

## CAREER MATURITY AMONG ADOLESCENTS: GENDER AND TYPE OF SCHOOL

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### **Abstract**

*The present study was undertaken with the purpose of studying career maturity of adolescents in relation to gender and type of school. This study was conducted on a sample of 800 adolescents studying in secondary schools of Amritsar District. The results indicates that out of six dimensions of career maturity: 1) significant gender differences were found only on one dimension namely self appraisal, 2) only three dimensions namely career attitude, self appraisal and problem solving show significant difference between adolescents studying in aided and public schools.*

Career maturity assumes a great importance in the life of adolescents for their proper future placement. It is a pre-requisite ability to make a wise choice towards particular occupation and represents development along a continuum. The concept of career maturity was introduced by Super (1955) who called it vocational maturity and defined it conceptually as the place reached on the continuum of vocational development from exploration to decline. Crites (1978) defined career maturity as the extent to which the individual has mastered the vocational development task including both knowledge and attitudinal components, appropriate to his or her state of career development. It is based on the direct assistance given to an individual to promote more effective decision-making, intensive counseling to help resolve career difficulties and enhancement of person's career development to enable him make more effective career decision (Spokane,1991).

The basic necessity for career maturity is self understanding. It implies understanding by the individual of different kinds of learning, the bases of the choices of occupations and the use of information for career planning, out of which the best alternative is taken up. People who possess relatively high levels of career maturity are likely to obtain success and satisfaction in their careers because they display more awareness of the career decision-making process, often think about alternative careers, relate their present behavior to the future goals, possess high levels of self-reliance in making career decisions, are committed to making career choices, and are willing to acknowledge and concede to the demands of reality (Savickas, 1984). Greater career maturity and stronger support systems would significantly predict career decision-making, self efficacy

and vocational expectations of the individuals (Conkel-Ziebell, 2010).

Nowadays, an adolescent is expected to make career choices at the school stage. At the time of entry into senior secondary stage, which is a stage of diversity of curriculum the adolescent has to select particular stream of studies: science, commerce, arts or vocational subjects. National Policy on Education (1986) also recommended the need to introduce vocational education at the eighth level on experimental basis. Mature career preferences, interests, aspirations and choices are important components for developing vocationally mature behavior of an individual. The counselors and the students, and the teachers with whom they work, need an understanding of the types and characteristics of career patterns.

### **METHOD**

#### **Sample**

For the purpose of the study, 800 students from eleventh class studying in aided and public secondary schools were selected.

#### **Measures**

Indian adaptation of Career Maturity Inventory (CMI), (Gupta, 1989)-To assess the career maturity, the CMI provides two measures: a) The Attitude Scale: The scale maps the conative aspects of decision-making, and b) The Competence Test: It measures the cognitive variables in choosing a vocation. In all, there are five parts of the Competence Test (Self Appraisal; occupational Information; Goal Selection; Planning; Problem Solving)

#### **Procedure**

In the present study, descriptive survey method was employed. Above mentioned measures were employed to collect data from selected sample of 800 students. Data was analyzed with descriptive and inferential statistics (t-test).

**Results and Discussion**

**Hypothesis 1**

Hypothesis 1 states, “There exists no significant difference in career maturity (career attitude and career

competence) of boy and girl adolescents.”

In order to test this hypothesis, difference in the mean scores on the career attitude of boy and girl adolescents was calculated. Differences in the mean scores on career competence (self appraisal, occupational information, goal selection, planning, and problem solving) of boy and girl adolescents were also calculated. The results are presented in table 1

**Table 1:** Showing Difference in Mean Scores of Career Maturity (Dimension-Wise) of Boy and Girl Adolescents

Dimensions of Career Maturity	Gender	N	Mean	SD	SE <sub>d</sub>	t-value
Career Attitude	Boys	370	27.02	8.54	0.61	1.55
	Girls	430	26.08	8.44		
Self Appraisal	Boys	370	8.44	2.92	0.20	3.95*
	Girls	430	7.65	3.06		
Occupational Information	Boys	370	7.59	3.13	0.22	1.81
	Girls	430	7.99	3.14		
Goal Selection	Boys	370	7.68	3.07	0.21	1.10
	Girls	430	7.92	3.09		
Planning	Boys	370	6.81	3.21	0.22	1.81
	Girls	430	7.21	3.03		
Problem Solving	Boys	370	7.38	3.13	0.22	0.09
	Girls	430	7.40	3.10		

\* Significant at 0.05 level

**Discussion of Results:**

**Career Maturity (Attitude)**

Table 1 depicts the values of Mean and SD of the scores of career attitude of boy adolescents are 27.02 and 8.54 respectively and those of girl adolescents are 26.08 and 8.44 respectively. Standard error of difference in the mean scores of boy and girl adolescents on career attitude is 0.61. The t-value comes out to be 1.55, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in career attitude of boy and girl adolescents.

