



**“A STUDY OF CAREER MATURITY AMONG SENIOR SECONDARY SCHOOLS STUDENTS IN
SIRSA DISTRICT OF HARYANA STATE”**

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ABSTRACT

Present study aim is to study the career maturity among schools students in Sirsa District of Haryana State . For the present study a sample consisted of 100 Students from Government and private Sr. Secondary schools situated in rural and urban area of Sirsa District in Haryana State was taken and descriptive survey method was used . In the present study results shows that the mean value of private schools adolescents regarding career maturity is more than Government schools adolescents. Further the mean value of Male government schools adolescents regarding career maturity is more than female government schools adolescents. It is concluded that male government schools adolescents have more career maturity than female government schools adolescents. Further male private schools adolescents have more career maturity than female private schools adolescents. The mean value of Urban government schools adolescents regarding career maturity is more than rural government schools adolescents.. Further the mean value of Urban private schools adolescents regarding career maturity is more than rural private schools adolescents. It is finally concluded that urban private schools adolescents have more career maturity than rural private schools adolescents.

Key Words: Career Maturity , Govt. , Private, Urban , Rural , Senior Secondary schools students , Sirsa

INTRODUCTION

A career is an individual's journey through learning, work and other aspects of life. There are a number of ways to define a career and the term can be used in a variety of ways. In it Career management describes the active and purposeful management of a career by an individual. Ideas of what comprise "career management skills" are described by the Blueprint model (in the United States, Canada, Australia, Scotland, and England and the Seven C's of Digital Career Literacy (specifically relating to the Internet skills). Key skills of career include the ability to reflect on one's current career, research the labour market, determine whether education is necessary, find openings, and make career changes.

What is Career choice ?

According to Behling and others, an individual's decision to join a firm may depend on any of the three factors viz. objective factor, subjective factor and critical contact.

- **Objective factor theory** assumes that the applicants are rational. The choice, therefore, is exercised after an objective assessment of the tangible benefits of the job. Factors may include the salary, other benefits, location, opportunities for career advancement, etc.
- **Subjective factor theory** suggests that decision making is dominated by social and psychological factors. The status of the job, reputation of the organization and other similar factors plays an important role.
- **Critical contact theory** advances the idea that a candidate's observations while interacting with the organization plays a vital role in decision making. For example, how the recruiter keeps in touch with the candidate, the promptness of response and similar factors are important. This theory is more valid with experienced professionals.

How To Deal With Career Choice ?

When choosing a career that's best for you, according to US News, there are multiple things to consider. Some of those include: natural talents, work style, social interaction, work-life balance, whether or not you are looking to give back, whether you are comfortable in the public eye, dealing with stress or not, and finally, how much money you want to make. If choosing a career feels like too much pressure, here's another option: pick a path that feels right today by making the best decision you can, and know that you can change your mind in the future. In today's workplace, choosing a career doesn't necessarily mean you have to stick with that line of work for your entire life. Make a smart decision, and plan to re-evaluate down the line based on your long-term objectives.

These theories assume that candidates have a free choice of employers and careers. In reality the scarcity of jobs and strong competition for desirable jobs severely skews the decision making process. In many markets employees work particular careers simply because they were forced to accept whatever work was available to them. Additionally, Ott-Holland and colleagues found that culture can have a major influence on career choice, depending on the type of culture.

MATURITY

In psychology, maturity is the ability to respond to the environment in an appropriate manner. This response is generally learned rather than instinctive. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act, according to the circumstances and the culture of the society one lives in. Adult development and maturity theories include the purpose in life concept, in which maturity emphasizes a clear comprehension of life's purpose, directedness, and intentionality, which contributes to the feeling that life is meaningful.

