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A study of career maturity among adolescents in relation to certain demographic variables

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Abstract
In the current scenario the career education and career guidance programmes have been considered importance for the secondary and senior secondary students in the context of the recent changes in the Indian Education System. The present study aimed at comparing career maturity of the adolescents with respect to their gender, type of schools and academic stream. Career maturity was treated as the dependent variable and the independent variable comprised of gender, type of schools and academic stream. For the purpose of investigation, normative survey method was employed. The sample comprised of 120 students of class XII studying in CBSE affiliated schools located in Rohtak city. Multi-Stage Random Sampling Technique was used to select the sample for the present study. Career Maturity Scale developed by Gupta (2013) and Personal Data Sheet prepared by the investigator were used to measure the career maturity of the adolescents. The obtained data was analyzed using Means, SD's and t-test. The findings of the study revealed: i) Significant differences were found between career maturity of adolescents studying in government and private schools ii) No significant differences were reported between the career maturity of male and female adolescents studying in government and private schools iii) Significant differences were reported between the career maturity of adolescents belonging to arts and science group of government and private schools. The comparison of the mean scores revealed that the adolescents of science stream of government & private schools were more mature about their career than the adolescents belonging to arts stream.

Keywords: career maturity, gender, type of schools, academic stream

Introduction

Adolescence is the period when a major changes takes place in life of a student because his career depends upon the subject selected at this level. Any mistake committed due to pressure from family, or from indecisiveness on the part of adolescent can hamper his growth and development in future. In the present system, the ten years general schooling focuses on socially useful productive work and work-experience programme. After this stage, the students have to make a choice of courses between academic and vocational streams available in school for two years of senior secondary education. Occupation is not only a means of livelihood but also a way of life for them. Thus, career maturity plays an important role in deciding the future of adolescents. Youth in India, in the absence of proper attitudes and competencies to deal with career related problems are adding to the unemployment figure in the country. Studies have consistently found that adolescents perceive a range of career barriers such as ethnic and gender discrimination, financial problems, family attitudes, lack of ability and lack of educational opportunities.

Various demographic variables such as gender, type of schools and academic stream also influence the career maturity of the adolescents. In this regard, Mathur & Sharma (2001) [5] concluded that boys have a more favourable attitude towards career in comparison with girls. Kaur & Dhillon (2005) [4] reported that the student of public schools possesses a higher career maturity attitude (CMA) & career maturity competence. The female students of public schools were found to possess a higher career maturity than their male counterparts. Salami (2008) [10] revealed that gender was not a significant predictor of the career maturity and there were no significant differences between male and female students with respect to their career maturity. Rev, Jude & Obiunu (2010) [9] investigated the interaction of sex with career decision-making of secondary school adolescents. However, sex was not a significant factor and had no effect on the decision making process of the adolescents. Sirohi (2013) [11] reported that females possess higher career maturity than their male counterparts. Further the students of private schools were found to possess higher career maturity as compared to the students of government school. Ottu & Idowu (2014) [7] concluded that there was a significant influence of gender on career maturity of the males than their female counterparts. Migunde, Qthuon & Mbagaya (2015) [6] found that the students from public schools were more career mature and have lower career indecision than their counterparts from private schools. Also, females scored significantly higher on career indecision. Rani & Gupta (2015) [8] revealed significant differences in the career maturity of male and female adolescents.

Need of the Study

Adolescence stage is the most important period of life. It is full of stress and strain. Adolescents are worried about their future. They always try to find a special or proper place in the society and want to develop their self-concept. They want to have recognition in the family, peer-group and the society. Career maturity is another cause of their anxiety as it is related to the vocational efficiency of an individual. Adolescents suffer from mental dilemmas while opting for any occupation as their future career. Choosing an appropriate occupation is a process spanning throughout the life because occupation is not only means of livelihood but also a way of life for adolescents. Therefore, vocational education is must for adolescents. They need proper

vocational guidance because their future depends upon career guidance provided to them. It is helpful in providing information about occupations and developing their interests, abilities and aptitudes. Further, there is high level of anxiety in children during adolescence period about their career. Career maturity prepares them for selecting proper career goals according to their aptitudes, interests and personality. Thus, the researcher made an attempt to study career maturity of adolescents in relation to certain demographic variables. Also, it is assumed that the present study will help the parents, teachers and school authorities to identify and channelize the career maturity of the adolescent students.

Operational definitions of the terms used

Adolescents

Adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. In the present study, the term adolescent refers to the students of class 12th.

Career Maturity

Career maturity is the readiness to make appropriate decisions regarding the career.

Variables Involved

- Dependent Variable: a) Career Maturity
- Independent Variables: a) Type of Schools
  b) Gender
  c) Academic Stream

Objectives of the Study

1. To compare the career maturity of adolescents studying in government and private schools.
2. To compare the career maturity of male and female adolescents studying in government schools.
3. To compare the career maturity of male and female adolescents studying in private schools.
4. To compare the career maturity of adolescents belonging to science and arts group studying in government schools.
5. To compare the career maturity of adolescents belonging to science and arts group studying in private schools.

