

# A STUDY OF CAREER MATURITY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO GANDER AND TYPES OF SCHOOL

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## Abstract

*The present study is an attempt to study career maturity among senior secondary school students in relation to gander and types of school. Descriptive survey method has been used for this study. A sample of 120 secondary school students was taken on the basis of purposive random sampling method. Career Maturity Inventory by Nirmala Gupta was used to collect the data. Mean, SD and 't' tests were 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 found more mature about their career than their counterparts government school students.*

## Paper Identification



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## Introduction

Especially in context of recent changes in the Indian education system that aim to bridge the gap between education and life by making education more work-

oriented, the importance of career education and career guidance programmes for secondary and senior secondary students has been recognised in the current scenario. The current system places an emphasis on socially relevant productive work and job experience programmes throughout the 10 year general schooling. After this, students receive two years of senior secondary education, followed by three years of tertiary level education, during which they must choose courses from among the academic and vocational streams available at their school.

Vocational psychologists and students in India are increasingly worried about the next generation's poor aptitude for making sound career choices. Attitude toward career decision making is a crucial part of the career maturity process, according to recent theory and research on career maturity in the United States. Career education and career guidance students have been recognised as a secondary context of the secondary and higher education education in India, particularly in light of recent reforms to the country's educational system that aim to close the gap between education and real life by making it more vocationally focused.

Career is defined as "a job or profession for which one is trained and which one intends to follow for part or all of one's life, e.g. a career in finance." The right decision about a career can only be made with accurate information.

Choosing a career path is a major life decision that must be made by teenagers. There is a plethora of career paths open to students nowadays, and picking one might be challenging for a young person. The idea of Career Maturity originates in Super's developmental theory of career behaviour, which holds that deciding on a profession is an extended process that often begins in late childhood and continues until early adulthood. The phrase "career maturity" describes the career of professional development reached, relative to the earlier "exploratory" years and the later "declining" years. Career development, vocational development, and occupational development all relate to the same process—one that continues throughout one's life as one acquires new knowledge, experiences, and perspectives regarding one's chosen profession.

An individual who has reached career maturity is capable of making sound choices about their professional future. Assessing a person's career maturity in connection to the tasks that are most important to their professional growth is at the heart of a developmental perspective on career behaviours. It often refers to the people's ability to make mature, well-informed decisions. Make a career about your career and deal with the challenges of building it. It marks transitions from the formative (youth) to the terminal (retirement) phases of a working career (old age).

The theory of career development over the years most typically spanning late childhood and early adulthood provides the conceptual foundation for the idea of career maturity. It continues even when a person has settled into a career, is working hard to keep and develop in that career, and is getting ready to retire. To have a career preference is to "have the ability to decide or devote oneself to a certain course of action

that will ultimately result in one's... preparing for and entering a specific occupation." Because of vocational maturity, the person is unable to choose a career path and suffers from anxiety as a result. However, with the right exposure, the person should not only be able to choose a career path and become more mature in the workplace, but also feel less worry. One of life's most formative choices is one's chosen career. It is not a one-off event but rather a drawn-out procedure.

### **Review of Literature**

Mathur and Sharma (2001) observed that boys, in comparison to girls, have a more positive outlook on the topic of career choice. When it comes to vocational career, boys far outstrip girls. On 10 measures of vocational interest, Sharma and Kumar (2007) found no statistically significant differences between rural and urban secondary school students. Career self-efficacy and career maturity are significantly related to socioeconomic level, as demonstrated by Bozgeyikli, Susran, and Habib (2009). In a 2013 study, Sirohi discovered that women were more mature in their professional lives than men. A more career-focused maturity is evident among students attending private schools compared to public school students. Grad students had a modest level of career decision making, according to research by Vijay and Thilagavathy (2014). Grad students have developed a reasonable level of social maturity. In addition, the data show that career choice and emotional maturity are unrelated. There is no statistically significant effect of management on the career maturity competence of secondary school students, according to Roy (2015), who also found that students at private schools possess much stronger career maturity and career maturity attitude. According to Andleeb and Ansari (2016), both male and female students at secondary school senior level. Male students were found to have higher aspirations for their careers and to have a more developed sense of self-awareness than their female counterparts. According to research by Sivakumar and

Sridhar (2016), students from aided and government schools in XI grade do not differ much in their career maturity but do differ significantly in their career competency, and the correlation between the two is weak. According to the research of Sharma and Ahuja (2017), public and private schools provide vastly different educational experiences in terms of students' overall level of career maturity. There was a substantial difference between the private and public school students in terms of career maturity, as measured by students' attitudes, self-evaluations, occupational knowledge, goal selection, planning, and problem solving. Female secondary school students are more career-ready than male secondary school students, according to research by Pandey and Manral (2017). Dhull (2018) found that female students were more mature than male students when it came to thinking about their future careers, and that students from private schools were more mature than their government school counterparts when it came to thinking about their future careers. Teens attending public versus private schools showed different levels of career maturity as measured by Gehlawat's (2019) research. Teens attending private schools showed greater maturity in terms of career planning than their counterparts attending public institutions.

