



A study on career maturity of Indian adolescents with respect to their educational settings

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ABSTRACT

Education is the act of learning things around us. Education is the first and foremost rights of every human being. Education helps a person in nourishing his present and future by ensuring aim of the life. Career education or Vocational education is very important especially in the context of recent changes in education system which aims to bridge the gap between work-oriented education and mature career choices. The present paper assessed and compared the Career Maturity of adolescents from two different educational settings, viz., private and government schools. 100 high school students from private schools and 100 from government schools were randomly selected from Haldwani block of Nainital districts as respondents for the present research. Student studying in class X of government and private schools of Haldwani were selected for the present study making a total of two hundred (200) respondents. A self designed performa was prepared to get necessary information and details regarding subjects. It was used to study the socio-demographic characteristics of class X students of the selected schools. Career maturity of the students was assessed by Career Maturity Inventory Indian adaptation by Gupta (1989). Z-test and Chi- test was employed to measure the statistical differences in career maturity of respondents across the two educational settings. Results 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.

INTRODUCTION

"We cannot always build the future for our youth but we can build our youth for the future"

(Franklin D. Roosevelt)

Education is very necessary for the betterment of

everyone's life and thus we all should know the importance of education in our life. It enables us and prepares us in every aspect of life. It helps us to easily understand and deal with any problem and makes balance throughout the whole life in every aspect. Education is the first and foremost rights of every human being.

Education is very important factor contributing towards the wholesome growth of any individual. Education has the multiple aims one is to make an individual understand one's self and be able to decide upon one vocation or the other.

One of the most crucial decisions for a young adolescent must make is the selection of an occupation. In these days there are a large number of career options are available to the students, and it is difficult task to make a mature and wise choice for youngster. Career education or Vocational education is very important especially in the context of recent changes in education system which aims to bridge the gap between work-oriented education and mature career choices. It enables the individuals to be realistic and competent, emotionally intelligent, socially adjusted and intellectually capable of making congruency with his/her interest with his/her level of aptitude. DeLese (2008) identified various factors that lead to educational career choices by examining to what extent degree teachers, guidance counsellors and environmental factors influence students' decision to choose specific vocational training. Spokane (1991) considered that Career Maturity is based on the direct assistance given to an individual to promote more effective decision-making, intensive counselling to help resolve career difficulties; enhancement of person's career development to enable him make more effective career decision. The school system has the responsibility of assisting the youth in making competent career decisions that are appropriate to their abilities, aptitudes, interests and other personality characteristics (Salami, 2008).

According to Vandiver (2005) the relationship between students perceptions of school climate and positive students performance and reported significant correlation between students perceptions of school climate and each of the selected students' performance areas. Ottu and Idowu (2014) investigated the influence of openness to experience, conscientiousness and gender on the career maturity of in-school adolescents in two military secondary schools in Nigeria. Results of this study have further confirmed the need for adequate psychological screening of adolescents for suitable careers at an appropriate age.

Bishnoi and Kumar (2014) found that female students scored higher in career maturity than did male adolescent students. The rural students in this study were

considerably less career mature than the urban students. Sharma (2014) investigated sex differences in the career Maturity of adolescent students. Letha and Amin (2012) found that the class XI students belonging to private, Government, Government aided and Central Government schools of New Delhi had high career aspirations. Their career aspirations differed with respect to type of schools. However no significant statistical difference in career aspirations between boys and girls could be noticed. It has been seen that educational setting enormously affects personality traits of an individual.

Keeping in view the above point it can be assumed that educational setting influences the career maturity aspects which play a distinct role in giving strengthening to vocational choice. Therefore the present paper has been taken up with the following objectives:

- To assess the level of career maturity of high school students of governments and private schools.
- To compare the attitude and competencies in relation to career maturity of high school students studying in government and private schools.

MATERIAL AND METHODS

Locale:

For this study Haldwani block, Nainital district of Uttarakhand as the locale of the study. Haldwani block of Nainital district is having the good network of government and private schools. After selecting the locale divide the boys and girls in equal no, 4 schools were selected purposively among the list. After this the researcher contacted the principal of every selected school. Moreover these schools provided the researcher perfect research base for the present research.

Sample:

In the present research study, List of high school standard students of the selected schools was obtained from their respective principals and their school administration offices. From the list obtained students were selected using Simple Random Sampling without Replacement from each school type. Fifty boys and 50 girls of high school standard student were selected from government school and 50 students were selected from each private school which comprised 25 girls and 25 boys. The sample for the study was comprised of 200 High School students.

