CAREER MATURITY AMONG SECONDARY SCHOOL STUDENTS IN RELATION FAMILY ENVIRONMENT AND DEMOGRAPHIC VARIABLES

Manjinder Singh

Asst. Professor BMS Institute of Education Moga, Punjab
9417210901
manikehal@gmail.com

ABSTRACT :

The current study investigates secondary school students' career maturity in relation to their family environment. The primary goal of this study is to determine the impact of location and type of school on career maturity and family environment among 10+1 grade students in the district of Ludhiana, Punjab. The current study combined descriptive research methodology with a survey technique and quantitative in nature. The researcher gathered 200 samples for this study from the Ludhiana district.. The data was collected using Gupta's (1989) Career Maturity Inventory and Bhatia and Chadha's (1993) Family Environment Scale. After analyzing the data, there was no significant difference in career maturity based on location and type of school. Students in urban schools have a better family environment than those in rural areas. Students with low levels of career maturity have no significant differences in family environment compared to those with high levels of career maturity.

Keywords: career maturity, family environment.

INTRODUCTION :

The goals of education are numerous, but the primary goal is to help individuals understand themselves and make decisions about their future careers. The process of selecting a vocation spans several years, from early childhood to late childhood. An individual's thoughtful choice of vocation, as well as his satisfaction with his work, inevitably influences the level and degree of his contribution to his own and the community's well-being.

Jones (1958) said that although the life goal is the centre of all activities and lends meaning to life, a satisfying and a successful life depends on the wise choice of an occupation. A wise choice of an occupation, in turn, means happiness and prosperity. Educational and vocational choices are viewed as a series of acts that form critical factors for personal development in the context of career development continuity. The higher the level of career maturity, the more likely it is that the individual will be able to make wise, sincere, and satisfactory career decisions. It enables the individual to manage developmental tasks at various stages of vocational development.

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. Individuals, like other developmental phenomena, vary along a maturity continuum when it comes to career decision-making processes. Career maturity is thus the level at which one has advanced in cognitive, emotional, and other psychological factors, allowing one to make realistic and mature career decisions. Career maturity, which originated in developmental theory as vocational behaviour, is defined as the congruence between an individual's career behaviour and his expected behaviour. The greater the correspondence between the two, the higher the individual's career maturity. It envisions that choosing an occupation is a process that lasts throughout life. (Crites, 1974a, 1974b, 1978).

Crites (1978) defined career maturity as the extent to which the individual hasmastered the vocational development task including both knowledge and attitudinalcomponents, appropriate to his or her state of career development. It involves forminginterest, making consistent and competent choices and developing attitude towardscareer.

The preceding descriptions emphasize that career maturity is not viewed as a static goal, but rather as a developmental process toward an ideal goal. Career maturity is a lifelong process that focuses on identifying and pursuing an individual's goals. Because career maturity is a subset of general maturity, it stands to reason that characteristics of generally mature behaviour would also be relevant to vocationally mature behaviour. Greater career maturity and stronger support systems would significantly predict career decision-making, self-efficacy, and vocational expectations of individuals. (Conkel-Ziebell, 2010).

Home environment, also known as family environment, refers to the quality and quantity of cognitive, emotional, and social support available to the child within the home, as well as the psychological environment of the home. The term "family environment" refers to all the objects, forces and

conditions (both positive and negative) in the home which influence the child physically, intellectually and emotionally. It is an environment where the child learns the skills, attitudes and behavior which could mould them into a productive and successful student. In accordance with that, a parent's socio economic status plays an important role in providing these educational resources and it appears to impose the greatest impact on the child's educational outcomes" (Vellymalay, 2012). Different home environments differ in many ways, including the parent's level of education, economic status, occupational status, religious background, attitudes, values, interests, parents' expectations for their children, and family size, among others.

Super's (1957) theory suggests that the family can influence the development of the child's self- concept, which shapes their abilities, interests and values.

