

A Study of Career Maturity of Standard IX Students

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Abstract: *The study examines the impact of career maturity on decision making of Std.IX students. A total of 500 students participated in the study. The study found that career competency was the best predictor of career adaptability, while career goal-selection and planning were the best predictors of career adaptability. The study suggests that developing career maturity and self-efficacy in students is crucial for future career success.*

Keywords: career maturity, decision making, Education, Vocational Guidance

I. INTRODUCTION

Career Development is a “continuous lifelong process to develop experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options” (Hansen, 1976). Put another way, career development is the process through which people understand them as they relate to the world of work, their interest and their role in it. This career development process is where an individual fashions a work identity. In America, we are what we do, thus it becomes a person’s identity. It is imperative when educating young people that our school systems assist and consider the significance of this responsibility for our youth and their future. The influences on and outcomes of career development are one aspect of socialization as part of a broader process of human development.

Initially called “vocational maturity,” the construct now known as career maturity and was proposed by Donald Super more than 50 years ago. The developmental task of relating knowledge of oneself to knowledge of occupations was referred to as “specifying a choice.” Within Super’s framework, individuals are career mature or ready to make appropriate choices when they are engaged in planful exploration and have appropriate occupational knowledge, self-knowledge and decision-making knowledge.

Career maturity refers to the development of an individual's abilities, skills, attitudes, and knowledge related to making informed and effective career decisions. It involves the progression from a relatively uninformed and uncertain perspective about one's future career path to a more informed, self-aware, and proactive approach to career decision-making. Career maturity is particularly relevant during adolescence when individuals begin to explore and make choices about their future educational and vocational paths.

II. NEED OF CAREER MATURITY

- **Self-Exploration:** Adolescents need to explore their own interests, values, strengths, and weaknesses to understand themselves better and align their career choices with their personal characteristics.
- **Information Gathering:** They require access to accurate and comprehensive information about various career options, educational paths, job markets, and the skills required for different professions.
- **Decision-Making Skills:** Adolescents need to develop decision-making skills that enable them to weigh pros and cons, evaluate alternatives, and make choices that align with their long-term goals.
- **Goal Setting:** Setting realistic and achievable career goals helps adolescents develop a sense of direction and purpose, motivating them to work towards their aspirations.
- **Coping with Uncertainty:** Adolescents need to develop the ability to cope with uncertainty and adapt to ever changing circumstances, as career paths and opportunities may evolve over time.

AIM OF THE STUDY

To Study the Career Maturity Std. IX students.

OBJECTIVES OF THE STUDY

To study the career maturity of the students of Std. IX on the basis of:

- a) Gender
- b) Types of the boards (CBSE, ICSE, SSC).

HYPOTHESES OF THE STUDY

- There is no significant difference in career maturity of students of Std. IX on the basis of Gender.
- There is no significant difference in career maturity of students of Std. IX on the basis of Types of the boards (CBSE, ICSE, SSC).

ALTERNATE HYPOTHESES

There is significant difference in career maturity of students of Std. IX on the basis of Gender.

There is significant difference in career maturity of students of Std. IX on the basis of Types of the boards (CBSE, ICSE, SSC).

NEED OF THE STUDY

To be successful in the vocation one must choose the vocation of his or her choice. Students must have career maturity, though other factor like ability, attitude, aptitude etc. also play an important role. But a person having the ability, attitude and aptitude may not succeed in selecting a particular vocation without proper availability of career services. Therefore, availability of vocational guidance services is one of the most important factors provided to the students responsible for vocational choice. The career maturity can be created among students by motivation at the early stage of their career selection. Besides academic, a number of activities are organized in Schools to develop the personality of the students and to create interest about various professional services. So, an idea came into the mind of an investigator that she should study the vocational preferences of students of Std. IX in relation to vocational guidance services provided and career maturity.

III. THEORETICAL DEFINITION OF CAREER MATURITY

Career maturity is the state of readiness and capability of an individual to achieve, to be well-informed and to choose appropriate career based on their self-awareness, understanding of their skills and interests, and knowledge of available opportunities.