Tools:

Career maturity of the respondents was assessed through Indian adaptation of career maturity scale by Gupta (1989) originally prepared by J. O'Crates. It was a standardized scale. This scale consists 120 questions under two categories namely: the attitude scale and the competence test. The competency was assessed through 5 components like self appraisal, occupational information, goal selection, planning, and problem solving which was given in the inventory. One mark was assigned for each correct response area wise and total was known as the raw score of that sub test. An omitted or multiple marked items was treated as wrong responses and 0 score assigned to it.

Procedure:

After the school authority agreed to assist for the present study a common meeting was held with the student in the school itself. In the meeting, the purpose of the study was explained to the students and requested for honest answers with the assurance that the information provided by them would be kept confidential and utilized only for the research purpose. Each subject given a questionnaire for a limited time and asked to fill it under the supervisions of the researchers. After the completion the questionnaires collected from the respondent as soon

as they filled it.

Data analysis:

The data obtained were classified and tabulated in accordance with the objectives to arrive at meaningful and relevant inferences. The data was analyzed using statistical techniques like frequency, percentage, mean, standard deviation, z- test, and chi square test to study the statistical difference in mean score of government and private schools respondents on career maturity.

OBSERVATIONS AND ANALYSIS

This was assessed through attitude and competency over all sample taken in government and private schools, respectively. Competency was assessed through 5 components like self appraisal, occupational information, goal selection, planning, and problem solving which was given as in the inventory. It is clear from the Table 1 that in Attitude component only 5 per cent students were in high level of career maturity in government school where as in private school 21 per cent were in high level of career maturity. The percentage of low level of career maturity is very low *i.e.* 28 per cent in private school as comparison to government school *i.e.* 66 per cent.

In self appraisal component only 4 per cent were in high level of career maturity in government school where

Components of career maturity	Level of career maturity	Government schools (n ₁ =100)		Private schools (n ₂ =100)		Total sample	
		f	%	f	%	f	%
Attitude	High	5	5.00	21	21.00	26	13.00
	Average	29	29.00	51	51.00	80	40.00
	Low	66	66.00	28	28.00	94	47.00
Self appraisal	High	4	4.00	13	13.00	17	8.50
	Average	22	22.00	36	36.00	58	29.00
	Low	74	74.00	51	51.00	125	62.50
Occupational information	High	6	6.00	15	15.00	21	10.50
	Average	25	25.00	40	40.00	65	32.50
	Low	69	69.00	45	45.00	114	57.00
Goal selection	High	7	7.00	25	25.00	32	16.00
	Average	28	28.00	42	42.00	70	35.00
	Low	65	65.00	33	33.00	98	49.00
Planning	High	4	4.00	17	17.00	21	10.50
	Average	19	19.00	33	33.00	52	26.00
	Low	77	77.00	50	50.00	127	63.50
Problem solving	High	6	6.00	18	18.00	24	12.00
	Average	22	22.00	38	38.00	60	30.00
	Low	72	72.00	44	44.00	116	58.00

as in private school 13 per cent were in high level of career maturity. Majority of the students *i.e.* 74 per cent were in low level of career maturity in government school whereas in private school it was 51 per cent.

In occupational information only 6 per cent students were in high level of career maturity in government schools where as in private schools it was 15 per cent who were lying in high level of career maturity. The percentage of low level of career maturity was higher in government school *i.e.* 69 per cent as comparison to private school *i.e.* 45 per cent.

In goal selection component only 7 per cent students of private schools were in high level where it was 25 per cent in private school who were lying in low level of career maturity. And the majority *i.e.* 65 per cent in government schools were lying in low level of career maturity.

In planning component only 4 per cent in government schools were in high level of career maturity in government schools where as in it was 17 per cent in private schools. And majority of the students of government schools 77 per cent were in low level of career maturity in planning component where as it was

50 per cent in private schools students.

In problem solving component 6 and 18 per cent were in high level of career maturity in government and private schools, respectively and majority of 72 per cent were in low level of career maturity in problem solving component in government school where as it was only 44 per cent in private schools.

According to the analyzed data from the Table 2 it was seen that every component was significantly different in both the government and private schools. In attitude ($Z=8.98$), self appraisal ($Z=4.82$), occupational information ($Z=5.96$), goal selection ($Z=7.18$), planning ($Z=5.23$), and problem solving ($Z=4.91$) which all are significantly different from each other. It means there is a significant difference in attitude and competency in relation to career maturity of High School students of government and private schools. Dhillon and Kaur (2005) supported the study where comparison of public and government schools, the results clearly indicate that the students of public schools possessed a higher career maturity attitude (CMA), career maturity competence (CMC), as well as self concept and achievement motivation.