Hypotheses

H_{o1} There exists no significant difference between career maturity of adolescents studying in government and private schools.

H_{o2} There exists no significant difference between career maturity of male and female adolescents studying in government schools.

H_{o3} There exists no significant difference between career maturity of male and female adolescents studying in private schools.

H_{o4} There exists no significant difference between career maturity of adolescents belonging to science and arts group studying in government schools.

H_{o5} There exists no significant difference between career maturity of adolescents belonging to science and arts group studying in private schools.

Methodology

Normative survey method was employed in the present study.

Population

The population for the present study comprised of all the adolescents of class 12th studying in the schools located in Rohtak city.

Sample

A sample of 120 adolescents (60 each from govt and private schools) of class XII studying in schools located in Rohtak city was drawn using multi-stage stratified random sampling technique.

Tools Used

- Career Maturity Inventory (CMI) developed by Dr. Nirmala Gupta (2005) to assess the career-maturity.
- Personal Data sheet prepared by the researcher to collect information about the demographic variables of the respondents.

Statistical Techniques Used

Means, SD's and t-test were used to compare career maturity of adolescents with respect to their type of schools, gender and academic stream.

Data Analysis and Interpretation

The objectives of the study were to compare the career maturity of adolescents with respect to their type of schools, gender and academic stream respectively. The means and S.D.'s of different sub-samples have been presented in the Table-1 and graphically represented in Fig.1.

Table 1:'t'-values for the mean scores of Career Maturity of Adolescents with respect to their Type of Schools

Group	N	Mean	SD.	't'-value
Adolescents studying in Government Schools	60	27.36	6.31	4.777*
Adolescents studying in Private Schools	60	33.40	7.47	

* = Significant at 0.05 and 0.01 levels

Table-1 reveals that the't'-value for career maturity of adolescents studying in government and private schools is 4.777 which is significant at both the 0.05 and 0.01 levels. It indicates that the students belonging to government and private schools differ significantly with respect to their career maturity. Thus, the null hypothesis, H_{01}, "There is no significant difference in the career maturity of adolescents studying in government and private schools" is not retained. Further, the mean scores reveal that adolescents studying in the private schools (33.40) possessed higher level of career maturity than the adolescents studying in government schools (27.36). The present finding is in tune with the studies conducted by Migunde, Qthuon & Mbagaya (2015) [6] and Sirohi (2013) [11] who found that the students of public schools possesses a higher career maturity than those studying in the government schools.

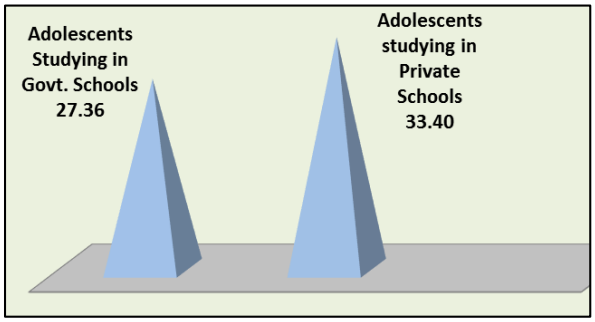

Fig 1: Mean Scores of Career Maturity of Adolescents studying in Govt. And Private Schools

Table 2: 't'-values for the mean scores of Career Maturity of Adolescents studying in Government Schools with respect to their Gender & Academic Stream

Variables	Group	N	Mean	S.D.	't'-value
Career Maturity of Adolescents studying in Govt. Schools	Male	30	28.10	7.27	0.898 (NS)
	Female	30	26.63	5.20	
	Arts	36	26.24	6.51	1.974*
	Science	24	29.25	5.55	

NS=Not Significant at 0.05 and 0.01 levels * = Significant at 0.05 and 0.01 levels

A close examination of the Table-2 reveals that the male and female adolescents studying in government schools do not differ significantly with respect to their career maturity as't'-value 0.898 is not significant at both 0.05 and 0.01 levels. Therefore, hypothesis $H_{02,}$"There exists no significant difference between the career maturity of male and female adolescents studying in government schools" is accepted. Thus, it can be concluded that male and female adolescents studying in government schools do not differ from each other with respect to their career maturity. Similar findings have also been reported by Ottu & Idowu (2014) [7] and Salami (2008) [10] that gender was not a significant predictor of the career maturity.It is further revealed from the above table that't'-value 1.974 for the mean scores of career maturity of adolescents belonging to science and arts stream of government schools is significant at both 0.05 and 0.01 levels. Thus, the null hypothesis $H_{03,}$ "There exists no significant difference between the career maturity of adolescents belonging to arts and science stream of the government schools" is not retained. Further, the comparison of mean scores reveals that the adolescents belonging to the science stream (29.25) outscored their counterparts (26.24) with respect to their career maturity. The mean scores of career maturity of adolescents studying in the government schools with respect to gender and academic stream have been presented graphically in Fig.2.

