way



for future decisions to be taken by any individual in the world of work. Any wrong decision of vocational choice due to pressure of the family or from indecisiveness on the part of adolescent can block his/her growth and development in future. Therefore, it was considered relevant to study this aspect namely, "Career Maturity among adolescents in relation to their gender and type of school." So that a lot of anxiety which is communally seen at this level can be avoided by proper guidance and counseling.

### Statement Of The Problem

**a study of career maturity among adolescents in relation to their gender and type of schools**

### Objectives Of The Study

- To study the difference between the mean score of career maturity among male and female adolescent students.
- To study the difference between the mean score of career maturity among adolescent students studying in government and private schools.

### Hypotheses

- There exists no significant difference between the mean score of career maturity among male and female adolescent students.
- There exists no significant difference between the mean score of career maturity among adolescent students studying in government and private schools.

### Review of Literature

**Mathur and Sharma (2001)**<sup>3</sup> found that boys have a more favourable attitude towards career choice in comparison with girls. Boys have better career competency than the girls. It was also found that most of the students have an average level of Career Maturity. **Sharma, Mathur and Dube (2005)**<sup>4</sup> found that 50.8% of the adolescents show above average interest in 'Enclave jobs like Mayor of

corporation, City Magistrate, Principal, School inspector and Judge etc. He finds that they did not show high interest in any of the professions. It was observed that only 7.5% of the total sample showed high interest in executive jobs. While in the scientific, artistic and social jobs, more than 20% adolescents have shown average interest. **Sharma and Kumar (2007)**<sup>5</sup> found that there was no significant difference between the vocational interests of secondary students of rural and urban areas on ten different vocational interest areas. **Salami (2008)**<sup>6</sup> found no significant differences were found between the males and females in their career maturity and identity statuses. **Susran and Habib (2009)**<sup>7</sup> showed that there was a significant relationship between career decision making self-efficacy and career maturity with socioeconomic status. On the other hand it was observed that career decision making self-efficacy and career maturity of young people whose socioeconomic status were different differed in a significant level. **Rev, Jude and Obiunu (2010)**<sup>8</sup> revealed that career day had significant impact on the career decision making of the adolescent students. However, sex was not a significant factor and had no effect on the decision making process of the adolescent students. It was therefore concluded that whether one is male or female does not matter today in making a career choice. **Badola (2013)**<sup>9</sup> revealed that the dimensions of home climate namely-control, protectiveness, social isolation, deprivation of privileges and rejection differ significantly on their career decision maturity where as the effect of school environment dimension namely-only rejection differed significantly of senior secondary students on their career decision maturity. **Sirohi, vineeta (2013)**<sup>10</sup> revealed that females are found to possess higher career maturity than their male counterparts. Students of private schools show higher career maturity attitude as compared of students of government schools. Moreover, students in schools with vocational guidance



and counseling provisions show high career maturity in self awareness and occupational information as compared to none from those schools which are deprived of these provisions, similarly in choosing a job, the students who are privileged to be exposed to the guidance and counseling programmes show much higher career maturity than their underprivileged counterpart. **Krishna & Visvanathan (2014)**<sup>11</sup> aimed to investigate the self perception and career preference of the higher secondary students in Tamil Nadu. The findings of the study revealed that the higher secondary students have an average level of career preference in ten vocational fields. Also it is found that the higher secondary students in general have given first preference to education field and least preference to artistic and designing. **Ottu & idowu (2014)**<sup>12</sup> revealed significant joint effect of openness to experience and conscientiousness on career maturity; significant independent effect of openness to experience on career maturity and no significant effect of conscientiousness on career maturity. There was also a significant influence of gender on career maturity with males showing more career maturity than females. **Rani and Gupta (2015)**<sup>13</sup> revealed a significant difference in career maturity of male and female adolescents. Adolescents having high intelligence were more mature about their career as compared to adolescents having low intelligence and (iii) significant relationship was found between career maturity and intelligence of adolescents. **Andleeb and ansari (2016)**<sup>14</sup> found that Male students were found more aspired about their career and were more mature about their career than female students.

**Pandey and Manral (2017)**<sup>15</sup> found that that: (i) Female students of secondary class are more vocationally mature than male students of secondary class; (ii) Secondary students belonging to both urban and rural region of residence are same in vocational maturity. **Sharma and Ahuja (2017)**<sup>16</sup> revealed that

there is a significant difference showed on every component of career maturity between government and private schools. Private school students were significantly better on Attitude, Self-Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving and thus more career mature than government school students. The prominent reason for significant difference in career maturity across different educational setting was observed across gender composition, type of family, number of siblings, and ordinal position factors.