The status of maturity is distinguished by the shift away from reliance on guardianship and the oversight of an adult in decision-making acts. Maturity has different definitions across legal, social, religious, political, sexual, emotional, and intellectual contexts. The age or qualities assigned for each of these contexts are tied to culturally-significant indicators of independence that often vary as a result of social sentiments. The concept of psychological maturity has implications across both legal and social contexts, while a combination of political activism and scientific evidence continue to reshape and qualify its definition. Because of these factors, the notion and definition of maturity and immaturity is somewhat subjective.

CAREER MATURITY

The concept of career maturity has its origin in the developmental theory of career behaviour which envisages that selection of an occupation is a process spanning a considerable number of years usually from late childhood to early-adulthood. The process even continues after the person establishes in an occupation and makes efforts to maintain and advance in it and later in life prepares to retire from it.

REVIEW OF LITERATURE

Saini, Rita (2012) conducted a study “Career Maturity of Adolescents in Relation to their Emotional Maturity”. The present study attempts to study the relationship between career maturity and emotional maturity of adolescents. It also purports to find out difference between male and female, urban and rural in terms of career maturity and emotional maturity. The simple random sample consists of 240 students selected from twelve schools of Faridabad District. The results revealed a negative relationship between career maturity and emotional maturity. It was also found that male adolescents were better than female adolescents and urban adolescents were better than rural adolescents with regard their career maturity and emotional maturity.

Sandhu and Aggarwal (2013) conducted a Study of Vocational Maturity of Commerce Stream Adolescent Students in Relation to Personality and Academic Achievement”. The present research was an attempt to study Vocational Maturity of Commerce Stream Adolescent Students in relation to Personality and Academic Achievement. The descriptive survey method was used in the study. The study was delimited to the 200 senior secondary stage students. In order to conduct the study, schools were randomly selected from Punjab and U.T. The tools used for the study was Career Maturity Inventory (CMI) John Crites, Indian adaptation by Nirmla Gupta, 1989 and Kundus introversion- extroversion inventory. It is found from the analysis that There is no significance relationship between vocational maturity and personality of commerce stream students whereas there is positive relationship between vocational maturity and academic achievement of commerce stream students.

Sirohi, Vineeta (2013) conducted a study, “Vocational guidance and career maturity among schools adolescents: An Indian experience”. This study is focused on the stage of secondary education which is a critical period for the development of career maturity, when students are faced with ongoing academic and occupational decisions over the course of their study and these educational and vocational decisions pave the way for future decisions to be taken by any individual in the world of work. The present study aimed to examine the career maturity of schools adolescents, by gender, type of schools and vocational guidance provisions and know the perception of students about vocational guidance services in their schools. A sample of 160 students was drawn from eight secondary schools through stratified sampling technique. The quantitative and qualitative analysis of data revealed that females are found to possess higher career maturity than their male counterparts. Students of private schools show higher career maturity attitude as compared of students of government schools. Moreover, students in schools with vocational guidance and counseling provisions show high career maturity in self awareness and occupational information as compared to none from those schools which are deprived of these provisions, similarly in choosing a job, the students who are privileged to be exposed to the guidance and counseling programmes show much higher career maturity than their underprivileged counterpart. The findings of the study have strong implications for the policy makers and educationists for institutionalizing the vocational guidance and counseling

programmes in secondary schools and delivering planned and systematic counseling interventions to increase the career maturity of schools adolescents.

JUSTIFICATION OF THE PROBLEM

For this study investigator visited various libraries and studied. National Education surveys, National and international journals, dissertation and thesis which were related to career maturity and after that Investigator discussed the topic with experts and also studies the same topic on internet about the researcher made in India and abroad and finally decided the topic, which remained untouched in Sirsa District because the career maturity among students is the current problem to study in Sirsa District which is the dire need before the students to show their career maturity in their adolescent period to select their career, so the study problem related to career maturity was considered in this study.

STATEMENT OF THE PROBLEM

A Study Of Career Maturity Among Senior Secondary Schools Students in Sirsa District of Haryana State .