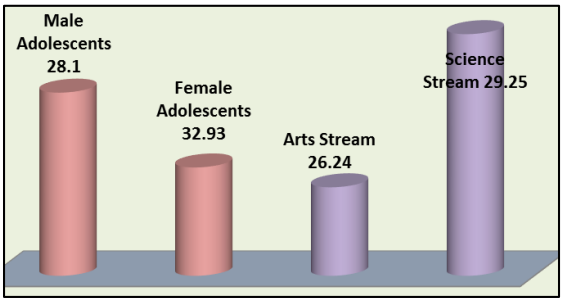

Fig 2: Mean Scores of Career Maturity of Adolescents studying in Govt. Schools with respect to their Gender and Academic Stream

Table 3: 't'-values for the mean scores of Career Maturity of Adolescents studying in Private Schools with respect to their Gender & Academic Stream

Variables	Group	N	Mean	S.D.	't'-value
Career Maturity of Adolescents studying in Private Schools	Male	30	32.93	5.31	0.481 (NS)
	Female	30	33.86	9.20	
	Arts	35	31.68	7.47	2.251*
	Science	25	36.04	7.04	

An examination of the Table-3 reveals that the male and female adolescents studying in private schools do not differ significantly with respect to their career maturity as't'-value 0.481 is not significant at both 0.05 and 0.01 levels. Therefore, hypothesis $H_{04,}$ "There exists no significant difference between the career maturity of male and female adolescents studying in private schools" is accepted. However, the female adolescents were found to possess higher career maturity than their male adolescents. This finding is also supported by Kaur & Dhillon (2005) [4] who revealed that the female students of public schools were found to possess a higher career maturity than their male counterparts. It is further reported from the above table that 't'-value 2.251 for the mean scores of career maturity of adolescents belonging to science and arts stream of private schools is significant at both 0.05 and 0.01 levels. Thus, the null hypothesis $H_{05,}$ "There exists no significant difference between the career maturity of adolescents belonging to arts and science stream of private schools" is not retained. Further, the comparison of mean scores reveal that the adolescents belonging to the science stream (36.04) outscored their counterparts belonging to the arts stream (31.68) with respect to their career maturity. The mean scores of career maturity of adolescents studying in the government schools with respect to gender and academic stream have been graphically represented in the Fig.3.

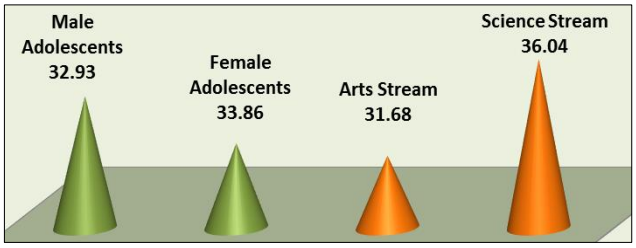

Fig 3: Mean Scores of Career Maturity of Adolescents studying in Private Schools with respect to their Gender and Academic Stream

Findings of the Study

1. Significant differences were found in the career maturity of adolescents studying in government and private schools. Private school students were found to be more mature about their career as compared to their counterparts
2. No significant differences were reported between the career maturity of male and female adolescents studying in government schools. However, in the context of the mean scores it was found that male adolescents possessed higher level of career maturity than their female counterparts.
3. The study revealed that male and female adolescents studying in private schools did not differ significantly from each other.
4. Significant differences were found between the career

maturity of adolescents belonging to arts and science group of government schools. The comparison of the mean scores yield that the adolescents of science stream of government schools were more mature about their career than adolescents belonging to arts stream.

5. There was found a significant difference between the career maturity of adolescents belonging to arts and science group of private schools. In context of the mean scores, it was reported that the students belonging to the science stream were more mature about their career than their counterparts belonging to the arts stream.

Educational Implications

The present study has its own educational implications especially for adolescents of senior secondary schools. It revealed that gender, type of schools, academic stream have an influence on the career maturity of adolescents. The fact that the adolescents constitute an important section of the society can't be denied. Therefore, teachers and parents must be aware enough to provide the vocational/career guidance to the adolescents because it is very necessary for their future and for developing career maturity among them. They should be given proper guidance and counselling by the school authorities. they need to be motivated by their teachers and parents to develop a clear understanding of different vocations. Every effort and contribution of the adolescents from low career maturity group should be acknowledged and appreciated by the teacher during counselling because the ultimate aim of helping adolescents with low career maturity. But the adolescents who belong to high career maturity group should not be neglected at the same time. Adolescents having high level of career maturity should also be encouraged by their teachers and parents to maintain and upgrade their performance level. Therefore, group discussions and career talks should be organized grouping adolescents with high and low career maturity together. This will help the adolescents with high career maturity to utilize their energies in right direction and to bridge the gap between the teacher and the important section of the society. In other words, it can be said that the findings of the present study are of utmost importance to the parents, teachers, school authorities and counsellors.

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