REVIEW OF RELATED LITERATURE :

Alam (2013) investigated the gender differences in career maturity between rural and urban students in India and discovered that girls have more career insights and awareness than boys, and as a result, girls explore more future career paths than boys. In addition, urban students have more experience with their career path and developed career maturity than rural students.

Lal (2013) investigated the career maturity of adolescent male and female senior secondary students in relation to their aspirations and discovered that female adolescents had a high level of career maturity, whereas male students had an average to low level of career maturity. However, male adolescent students had higher levels of vocational understanding and aspirations than female adolescent students.

Kumar (2015) investigated the vocational maturity of senior secondary students and discovered that female students had higher vocational maturity than male students.

Meera and Jumana (2015) investigated the career attitudes and competence of Higher Secondary students and discovered a significant relationship between the two. There was no difference between rural and urban students in terms of career attitudes and competence.

EMERGENCE OF THE PROBLEM :

Millions of young boys and girls today require assistance in developing career goals and resolving career-related issues. In the ever-changing and complex world of work, the opportunities are numerous and diverse. They are also novel and distinct, more challenging and promising than ever. These challenges complicate career planning and preferences for young people. Career selection and development is a critical task that provides personal satisfaction. In today's age of science and technology, an individual can pursue hundreds of vocations. Choosing the right vocation is becoming increasingly difficult. Career maturity in adolescents refers to the acquisition of skills, knowledge, and attitudes that allow them to make informed decisions about their future careers. By fostering career maturity in adolescents, we can help them make informed decisions, set realistic goals, and develop critical skills for future success. The family environment influences an adolescent's career maturity. Here are some ways that family affects career development: A supportive family environment can promote exploration, provide resources and opportunities, foster a growth mindset, promote self-reflection, and help develop realistic expectations. Understanding the role of the family environment allows parents and caregivers to actively support adolescents in developing career maturity.

OBJECTIVES OF THE PROBLEM :

1. To study the career maturity of secondary school students with respect to locale.
2. To study the family environment of secondary school students with respect to type of school.
3. To study the family environment of secondary students with high and low level of career maturity.
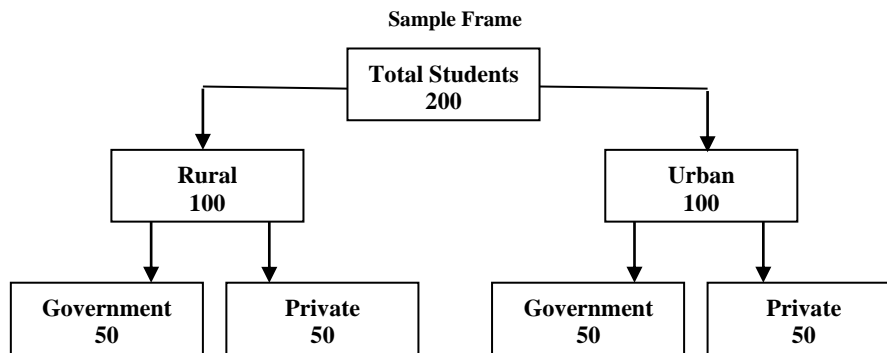
HYPOTHESES :

1. There is no significant difference between urban and rural areas secondary school students on career maturity.
2. There is no significant difference between government and private secondary school students on career maturity.
3. There is no significant difference between urban and rural areas secondary school students on family environment.
4. There is no significant difference between government and private secondary school students on family environment.
5. There is no significant difference of family environment of secondary school students with high and low level of career maturity.

RESEARCH DESIGN OF THE STUDY :

The study was a descriptive type, which was conducted on 11th class school students of Ludhiana district. Sample was collected by random sampling technique from equally rural and urban background schools. it was further divided into equal number of government and private schools. The present study intends to study the career maturity of xi class students in relation to their family environment.

SELECTION OF SAMPLE

A sample of about 200 students studying in XI grade both male and female adolescents from private as well as government schools of rural and urban area of Ludhiana District were randomly selected for collecting data.

