



## Indian School Teenagers' Career Maturity as a Function of Self Identity, Occupational Aspiration, and Demographics

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### ABSTRACT

Career maturity is described as the maturity of attitudes and competences related to career decision-making, as defined by the developmental theory of vocational behaviour. It has been discovered that different cultures effect it differently. Certain psychological, educational, and demographic factors divide racial and gender groupings. considerations (Lawrence and Brown, 1976; Pound, 1978). The purpose of this study is to see whether self-concept, professional desire, and gender function alone or in combination to cause differences in vocational maturity among Hindi-speaking Indian teenagers in class X. The two levels of self-concept, i.e. high and low, the two levels of occupational aspiration, i.e. realistic and idealistic, and the two levels of gender, i.e. male and female, were varied in the study using a (2)3 ex-post facto, non-experimental factorial design (fixed model). Using the stratified random selection approach, 480 students in class X (240 men and 240 females) between the ages of 14 and 16 were selected at random from several Hindi medium schools in Ludhiana, Punjab State, to act as study participants. All three independent factors were shown to be capable of causing differences in career maturity. The first order interactions were not found to be significant for virtually all of the components of career maturity, with a few exceptions, however the second order interactions were found to be significant for almost all of them. Theoretical explanations have been provided.

**Keywords:** Teenager's, Career Maturity, Self Identity, Demographics.

### Introduction

Career maturity, defined as the maturity of attitudes and competencies pertaining to career decision making and derived from the developmental theory of vocational behaviour, has been defined normatively in terms of congruence between an individual's career behaviour and his expected behaviour at that age. The larger the overlap between the two, the more mature the individual's career. It assumes that deciding on a career is a life-long process. It is the maturity of attitudes and abilities in terms of operations. that are practical in making professional decisions at the developmental level reached on the career development continuum from early exploration years to decline (Crites, 1973, 74a, 74b). Crites (1973, 78) established a Career Maturity Inventory (CMI) with six independent factors based on his paradigm. The remainder of the five dimensions imply capabilities linked to professional decision-making. One dimension is connected to attitudinal factors, while the rest of the five dimensions are related to career decision-making competencies. (a) Decisiveness (b) Involvement are two attitudinal variables (c) In making career decisions, independence, orientation, and compromise are all important. (a) Self-Appraisal (SA) or knowing yourself (b) Occupational Information (OI) or knowing about employment (c) Goal Selection (GS) or selecting a job (d) Planning (PL) or planning ahead (e) Problem Solving (PS) or what should they do?

For the past three decades, a slew of empirical studies have been conducted to determine the factors that contribute to it, including socioeconomic status, early childhood experiences, educational and vocational aspirations, needs and interests, locus of control, cognitive styles, and so on (Osipow, 1973), work-values (Miller, 1974), educational grade (Gupta, 1987), role models (Ondroff and Hem, 1996), residential background and sex (Hasan).

Self-concept is described as "those perceptions, ideas, attitudes, and feelings that the individual perceives as part of his or her own traits" (Hamacheck, 1987). It is his or her own perception of his or her physical and mental health, intellectual ability, academic standing, temperamental characteristics, mental health, emotional proclivities, and socioeconomic level. Self-concept has a distinct link with vocational maturity for various racial and sex groups, according to Lawrence and Brown (1976) and Pound (1978).

Occupational aspiration, defined as a goal-oriented attitude (Haller and Miller, 1967), has been proven to be a good predictor of vocational maturity in class X pupils (Khan and Alvi, 1983). They did not, however, distinguish between idealistic and pragmatic vocational aim. The realistic occupational ambition is a goal that the goal seeker is confident of achieving. The idealistic vocational desire, on the other hand, has been characterised as an occupational aim that an individual can choose but is unsure of achieving. In the relevant scientific literature, no such study has been published.