### Research Methodology

To study the concept of career maturity of 12<sup>th</sup> class students in relation to career maturity, the descriptive survey method was followed.

### Population, Sample and Area Selection

All senior secondary school students, studying in different schools of Rohtak constituted the population of the study for the present investigation. The total numbers of 120 students of senior secondary school level were taken as the sample. Out of 120, 60 students each were taken as a sample from Government schools and non-government schools. Out of this 60, a proportionate random sample of 15 students was taken from each of the four schools related for both Government and Non-Government schools.

### Tool used

- Career Maturity Inventory (Attitude scale & Competence Test) it is originally prepared by John crites and Indian adaptation by Dr. (Mrs.) Nirmala Gupta.

### Statistical Techniques Used

- Mean, Standard Deviation and 't'-test were used to obtain the results.

### Results

The analysis of career maturity among male and female senior secondary school students is given in Table 1.



**Table – 1**

**Group Means, S.D.s and ‘t’ value of male and female students towards career maturity**

<i>Gender</i>	<b>Number</b>	<b>Mean</b>	<b>S.D.</b>	<b>‘t’</b>	<b>Level of Significance</b>
Male	60	50.85	7.71	2.647	Significant at 0.01 level of significance
Female	60	54.55	9.46		

the table 1 shows that our computed ‘t’ value (2.647) for the difference between means of the two groups was found significant at the 0.01 level of significance. It shows that there is a significant difference between male and female adolescent students in career maturity. Therefore, the hypothesis formulated earlier, “There exists no significant difference between

the mean score of career maturity among male and female adolescent students” is rejected. It is evident from the table that female students are more career mature than their male counterparts.

The analysis of career maturity among government and private senior secondary school students is given in Table 2.

**Table – 2**

**Group Means, S.D.S and ‘t’ value of government and private school students towards career maturity**

<i>Gender</i>	<b>Number</b>	<b>Mean</b>	<b>S.D.</b>	<b>‘t’</b>	<b>Level of</b>
Government School	60	47.90	6.153	7.117	Significant at 0.01 level
Private School	60	57.50	8.444		

the table 2 shows that our computed ‘t’ value (7.117) for the difference between means of the two groups was found significant at the 0.01 level of significance. It shows that there is a significant difference between government and private school students in career maturity. Therefore, the hypothesis formulated earlier, “There exists no significant difference between the mean score of career maturity among adolescent students studying in government and private schools” is rejected. It is evident from the table that students studying in private schools are more mature about their career than their male counterpart government school students.

**Findings**

1.It was found that there is a significant difference between male and female adolescent students in Career Maturity. Female students were more mature about their career than their male counterparts.

2.It was found that there is a significant difference between government and private school students in Career Maturity. Private school students were more mature about their career than their counterpart government school students.



### Conclusion and implications

On the basis of the present study, the investigator finally concludes that female students, students studying in private school were found to be more mature and aware about their career as compared to their counterpart males, and government schools students. The present study shows that female students were more mature about their career than male students. Under Indian cultural set up, the pattern of socialization for males and females is different. But the time has changed a lot, and female are entering into new challenging occupations. It is because of this fact the female displayed greater career maturity than the females.

In the light of above results, it may also be inferred that the environment of the private schools promotes career maturity and the students of private schools are better informed about career opportunities than the students of government schools. Especially the students of private schools possess significantly high career maturity attitude than the students of government schools but there does not exist any significant difference in career maturity competence between them. Hence the students of government schools lack the proper attitude towards making career choice but they are competent enough to the realistic career choices. These indicate that the private school students are properly encouraged to various practical activities along with the academic stress and the private schools introduce more practical based curriculum beside the bookish knowledge. On the other hand either the government schools lack such practical based curriculum or the students are not encouraged enough towards the co-curricular/co-scholastic activities.

The study has an important bearing on education in our country, where students are taught through the traditional approach. It demonstrates that students can be taught better through new approaches of teaching like the visual and modular approach. The construct of career maturity consists of a

readiness, attitude and competency to cope effectively with the career development tasks. The assumption can be made that a career mature person is more capable of making an appropriate and realistic career choice and decision. As in case of planning the career, cognitive level of person is of paramount importance, one cannot ignore this aspect while opting for a career. As for every type of occupation, different types of cognitive structuring is required, students should be made aware of this and guided accordingly.

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