**Career Maturity (Competence)**

**Career Maturity (Competence; Self Appraisal)**

Table 1 depicts the values of Mean and SD of the scores of self appraisal of boy adolescents are 8.44 and 2.92 respectively and those of girl adolescents are 7.65 and 3.06 respectively. Standard error of difference in the mean scores of boy and girl adolescents on self appraisal is 0.20. The t-value comes out to be 3.95, which is significant at 0.05 level of confidence. It means that there exists a significant difference

in self appraisal of boy and girl adolescents. Further the self appraisal of boy adolescents is higher than girl adolescents.

**Career Maturity (Competence; Occupational Information)**

Table 1 depicts the values of Mean and SD of the scores of occupational information of boy adolescents are 7.59 and 3.13 respectively and those of girl adolescents are 7.99 and 3.14 respectively. Standard error of difference in the mean scores of boy and girl adolescents on occupational information is 0.22. The t-value comes out to be 1.81, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in occupational information of boy and girl adolescents.

**Career Maturity (Competence; Goal selection)**

Table 1 depicts the values of Mean and SD of the scores of goal selection of boy adolescents are 7.68 and 3.07 respectively and those of girl adolescents are 7.92 and 3.09 respectively. Standard error of difference in the mean scores of boy and girl adolescents on goal selection is 0.21. The t-value comes out to be 1.10, which is not significant at 0.05

level of confidence. It means that there exists no significant difference in goal selection of boy and girl adolescents.

**Career Maturity (Competence; Planning)**

Table 1 depicts the values of Mean and SD of the scores of planning of boy adolescents are 6.81 and 3.21 respectively and those of girl adolescents are 7.21 and 3.03 respectively. Standard error of difference in the mean scores of boy and girl adolescents on planning is 0.22. The t-value comes out to be 1.81, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in planning of boy and girl adolescents.

**Career Maturity (Competence; Problem Solving)**

Table 1 depicts the values of Mean and SD of the scores of problem solving of boy adolescents are 7.38 and 3.13 respectively and those of girl adolescents are 7.40 and 3.10 respectively. Standard error of difference in the mean scores of boy and girl adolescents on problem solving is 0.22. The t-value comes out to be 0.09, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in problem solving of boy and girl adolescents.

It is clear from the above discussion that out of six dimensions of career maturity, significant gender differences are found on one dimension namely self appraisal of career maturity in favor of boys.

On the basis of above discussion, it can be concluded that hypothesis no. 1 which states, “There exists no significant difference in career maturity (career attitude and career competence) of boy and girl adolescents”, is partially rejected.

**Hypothesis 2**

Hypothesis 2 states, “There exists no significant difference in career maturity (career attitude and career competence) of adolescents studying in aided and public schools.”

In order to test this hypothesis, difference in the mean scores on the career attitude of adolescents studying in aided and public schools were calculated. Difference in the mean scores on career competence (self appraisal, occupational information, goal selection, planning, and problem solving) of adolescents studying in aided and public schools were also calculated. The results are presented in table 2

**Table 2:** Showing Difference in Mean Scores of Career Maturity (Dimension-Wise) of Adolescents Studying in Aided and Public Schools

Dimensions of Career Maturity	Types of School	N	Mean	SD	SE <sub>d</sub>	t-value
Career Attitude	Aided	400	25.37	7.34	0.59	3.88**
	Public	400	27.66	9.38		
Self Appraisal	Aided	400	7.44	2.93	0.21	4.32**
	Public	400	8.31	3.02		
Occupational Information	Aided	400	7.68	3.00	0.22	1.14
	Public	400	7.93	3.27		
Goal Selection	Aided	400	7.83	3.06	0.21	0.19
	Public	400	7.79	3.11		
Planning	Aided	400	6.99	2.99	0.22	0.36
	Public	400	7.07	3.24		
Problem Solving	Aided	400	7.15	2.99	0.22	2.17*
	Public	400	7.63	3.23		