OPERATIONAL DEFINITIONS USED IN THIS STUDY

Career Maturity : Career maturity can be defined as an individual's readiness to make well informed, realistic, age-appropriate career choices and decisions.

Schools Students : Those adolescents students who get their education in Sr. secondary schools in different classes.

Government Schools

These are those schools which are funded by the state government and salary is given to teachers by state government.

Private Schools

These are those schools which are funded by the private management and salary is provided to teachers by private management.

OBJECTIVES OF THE STUDY

1. To study and compare the career maturity among Govt. and Private schools adolescents.
2. To study and compare the career maturity among Male and Female government schools adolescents.
3. To study and compare the career maturity among male and female private schools adolescents.
4. To study and compare the career maturity among rural and urban govt. schools adolescents.
5. To study and compare the career maturity among rural and urban private schools adolescents.

HYPOTHESES OF THE STUDY

1. There is no significant difference of career maturity among Govt. and Private schools adolescents.
2. There is no significant difference of career maturity among Male and Female government schools adolescents.

3. There is no significant difference of career maturity among male and female private schools adolescents.
4. There is no significant difference of career maturity among rural and urban Govt. schools adolescents.
5. There is no significant difference of career maturity among rural and urban private schools adolescents.

DELIMITATIONS OF THE STUDY

1. The study was delimited to Sirsa District of Haryana only.
2. Only Government and Private schools adolescents were selected for the conduct of the present study.
3. In this study only one variable i.e. career maturity inventory was used.
4. In this study only 100 adolescents schools adolescents, in which 50 Govt. schools adolescents and 50 private schools adolescents were taken as sample only.

POPULATION

The Government and private schools adolescents of Sirsa District constituted the population.

SAMPLE

In this study 100 adolescents schools students (50 Government Schools + 50 Private Schools Students) were taken as sample after that the student classified in to 25 male & 25 female students of Government schools student & 25 male & 25 female students of private schools students. Further the students of male & female were classified into equal no of urban and rural Government schools students & private schools students.

TOOL USED IN THIS STUDY

Career Maturity Inventory authorized by Dr. Nirmala Gupta (2013) was used in the research.

STATISTICAL TECHNIQUES USED:

After collection of data, all questionnaire were screened and the scores obtained were organized in the tabulated from to make analysis easier. Analysis of data was made in conformity with the objectives and hypotheses formulated by the investigator for the present study.

The investigator used the following statistical technique for the analysis of data:

Mean :
$$M = \frac{\sum x}{N}$$

Standard Deviation : S.D.
$$\sqrt{\frac{\sum d^2}{N}}$$

Standard error of deviation

(SED)
$$\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

T -test :
$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis No. 1 : There will be no significant difference of career maturity among Government and Private schools adolescents.

Table 1.1

Mean, S.D. & 't' test of Private and Government Schools adolescents regarding career maturity.

Variable	N	M	S.D.	Df	't' value	Level of significant
Career Maturity of Private Schools students	50	72.50	7.3	98	4.10	significant at both levels i.e. .05 and .01 levels
Career Maturity of Government Schools students	50	64.70	6.10			