### **Justification of the Study**

When it comes to deciding on a major for one's future career, adolescence is a watershed moment because the path taken then will determine one's success for the rest of their lives. The adolescent's future growth and development can be stunted by any mistake he makes as a result of familial pressure or indecision. Choosing a career path is a major life decision that must be made by teenagers. There is a plethora of career paths open to students nowadays, and picking one might be challenging for a young person. Career Maturity is based on Super's developmental theory of career behaviour, which holds that deciding on a profession is a lengthy process that typically extends from late

childhood through early adulthood. The phrase "career maturity" describes the career of professional development reached, relative to the earlier "exploratory" years and the later "declining" years. Career development, vocational development, and occupational development all relate to the same process—one that continues throughout one's life as one acquires new knowledge, experiences, and perspectives regarding one's chosen profession.

Hundreds of new career paths are available to people in today's world thanks to scientific and technological advancements. Choosing a fulfilling career is getting more challenging as time goes on. Adolescence is a pivotal time for students since the courses they take at this point in their career will determine the trajectory of their future professional lives. The National Policy on Education of 1986 called for a split between the academic and vocational tracks after the tenth grade. Education and career choices made at this juncture set the stage for all subsequent professional decisions. Indecisiveness or family pressure can lead to a young person making a poor career choice, which can stunt his or her development down the road. Consequently, research into adolescent career maturity was deemed to be important. Individual mental capacity is what we mean when we talk about someone's intelligence. Students' grasp of the occupational world is crucial because it allows them to reevaluate their career choices in the context of their abilities. Intelligence testing is helpful in guiding students toward the right majors and careers. A person will be unfit for a line of work if he pursues it despite the fact that he possesses less intelligence than is typical for the position. To that purpose, the topic of "Career Maturity among Senior Secondary School Students in Relation to Gender and Types of School " was chosen for investigation.

### **Statement of the Problem**

A Study of Career Maturity among Senior Secondary School Students in relation to Gender and Types of School

### Objectives of the Study

1. To compare the career maturity among male and female senior secondary school students.
2. To compare the career maturity among senior secondary school students studying in government and private schools.

### Hypotheses

1. There is no significant difference in career maturity among male and female senior secondary school students.
2. There is no significant difference in career maturity among senior secondary school students studying in government and private schools.

### Method

To study the career maturity of 12th class students, the descriptive survey method was followed.

### Population

In the present study all the senior secondary school students studying in senior secondary schools of Rohtak district comprised of the population in the study.

### Sample

The present study was conducted in Rohtak city. The total of 120 students of senior secondary school level were taken as the sample. Out of 120, 60 students each have been taken as a sample from government schools and private schools.

### Tools 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

Descriptive statistics such as Mean, Standard Deviation and 't' test were used to analyze the data.

### Data Analysis

The main aim of the study is to compare career maturity among senior secondary school students in relation to gender and types of school. The data was analyzed and given in table 1 and 2:

*Table 1: Means, S.D.s and 't' value of male and female students on career maturity*

Gender	Number	Mean	S.D.	't'	Level of Significance
Male	60	51.02	8.52	2.713	Significant at 0.01 level of significance
Female	60	54.67	9.54		

The table 1 shows that our computed 't' value (2.713) 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 senior secondary school 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 senior secondary students" is rejected. It is evident from the table that female students were found more mature about their career than their male counterparts.

*Table 2: Means, S.D.s and 't' value of government and private school students on career maturity*

Types of school	Number	Mean	S.D.	't'	Level of Significance
Government school students	60	50.37	8.58	3.839	Significant at 0.01 level of significance
Private school students	60	55.32	9.48		

The table 2 shows that our computed 't' value (3.893) 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 senior secondary school students in career maturity. Therefore, the hypothesis formulated earlier, "There exists no significant difference between the mean score of career maturity among government and private senior secondary students" is rejected. It is evident from the table that students of private schools were found more mature about their career than their government schools counterparts.

### Findings

1. It was found that there is a significant difference between male and female senior secondary school 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 senior secondary school students in career maturity. Private school students were found more mature about their career than their counterparts government school students.

### Implications

As in this study it has been observed that there was difference in boys and girls with respect to career maturity, therefore suitable career counseling programmes catering to individual differences should be designed especially for boy students. Measures for enhancing level of career attitude and career competence of students should be adopted in the curriculum. Career awareness and career planning workshop and events should be arranged in schools. There should be separate career counsellors in every senior secondary schools to meet the problem of □ students. Opportunities to students should be provided to develop in them some general attitudes and creative thinking skills important for career decision making, by conducting debates, seminar, workshop etc. Private school students show high career attitude and competence than government school students. So government school students should be given adequate exposure for solving their career problems.

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