In different cultures, sex as a factor connected with vocational maturity has distinct effects (Lawrence and Brown, 1976). As a result, it is obvious that sex as a factor of professional maturity may work differently in India than in Western nations. There has never been a comprehensive research like this done in India.

Based on the literature study, it was expected that adolescent students with high self-concept would have greater professional maturity than Ss with poor self-concept. It was also expected that adolescents with realistic vocational aspirations would be more mature in their careers than Ss with idealised occupational aspirations. Males, on the other hand, are anticipated to have a higher level of career maturity than girls. It was expected that Ss with a strong self-concept and realistic occupational goals would have a better level of professional maturity than Ss with a poor self-concept and idealistic goals. Female Ss with a strong self-concept would have a greater level of career maturity than female Ss with a low self-concept. Males with realistic vocational aspirations were expected to have a greater level of professional maturity than females with idealistic occupational aspirations.

It was also expected that male Ss with a strong self-concept and realistic occupational desire would be more mature in their careers than female Ss with a low self-concept and idealistic vocational aspiration.

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## Method

A 2x2x2 factorial 'ex-post-facto' non-experimental design with fixed model was used in the current study. Career maturity and self-concept are the dependent factors in this study, whereas professional desire and gender are the independent variables. There are two degrees of self-concept, high and low, two levels of occupational aim, idealistic and pragmatic, and two levels of gender, male and female.

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## Sample

The stratified random sampling approach was used to pick an unbiased representative sample from the universe in order to fulfil the criteria of the 2x2x2 factorial design. For this objective, a total of 1240 teenage kids (620 males and 620 females) in class X, aged 14 to 16, were randomly selected from various Hindi medium government schools around Ludhiana city. Eight homogeneous strata were determined from the initial sample based on three particular demographic variables, namely selfconcept, vocational desire, and gender, which were modified to two levels. The levels of variation, which were varied to two levels, were determined. 30 Ss were placed at random in each cell or stratum. As a result, the final sample consisted of 240 Ss (120 males and 120 females). Subjects were categorised into distinct groups for the placement of Ss in different strata based on their scores on the Swatva Bodh Pareekshan (self concept scale) by Sherry, Varma, and Goswami (1988) and the Occupational Aspiration Scale by Grewal (1975). Sex is a dichotomous variable by nature. The two opposing extreme group approach was used to divide self-concept into two groups, high and low self-concept, using Q3 and Q1 as cutting points on the distribution of scores. On the distribution of scores relevant to idealistic and practical vocational ambition, two opposing extreme group techniques were used to classify the idealistic and realistic occupational aspiration groups. The idealistic occupational ambition group consisted of Ss who scored 25(Q3) or higher on questions referring to idealistic occupational aspiration and 12(Q1) or below on items pertaining to realistic occupational desire. Similarly, Ss who scored 25(Q3) or higher on realistic occupational ambition questions and 14(Q1) or below on idealistic occupational aspiration items were assigned to the realistic occupational aspiration group.

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## Tools

The Indian adaption of Gupta (1989)'s Career Maturity Inventory (CMI) was used to assess the career maturity of Ss. Crites (1973, 1978) built and standardised the inventory in the first place. It assesses the maturity of attitudes and skills that are important in choosing realistic job choices. Students in grades IX and X can use the goods in the inventory. (i) Decisiveness, (ii) participation, (iii) independence, (iv) direction, and (v) compromise in career decision-making are the attitudinal factors measured by the attitude scale. The cognitive factors in choosing a profession are measured by the competency test. It has five distinct dimensions: (a) self-evaluation, (b) occupational knowledge, (c) goal setting, (d) planning, and (e) issue resolution. The CMI attitude scale has a test-retest reliability of 0.70 to 0.92. According to specialists, the scale has a high level of content and construct validity. For all five portions of the three grade levels (8th, 9th, and 10th), split-half reliability coefficients were determined. The correlations varied from 0.54 to 0.88, and the findings for the modified competence test on an Indian population corroborate the test's construct validity.