df = 98,

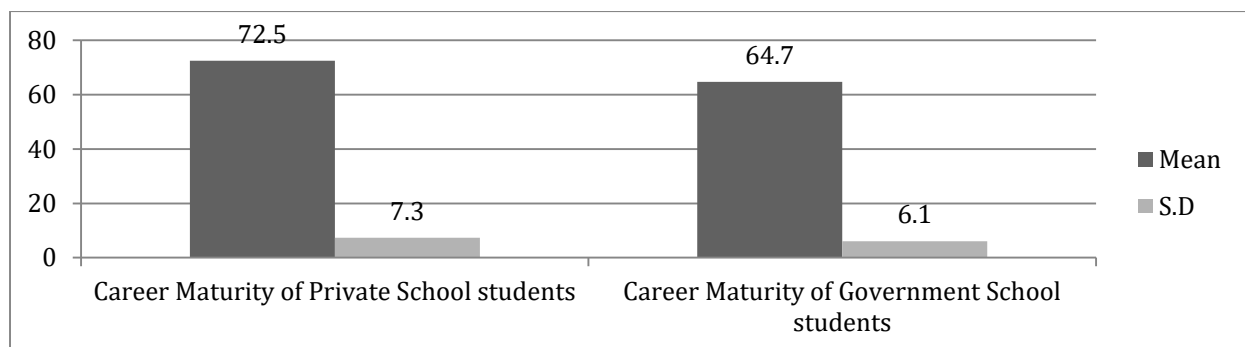
.05 = 1.98

.01 = 2.63

Interpretation

In this study the mean, S.D. value of private and Government schools adolescents is 72.25, 7.3 and 64.70, 6.10 respectively. The calculated 't' value is 4.10 which is more than standard table value at .05 and .01 level of significance. Therefore hypothesis No. 1 is rejected. Further, the mean value of private schools adolescents is more than government secondary schools regarding career maturity. It is finally concluded that the career maturity of private schools adolescents is more than government schools adolescents. It is finally confirmed that private schools adolescents have more career maturity than government schools adolescents.

Graph 1.1



In Hypothesis No. 2 : There is no significant difference of career maturity among Male and Female of Government schools adolescents.

Table 1.2

Mean, S.D. 't' test of Male and female Government schools adolescents regarding career maturity.

Variable	N	M	S.D.	df	't' value	Level of significant
Career Maturity of Male Government schools adolescents	25	66.80	6.45	48	3.91	significant at both levels i.e. .05 and .01 levels
Career Maturity of Female Government schools adolescents	25	60.10	5.68			

df = 48,

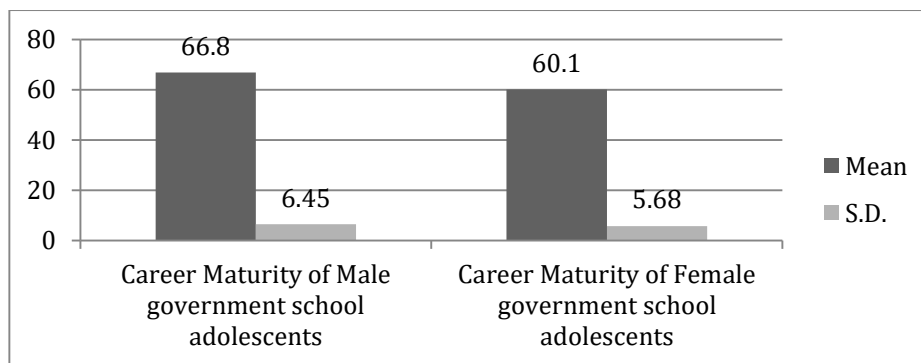
.05 = 2.01

.01 = 2.68

Interpretation

In this study the mean, S.D. value of male and female Government schools adolescents is 66.80, 6.45 and 60.1, 5.68 respectively. the calculated 't' value 3.91 which is more than standard table value of .05 and .01 level of significance. Therefore, hypothesis No. 2 is rejected. Further, the mean value of male government schools adolescents is more than female government secondary students regarding career maturity. It is finally concluded that the career maturity of male government schools students is more than female government schools adolescents. It is finally confirmed that male government schools adolescents have more career maturity than female government schools adolescents.

Graph 1.2



In Hypothesis No. 3 : There will be no significant difference of career maturity among male and female private schools adolescents.

Table 1.3

Mean, S.D. 't' test of Male and female private schools adolescents regarding career maturity.