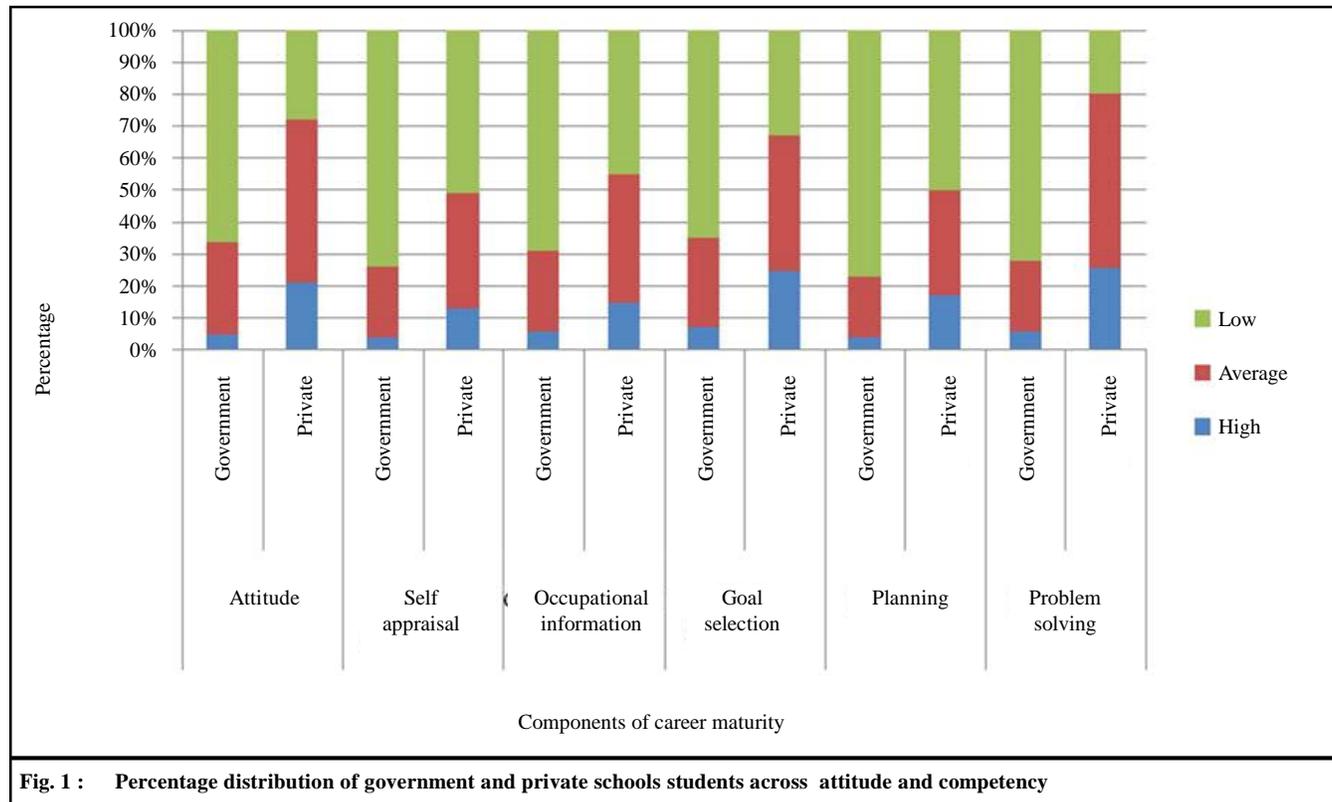


Fig. 1 : Percentage distribution of government and private schools students across attitude and competency

Table 2 : Mean difference of High School students of government and private schools across attitude and competency

Components of career maturity	Government schools(n ₁ =100)		Private schools(n ₂ =100)		z
	Mean	SD	Mean	SD	
Attitude	21.92	6.89	30.45	6.53	8.98*
Self appraisal	3.42	2.64	5.39	3.12	4.82*
Occupational information	3.97	3.54	6.9	3.40	5.96*
Goal selection	3.97	3.10	7.2	3.26	7.18*
Planning	2.54	2.38	4.95	3.94	5.23*
Problem solving	2.65	2.06	4.44	3.00	4.91*

*indicates significance of value at P=0.05

According to the mean value there was a high mean value in every component of career maturity in private schools students as compared to government schools. The study indicated that in private school students achieved high score in every component of career maturity and there were more number of students in every component which were lying in high level of career maturity as compared to government schools students. This might be the reason that private school provided more facilities to their students as compared to government schools. Also private schools students were more economically stable than government school students which made the students capable to connect with the modern means of education.

Conclusion :

It was observed that private schools students got more score in every component of career maturity as compared to government schools students. It may be due to some reasons like private school students are more economically stable and capable to connect to the modern world and modern means of education so they are much aware about the future career choice as compared to the government schools students.

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