Grewal created and standardised the occupational aspiration scale, which is abbreviated as O.A.S. (1975). The measure is designed to assess teenagers' realistic and idealistic vocational aspirations. In the scale, eight multiple-choice items are used to organise 80 jobs with varying prestige ratings in a mixed order. The prestige ratings of 150 occupational titles were used to calculate the prestige values for vocations. These titles were obtained from the National Council of Occupational Titles of India's Dictionary of Occupational Titles (NCO, 1968). This number was cut to 80 by a panel of judges who worked in a variety of fields. This final list was delivered to 200 Indian male and female respondents, who were asked to rank vocations on a five-point scale ranging from "good" to "poor." Each occupation's social status was determined out of a 100-point scale by adjusting frequency ratings in each of the five categories by 1.0, 0.8, 0.6, 0.4, and 0.2, respectively. According to their rankings, which varied from 20 to 95, prestige values ranged from '0' to '9.' Each item has ten jobs that represent virtually every occupational status, presented in a random sequence. The first four items are supposed to measure idealistic occupational aspiration, while the last four items are meant to assess realistic occupational aspiration. For each question, there are 10 options to choose from; only one must be checked.

The prestige value specified in the scoring key is used to assign a score to each possibility. Each item's score runs from '0' (lowest) to '9' (highest) (highest). A score of '9' means that one of the top eight prestige jobs was chosen, while a score of '0' indicates that one of the worst eight occupations was chosen. A person's total score for the inventory runs from '0' to '72.' The test has a test-retest reliability of 0.84, and the coefficient of validity against the Haller and Miller Occupational Aspiration Scale is 0.75.

## Procedure

The Career Maturity Inventory by Gupta (1989) was administered in a group setting after random stratification of the sample for the dependent variable measure, and scoring of the procedures was done according to the manner described in the inventory's handbook.

## Result and Discussion

After establishing that the variance was homogeneous, the scores of all six independent Career Maturity dimensions were submitted to a 2x2x2 ANOVA treatment to determine the main and interactional effects of the three factors under consideration. Table 1 shows that self-concept, professional desire, and gender are all capable of accounting for the variation in all aspects of career maturity.

Table 1 shows that the high self-concept group scored well on all of the career maturity scale's categories. Because such persons' overall perceptions of themselves are favourable, they engage in job research, seek profession-related knowledge, and adopt appropriate attitudes about work in order to preserve and increase their self-concept. They exhibit higher levels of self-appraisal and vocational aspiration. They are more capable than people with poor self-concept in goal selection, planning, and problem solving linked to profession choice. Despite being done in a distinct cultural setting, the current study's findings are consistent with those of Helbing (1985); Khan and Alvi (1983); Levy and Leboyer (1984); Pavlok and Kammer (1985); Ono and Sakanayagi (1986); and Taylor (1986). (1985).

Occupational ambition has also been identified as a factor that influences vocational maturity. To become vocationally mature, one must choose a job or vocation based on his or her true qualities, potentialities, or capabilities, as well as the reality of his or her environment or circumstances. The Ss with actual occupational aspiration had a better level of professional maturity than the Ss with idealistic occupational goal in the current study. Lipshitz (1989), who found a strong positive association between justifiable vocational desire and career decision making, backs up this conclusion. As excellent as actual occupational aspiration is this justified occupational aspiration. Grewal (1971) also found that Ss with realistic and long-term professional aspirations had a greater level of vocational maturity than Ss with ideal and short-term occupational aspirations. It is self-evident that having a genuine vocational aim influences employment choices.

The pattern of socialisation for boys and girls in the Indian cultural setting is distinct. In our society, a male student is expected to pick a good vocation for his future, but a female student is supposed to prioritise marriage throughout child raising. Males exhibited more professional maturity than females as a result of this reality.