Variable	N	M	S.D.	df	't' value	Level of significant
Career Maturity of Male private schools adolescents	25	74.60	7.4	48	2.96	significant at both levels i.e. .05 and .01 levels
Career Maturity of Female Private Schools students	25	68.70	6.72			

df = 48,

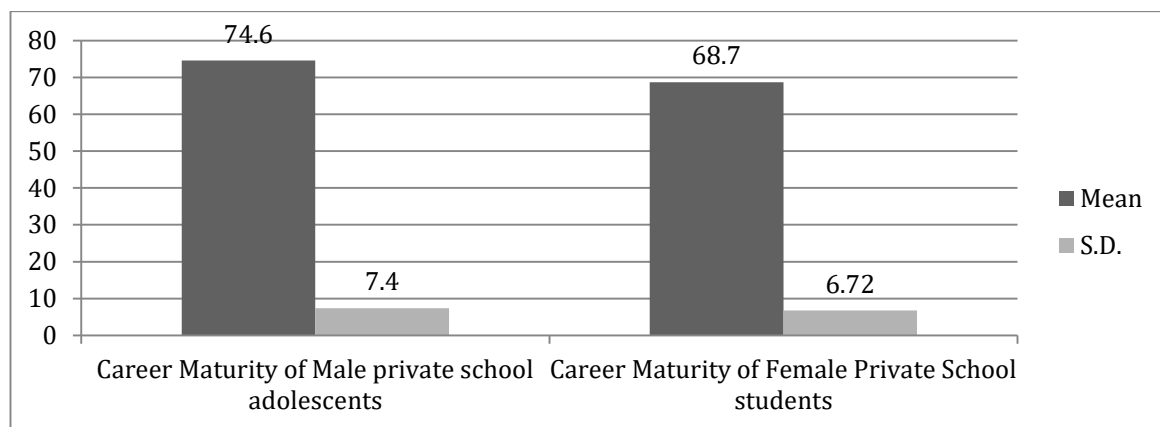
.05 = 2.01

.01 = 2.68

Interpretation

In this study the mean, S.D. value of male and female private schools adolescents is 74.60, 7.40 and 68.70, 6.72 respectively. the calculated 't' value 2.96 which is more than standard table value of .05 and .01 level of significance. Therefore, hypothesis No. 3 is rejected. Further, the mean value of male private schools adolescents is more than female private secondary students regarding career maturity. It is finally concluded that the career maturity of male private schools adolescents is more than female private schools adolescents. It is finally confirmed that male private schools adolescents have more career maturity than female private schools adolescents.

Graph 1.3



In Hypothesis No. 4 : There is no significant difference of career maturity among rural and urban Government schools adolescents.

Table 1.4

Mean, S.D. 't' test of Urban and rural government schools adolescents regarding career maturity.

Variable	N	M	S.D.	Df	't' value	Level of significant
Career Maturity of Urban government schools adolescents	25	67.25	6.58	48	5.26	significant at both levels i.e. .05 and .01 levels
Career Maturity of Rural Government schools adolescents	25	60.35	5.72			