OPERATIONAL DEFINITION OF CAREER MATURITY

In the present study, Career Maturity can be defined as an individuals' readiness, to be well informed, realistic and age - appropriate career choices and decisions. It is the ability to gather information about the self, in order to gain insight, to obtain the necessary competencies in order to make an informed choice, decision, to integrate self- knowledge and the knowledge of world of work and implementing the knowledge when planning a career.

During adolescence, individuals go through significant cognitive, emotional, and social development that influences their approach to career decisions.

SCOPE OF THE STUDY

The present study considered the students studying in Std. IX in different boards viz. CBSE, ICSE and SSC of Mumbai District. The relationship of Vocational Preferences with Vocational Guidance Services provided and career maturity of the students of Std. IX on the basis of gender and types of the boards viz. CBSE, ICSE and SSC.

DELIMITATIONS OF THE STUDY

The present study did not take into consideration the students studying in class apart from Std. IX. Students studying in boards apart from CBSE, ICSE and SSC of Mumbai District were not included in this study. Only students studying in Mumbai District with these 3 boards were included in this study.

SIGNIFICANCE OF THE STUDY

The main problem which is being faced by our nation is the problem of unemployment. For this purpose, efficient professionals are required. If students are not aware about various career options and this will directly/indirectly have an impact on them to join challenging vocations. Therefore, the researcher has to study the Vocational Preferences of the students studying in Std. IX. The findings of the present study may prove beneficial in the following ways:

1. It may be utilized by educational planners and administrators of the school to initiate and modify their schemes/curriculum pertaining to development of students and school as a whole.
2. It may be of great interest to Teachers, Vice - Principals and Principals to reorient their efforts to help the students in achieving their goal.
3. It may give rise to the consideration of remedial for recovery.
4. It may be helpful for educational researchers to undertake further dimensions relating to school students.

IV. RESEARCH DESIGN FOR THE STUDY

For the present study, the investigator has used Survey Method. Survey is the single most popular and most widely used approach in educational research. It involved study of an event that have already taken place and are related to the present conditions.

4.1 STATISTICAL TECHNIQUES USED IN THE STUDY

The collected data was analyzed using the following statistical techniques:

1. Mean and Standard deviation
2. t- test
3. One way ANOVA

Hypothesis testing

Differences in the mean scores of the groups were compared using t- test.

Hypothesis 1

There is no significant difference in career maturity of students of Std. IX on the basis of Gender.

Testing of null hypothesis

To find out the significant difference in two group that is female and male t-test was conducted and the result are given in table no 1.1

Table 1.1: Significance of career maturity scores of Female and Male students

Groups	Count	Df	Average	T - Value	Table-value	Level of Significance	Remark
Female	257	df – 1 N=500	98.22266	1.483	2.59	0.01	Not Significant
Male	243		100.1074				

Interpretation:

The results indicate that calculated T- value 1.483 is less than table value 2.59, therefore the null hypothesis is accepted and the alternate hypothesis is rejected.

Conclusion

There is no significant difference in career maturity of female and male students of Std. IX

Hypothesis 2

There is no significant difference in career maturity of students of Std. IX on the basis of Types of the boards (CBSE, ICSE, SSC).

Testing of null hypothesis

To find out the significant difference in three groups that is CBSE, ICSE, SSC school boards one-way ANOVA was conducted and the result are given in table no 1.2.

Table 1.2: Significance of career maturity scores of Std. IX studentson the basis of Types of the Boards

Groups	Count	df	Average	Variance	F Value	P-value	Level of Significance	Remark
CBSE	139	2	97.69065	240.621	0.716346	0.489	0.01	Not Significant
ICSE	147	498	99.39456	202.2131				
SSC	214	N=500	99.44393	196.8208				

Interpretation:

The results indicate that calculated P- value0.489is more than 0.01, therefore the null hypothesis is accepted and the alternate hypothesis is rejected.

V. CONCLUSION

Overall, career maturity is an important aspect of adolescent development, as it empowers individuals to make thoughtful career decisions that align with their personal attributes and aspirations, ultimately contributing to their long-term success and well- being.

To succeed in a vocation, students must choose their chosen vocation, considering factors like ability, attitude, interest and aptitude. However, availability of career services is crucial for success. Students must be prepared to consider their interests, financial condition, and available facilities. Career maturity can be developed through early motivation and through regular school activities. The investigator aims to study students' vocational preferences in relation to vocational guidance services and career maturity.

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