With a few exceptions, the two-factor interactions could not be shown to be significant at a level of confidence that was acceptable. Because all three factors have the potential to generate significant variance in career maturity, when the two independent variables were put to interact with each other, their own potentiality nullified the interactional effects of each other, and their interactional differences were found to be nearly equal, but when the third variable was put to test, the interactional effect, because of the potentiality of the third variable, the resulting interactional differences were found to be almost equal.

Male subjects who had a primary goal of finding a suitable career for themselves, had a positive overall view of themselves, and knew how to tap their true abilities, potentialities, and capacities engaged in career exploration, sought career-related information, and developed a positive attitude toward their career.

As a result, they differed significantly in terms of vocational maturity. It may be inferred that, in the context of Indian culture, self-concept, vocational desire, and gender are crucial aspects that might impact class X students' career maturity.

Table No. 1 Scores on each component of the Career Maturity Inventory for each of the eight treatment groups' means and standard deviations. Self-concept, Occupational Aspiration, and gender have also been demonstrated to have Main and Interaction impacts (n=60, N=480).

Components Of Career Maturity	Values Of Statistical Properties	High Self Identity				Low Self Identity				Summary of ANOVA	
		Realistic Occupational Aspiration		Idealistic Occupational Aspiration		Realistic Occupational Aspiration		Idealistic Occupational Aspiration		Effects	F-Ratio df(1.24 8)
		M	F	M	F	M	F	M	F		
Attitudinal	Mean	39.21	35.71	34.73	30.41	29.68	25.58	24.88	23.15	Main Effect	
	SD	2.91	2.82	2.52	4.12	2.62	4.03	2.71	2.88	Self Concept(SC)	1027.3
Self-Appraisal	Mean	9.46	7.95	8.33	7.56	5.53	4.95	4.65	3.8	Aspiration (ASP)	219.8
	SD	1.4	1.24	1.56	1.28	1.61	1.14	1.58	1.00	Sex	141.4
										Interaction	
										SC X ASP	3.42
										SC X SEX	3.49
										ASP X SEX	2.83
										SC X ASP X SEX	7.69

										Sex Interaction SC X ASP SC X SEX ASP X SEX SC X ASP X SEX	54.89 1.06 2.87 0.93 4.10
Occupational Information	Mean	9.33	8.16	7.06	7.26	5.33	5.23	4.41	3.7	Main Effect Self Concept(SC) Aspiration (ASP) Sex Interaction SC X ASP SC X SEX ASP X SEX SC X ASP X SEX	632.13 15.32 11.63 1.88 0.82 2.06 14.39
	SD	1.40	1.24	1.56	1.28	1.61	1.11	1.58	1.00		
Goal Selection	Mean	9.33	8.16	7.06	7.26	5.33	5.23	4.41	3.7	Main Effect Self Concept(SC) Aspiration (ASP) Sex Interaction SC X ASP SC X SEX ASP X SEX SC X ASP X SEX	626.58 43.84 21.64 0.53 2.21 5.05 4.23
	SD	1.54	1.61	1.93	1.3	1.34	1.21	1.29	0.99		
Planning	Mean	8.83	7.9	7.35	7.5	5.41	4.58	4.61	3.82	Main Effect Self Concept(SC) Aspiration (ASP) Sex Interaction SC X ASP SC X SEX ASP X SEX SC X ASP X SEX	504.24 53.23 6.26 3.43 3.39 3.39 5.06
	SD	1.37	1.43	1.94	1.46	1.49	1.29	1.19	1.18		
Problem Solving	Mean	7.25	7.83	7.21	6.85	5.36	5.13	4.95	3.84	Main Effect Self Concept(SC) Aspiration (ASP) Sex Interaction SC X ASP SC X SEX ASP X SEX SC X ASP X SEX	400.62 30.28 5.59 0.11 3.00 4.12 19.10
	SD	0.89	1.16	2.05	1.16	1.20	1.08	1.33	1.07		

\*\*p<.01 \* p<.05

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