df = 48,

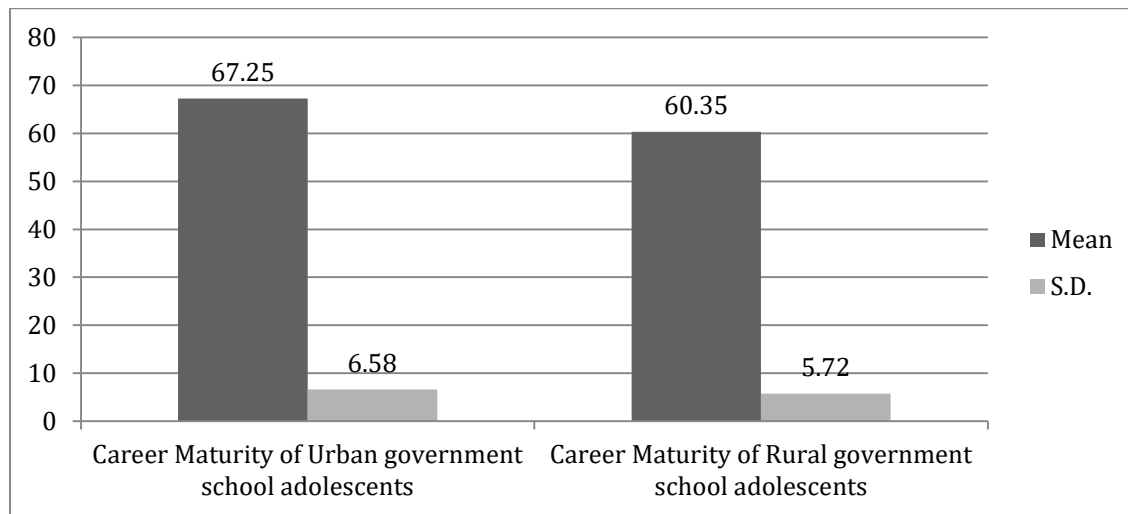
.05 = 2.01

.01 = 2.68

Interpretation

In this study the mean, S.D. value of urban and rural government schools adolescents is 67.25, 6.58 and 60.35, 5.72 respectively. the calculated 't' value 5.26 which is more than standard table value of .05 and .01 level of significance. Therefore, hypothesis No. 4 is rejected. Further, the mean value of urban government schools adolescents is more than rural government secondary students regarding career maturity. It is finally concluded that the career maturity of urban government schools adolescents is more than rural government schools adolescents. It is finally confirmed that urban government schools adolescents have more career maturity than rural government schools adolescents.

Graph 1.4



In Hypothesis No. 5 : There will be no significant difference of career maturity among rural and urban private schools adolescents.

Table 1.5

Mean, S.D. 't' test of Urban and rural private schools adolescents regarding career maturity.

Variable	N	M	S.D.	df	't' value	Level of significant
Career Maturity of Urban private schools adolescents	25	74.75	7.60	48	5.11	significant at both levels i.e. .05 and .01 levels
Career Maturity of rural Private Schools students	25	65.25	6.32			

df = 48,

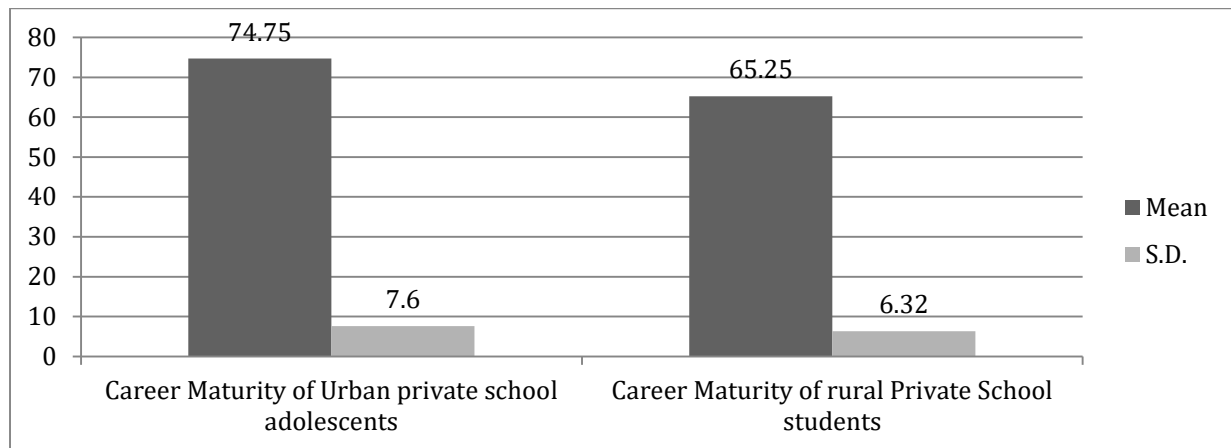
.05 = 2.01

.01 = 2.68

Interpretation

In this study the mean, S.D. value of urban and rural private schools adolescents is 74.75, 7.60 and 65.23, 6.32 respectively. The calculated 't' value 5.11 which is more than standard table value of .05 and .01 level of significance. Therefore, hypothesis No. 5 is rejected. Further, the mean value of urban private schools adolescents is more than rural private schools adolescents regarding career maturity. It is finally concluded that the career maturity of urban private schools students is more than rural private schools adolescents. It is finally confirmed that urban private schools adolescents have more career maturity than rural private schools adolescents.