Sample Frame

```
                         ┌─────────────────┐
                         │ Total Students  │
                         │      200        │
                         └─────────────────┘
              ┌────────────────┘         └────────────────┐
     ┌─────────────────┐                         ┌─────────────────┐
     │     Rural       │                         │     Urban       │
     │      100        │                         │      100        │
     └─────────────────┘                         └─────────────────┘
       ┌──────┴──────┐                             ┌──────┴──────┐
┌────────────┐ ┌────────────┐           ┌────────────┐ ┌────────────┐
│ Government │ │  Private   │           │ Government │ │  Private   │
│     50     │ │     50     │           │     50     │ │     50     │
└────────────┘ └────────────┘           └────────────┘ └────────────┘
```

Major Variables
1. Career Maturity
2. Family Environment

Demographic Variables
1. Locality: Urban/Rural
2. Type of School: Government/Private

TOOLS

In order to collect the relevant data, the following tools were used:-
1. Career Maturity Inventory (CMI-Gupta, 1989)
2. Family Environment Scale (FES-Bhatia & Chadha; 1993)

STATISTICAL TECHNIQUES

- Descriptive statistical techniques such as man and standard deviation were used to determine the nature of the distribution of the scores of variables.
- Different analysis was done by using the t-test, to find out the locale and type of school differences.

RESULTS AND DISCUSSIONS

1. **Hypothesis 1:**

There is no significant difference between urban and rural areas secondary school students on career maturity.

Table - 1

Career Maturity	N	Mean	S.D.	T - Value	Inference
Rural	100	34.06	5.38	0.908	insignificant
Urban	100	32.97	5.16		

Table 1 shows the mean scores of career maturity among secondary school students with respect to locale. The mean score of career maturity of rural students is 34.06 and S.D. is 5.38 and mean score of career maturity of Urban students is 32.97 and S.D. is 5.16. Further, value of 't' is observed 0.908. After consulting the table of 't' value the tabulated values at 0.05 level and at 0.01 level of significance. The tabulated value is greater than the calculated value. Hence there exists no significant difference between locality of High School students.

Hence, hypothesis no 1, "There is no significant difference between urban and rural areas secondary school students on career maturity" is accepted.

2. **Hypothesis 2:**

There is no significant difference between government and private secondary school students on career maturity.

Table - 2

Career Maturity	N	Mean	S.D.	t - value	Inference
Govt. school students	100	13.85	3.427	0.465	insignificant
Private school students	100	14.09	3.864		

Table 2 shows the mean scores of career maturity among secondary school students with respect to type of school. The mean score of career maturity of Govt. school students is 13.85 and S.D. is 3.427and mean score of career maturity of Private school students is 14.09 and S.D. is 3.864. Further,

value of 't' is observed 0.465. After consulting the table of 't' value the tabulated values at 0.05 level and at 0.01 level of significance. The tabulated value is greater than the calculated value. Hence there exists no significant difference between type of school of students.

Hence, hypothesis 2, "There is no significant difference between government and private secondary school students on career maturity" is not rejected.

3. Hypothesis 3:

There is no significant difference between urban and rural areas secondary school students on family environment.

Table - 3

Family Environment	N	Mean	S.D.	t value	Inference
Urban	100	256.84	23.419	7.535	significant
Rural	100	231.40	24.318		

Table 3 shows the mean scores of family environment among secondary school students with respect to locale. The mean score of family environment of Urban students is 256.84 and S.D. is 23.419 and mean score of family environment of rural students is 231.40 and S.D. is 24.318. Further, value of 't' is observed 7.535. After consulting the table of 't' value the tabulated values at 0.05 level and at 0.01 level of significance. The tabulated value is lesser than the calculated value. Hence there exists a significant difference between locality of School students.

Hence, hypothesis 2, "There is no significant difference between urban and rural areas secondary school students on family environment" is rejected.

4. Hypothesis 4:

There is no significant difference between government and private secondary school students on family environment.