\*Significant at 0.05 level

\*\*Significant at 0.01 level

**Discussion of Results**

**Career Maturity (Attitude)**

Table 2 depicts the values of Mean and SD of career attitude of adolescents studying in aided schools are 25.37 and 7.34 respectively and those of adolescents studying in public schools are 27.66 and 9.38 respectively. Standard

error of difference in the mean scores of adolescents studying in aided and public schools on career attitude is 0.59. The t-value comes out to be 3.88, which is significant at both 0.05 and 0.01 levels of confidence. It means that there exists a significant difference in career attitude of adolescents studying in aided and public schools. Further

career attitude of adolescents studying in public schools is higher than that of adolescents studying in aided schools.

### **Career Maturity (Competence)**

#### **Career Maturity (Competence; Self Appraisal)**

Table 2 depicts the values of Mean and SD of self appraisal of adolescents studying in aided schools are 7.44 and 2.93 respectively and those of adolescents studying in public schools are 8.31 and 3.02 respectively. Standard error of difference in the mean scores of adolescents studying in aided and public schools on self appraisal is 0.21. The t-value comes out to be 4.32, which is significant at both 0.05 and 0.01 levels of confidence. It means that there exists a significant difference in self appraisal of adolescents studying in aided and public schools. This indicates that self appraisal of adolescents studying in public schools is higher than that of adolescents studying in aided schools.

#### **Career Maturity (Competence; Occupational Information)**

Table 2 depicts the values of Mean and SD of occupational information of adolescents studying in aided schools are 7.68 and 3.00 respectively and those of adolescents studying in public schools are 7.93 and 3.27 respectively. Standard error of difference in the mean scores of adolescents studying in aided and public schools on occupational information is 0.22. The t-value comes out to be 1.14, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in occupational information of adolescents studying in aided and public schools.

#### **Career Maturity (Competence; Goal Selection)**

Table 2 depicts the values of Mean and SD of goal selection of adolescents studying in aided schools are 7.83 and 3.06 respectively and those of adolescents studying in public schools are 7.79 and 3.11 respectively. Standard error of difference in the mean scores of adolescents studying in aided and public schools on goal selection is 0.21. The t-value comes out to be 0.19, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in goal selection of adolescents studying in aided and public schools.

#### **Career Maturity (Competence; Planning)**

Table 2 depicts the values of Mean and SD of planning of adolescents studying in aided schools are 6.99 and 2.99 respectively and those of adolescents studying in

public schools are 7.07 and 3.24 respectively. Standard error of difference in the mean scores of adolescents studying in aided and public schools on planning is 0.22. The t-value comes out to be 0.36, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in planning of adolescents studying in aided and public schools.

#### **Career Maturity (Competence; Problem Solving)**

Table 2 depicts the values of Mean and SD of problem solving of adolescents studying in aided schools are 7.15 and 2.99 respectively and those of adolescents studying in public schools are 7.63 and 3.23 respectively. Standard error of difference in the mean scores of adolescents studying in aided and public schools on problem solving is 0.22. The t-value comes out to be 2.17, which is significant at 0.05 level of confidence. It means that there exists a significant difference in problem solving of adolescents studying in aided and public schools. Further problem solving of adolescents studying in public schools is higher than that of adolescents studying in aided schools.

It is clear from the above discussion that out of six dimensions of career maturity only three dimensions namely career attitude, self appraisal and problem solving show significant difference between adolescents studying in aided and public schools. The adolescents studying in the public schools have higher career attitude, self appraisal and problem solving than the adolescents studying in aided schools.

On the basis of above discussion, it can be concluded that hypothesis no. 2 which states, "There exists no significant difference in career maturity (career attitude and career competence) of adolescents studying in aided and public schools", is partially rejected.

### **Educational Implications**

- As the gender difference regarding self-appraisal has been found in favor of boy adolescents, so the parents as well as the school should lay emphasis on acquainting the girl adolescents with strategies and techniques which may help them to know more about themselves. This would definitely help them to evaluate themselves and take better career decisions. Since self appraisal is an important dimension of career maturity, so due recognition should be given to it and thus the differences between the gender can be minimized.
- It was observed from the result that type of school (aided or public) significantly influenced career attitude, self-

appraisal and problem solving of adolescents. This result recommends that administrators and teachers of aided schools should organize activities like seminars, workshops, lectures from guest speakers for the adolescents to motivate them to participate actively in selecting their career.

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