Graph 1.5



MAJOR FINDINGS

In Hypothesis No. 1 : There exists significant difference between government and private schools adolescents regarding career maturity because the calculated value of 't' is more than standard table value at both the levels of significance at .5 and .01 level. Therefore hypothesis No. 1 is rejected. Further, the mean value of private schools adolescents regarding career maturity is more than government schools adolescents. It is finally concluded that private schools students have more career maturity than government schools adolescents.

In Hypothesis No. 2 : There exists significant difference between male and female government schools adolescents regarding career maturity because the calculated value of 't' is more than standard table value of both the levels of significance at .05 and .01 level. Therefore hypothesis No. II is rejected. Further the mean value of Male government schools adolescents regarding career maturity is more than female government schools adolescents. It is finally concluded that male government schools adolescents have more career maturity than female government schools adolescents.

In Hypothesis No. 3 : There exists significant difference between male and female private schools adolescents regarding career maturity because the calculated value of 't' is more than standard table value of both the levels of significance at .05 and .01 level. Therefore hypothesis No. III is rejected. Further the mean value of Male private schools adolescents regarding career maturity is more than female private schools adolescents. It is finally concluded that male private schools adolescents have more career maturity than female private schools adolescents.

In Hypothesis No. 4 : There exists significant difference between urban and rural government schools adolescents regarding career maturity because the calculated value of 't' is more than standard table value of both the levels of significance at .05 and .01 level. Therefore hypothesis No. IV is rejected. Further the mean value of Urban government schools adolescents regarding career maturity is more than rural government schools adolescents. It is finally concluded that urban government schools adolescents have more career maturity than rural government schools adolescents.

In Hypothesis No. 5 : There exists significant difference between urban and rural private schools adolescents regarding career maturity because the calculated value of 't' is more than standard table value of both the levels of significance at .05 and .01 level. Therefore hypothesis No. V is rejected. Further the mean value of Urban private schools adolescents regarding career maturity

is more than rural private schools adolescents. It is finally concluded that urban private schools adolescents have more career maturity than rural private schools adolescents.

EDUCATIONAL IMPLICATIONS

In this study the major findings indicates that there exist significant differences between government and private schools student regarding career maturity and it was finally analyzed that the government senior secondary schools requires more career opportunities as compared to private senior schools adolescents. Further, it was concluded that the male government and private senior schools adolescents and the students which were belonging to rural areas requires more career opportunities as compared to females and students belonging to urban areas. In this research the career maturity play an important need for motivating the government senior schools adolescents because the students studying in government schools are having less facilities like career guidance as compared to private senior secondary schools. In this study by identifying the sample of government schools students require more career opportunities and guidance need and support to adjust themselves in their career and the government officials may be motivated and encouraged to provide better facilities in government schools as provided in the private schools.

SUGGESTIONS FOR FURTHER STUDY

1. In this study, the investigator selected the sample of senior schools adolescents related to Sirsa District only. It is advised to select other District for further research.
2. I have selected 100 adolescents in which 50 from Govt. & 50 from Pvt. schools and 50 from government schools. It is advices to take bigger size of sample for further research.
3. In this study only one independent variable i.e. career maturity scale was selected. It is advised that the students may take guidance need scale, career preference scale, job selection scale etc. in the further research.
4. In this study the objectives and hypotheses and statistical techniques were delimited. It is advised to modify objectives and hypotheses also advised statistical took may be selected.
5. In this study the sample may be classified on the basis of natural schools, gender and area of schools. It is advised to the students that they may classify of the schools, standard of the schools.

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