Table - 4

Family Environment	N	Mean	S.D.	t - Value	Inference
Govt School Students	100	241.0	25.359	1.640	insignificant
Private School Students	100	247.24	28.354		

Table 4 shows the mean scores of family environment among secondary school students with respect to type of school. The mean score of family environment of Govt. school students is 241 and S.D. is 25.359and mean score of family environment of Private school students is 247.24 and S.D. is 28.354. Further, value of 't' is observed 1.640. After consulting the table of 't' value the tabulated values at 0.05 level and at 0.01 level of significance. The tabulated value is greater than the calculated value. Hence there exists no significant difference between type of school of students.

Hence, hypothesis 2, "There is no significant difference between government and private secondary school students on family environment" is not rejected.

5. Hypothesis 5:

There is no significant difference of career maturity of secondary school students with high and low level of family environment.

Table - 5

Family Environment	N	Mean	S.D.	t - Value	Inference
High Career Maturity	100	32.91	5.173	0.338	insignificant
Low Career Maturity	100	33.26	5.621		

Table 5 shows the mean scores of family environment among secondary school students with respect to level of career maturity. The mean score of family environment of high level of career maturity of students is 32.91 and S.D. is 5.173 and mean score of family environment of low career maturity of school students is 33.26 and S.D. is 5.621. Further, value of 't' is observed 1.640. After consulting the table of 't' value the tabulated values at 0.05 level and at 0.01 level of significance. The tabulated value is greater than the calculated value. Hence there exists no significant difference between high and low level of career maturity.

Hence, hypothesis 2, "There is no significant difference of career maturity of secondary school students with high and low level of family environment" is not rejected.

CONCLUSIONS :

1. No significant difference found between urban and rural areas secondary school students on career maturity.
2. There was no significant difference between government and private secondary school students on career maturity.

3. Urban school students have positive family environment than rural.
4. There was no significant difference between government and private secondary school students on family environment.
5. Low level of career maturity students has no significant difference of family environment with comparison to high level of career maturity.

EDUCATIONAL IMPLICATIONS

- Rural parents should provide a supportive family environment for their children to make mature career decisions.
- Encourage job-oriented courses, including constructive, technical, and industrial. Such courses should be available to adolescents from rural areas.
- Students require guidance services on the school campus.
- Conclude awareness programs to assist parents in guiding their children's career choices at an appropriate age.

REFERENCES :

1. Alam, M. (2013). Study of Gender Difference in Career maturity of Rural and Urban Students in India. *Global Journal of Scientific Researches.* 1(1). 19-25. Retrieved from https://gisr.blue-ap.org on 30th January, 2019.
2. Bhatia, H., & Chadha, N.K. (1993). *Family Environment Scale*. Lucknow: Ankur Psychological Agency.
3. Crites, J.O. (1974). Problems in the measurements and of vocational behavior. *Journal of Vocational Behaviour, 4*(5), 25-31.
4. Dhull, K. (2018). A Study of Career Maturity among Adolescents in relation to Their Gender and Types of Schools. *International Conference on Research Developments in Arts, Social Science, & Humanities*. Retrieved from https:// www.conferenceworld.in on 20th December, 2018.
5. Gupta, N. (1989). *Indian Adaptation of Crites Career Maturity Inventory* (CMI). Agra: National Psychological Corporation.
6. Kumar, M. (2015). Study of Vocational Maturity in Relation to Level of Aspiration Scholastic Achievement and Parental Support among Senior Secondary Students. Retrieved from https://shodhganga.inflibnet.ac.in/handle/10603/207482 on 19th December, 2018.
7. Lal, K. (2013). Career Maturity in Relation to Level of aspiration in Adolescents. *American International Journal of Research in Humanities*, Arts and social Science: USA.
8. Meera, K. P. &Jumana, M. K. (2013). Career Attitude and Career Competency of Higher Secondary School Students. *IOSR Journal of Humanities and Social Science (IOSR-JHSS).* 20(8).Ver. IV. 78-82. Retrieved from www. 108rjournals.org on 9th January, 2019.
9. Super, D.E. (1955). Personality integration through vocational counseling. *Journal of Counseling Psychology, 29*(2), 217-219.