



## **A STUDY OF CAREER MATURITY IN RELATION TO SELF-CONCEPT OF HIGHER SECONDARY STUDENTS**

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Aim of education is preparation for life and to develop human beings who are capable, not just to manage their own affairs but to serve their society and to achieve their own unique individuality and dignity (Winch, 2007). Work is an integral part of all human activities. Work has facilitated man to satisfy his daily needs. It helps in distinguishing one society from the other on the basis of socio-cultural and economic aspects of growth. Life without work is no life. It is said to be the central and essential part of man's life; it motivates him, upholds him and makes the living meaningful and purposeful. In today's time, the concept of work and nature of work for better career has changed (Sharma, 2005). In this global world, variety of career options are available to the students which make it difficult for them to make mature choice. The most vital and critical decision one has to take in life is the careful and mature selection of the career. It provides a basis for psychological and social identity, self-achievement and self-awareness. Careful Selection of career path lends a hand in setting set professional goals.

As society grew more complex and entered the early commercial era where goods were produced beyond that needed for familiar subsistence, the system of occupational choice was largely dictated by social group membership and an authoritarian system of apprenticeship and control of occupations by guilds (Patri, 2007). Choosing one's career is not an easy task due to the complex and fluid character of the world of work. It is a developmental process that takes many years during which the ultimate decision is determined by a sequence of inter-dependent decisions about which individual may or may not be conscious of.

For being able to understand and change one's educational and career preferences, it is essential to understand what determines his or her self-concept. According to Dorai and Muthuchamy (2008), Self-concept plays an essential role in the development of personality

of an individual. The positive self-concept facilitates an individual with happy, contented and well managed life. Self-evaluation of one's own talent, abilities, interests, attitude and aptitude helps in choosing an appropriate career path.

**Definitions of the Variables:**

**According to Crities (1978)**, "Career Maturity involves forming interests, making consistent and competent choices and developing attitude towards career".

**Super (1980)** explains career maturity as the knowledge of one's career interest, abilities and goals in relation to the world of work. Super (1984) again stresses the attitudinal and cognitive readiness to cope with development tasks of finding, preparing for, getting established in, pursuing and retiring from an occupation as constituents of career maturity.

**Rogers (1951)** defined Self-Concept as "An organized configuration of perceptions of the self which are admissible to awareness. It is compared of such elements as the perceptions of one's characteristics perception of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects, and the goals and ideals which are perceived as having positive or negative valence".

**Jersild (1952)** said that the concept of self provides a key to the understanding of mental health; the healthy individual is one who understands and accepts himself.

**OBJECTIVES OF THE STUDY:**

- To compare the career maturity (Attitude) of higher secondary students with respect to their educational disciplines.
- To analyze the relationship between career maturity (Attitude) and self-concept of higher secondary students.

**HYPOTHESIS OF THE STUDY:**

- There is no significant difference in career maturity (Attitude) of higher secondary students on the basis of educational disciplines (Arts, Science and Commerce).
- There is no significant relationship between career maturity (Attitude) and self-concept of higher secondary students.

**SAMPLE OF THE STUDY:**

For the present study, stratified random sampling technique was used for selecting the higher secondary students. A stratified random sample is a population sample that requires the population to be divided into smaller groups, called 'strata'. In the present study, the sample

consisted of 1597 higher secondary students studying in 11<sup>th</sup> standard from different institutions across western suburbs of Mumbai (Bandra to Dahisar). The sample was randomly selected from different educational disciplines (Arts, Science and Commerce).

**TOOLS OF RESEARCH:**

In order to study the variables Career Maturity and self-concept, following tools were used: Career Maturity Inventory by Nirmala Gupta and Self-concept Questionnaire by R. K. Saraswat.

**ANALYSIS AND INTERPRETATION:**

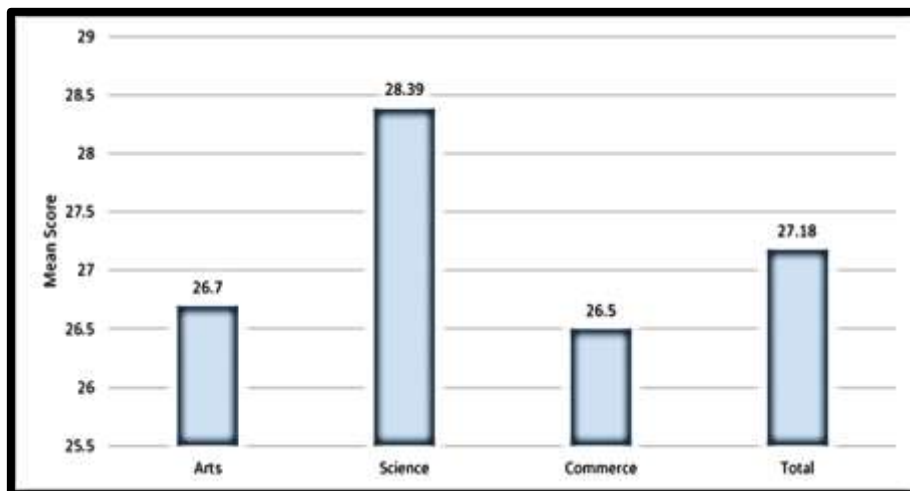
The data was analyzed using descriptive and inferential analysis. Descriptive statistical techniques such as Measures of central tendency, Measure of variability and Measure of Divergence from Normality were used. The inferential methods that were used for testing the hypothesis of the present study were One way ANOVA and Pearson’s Product Moment Correlation.

Table 1 shows the descriptive analysis of Career maturity (Attitude) with respect to their educational disciplines

**Table No. 1 Descriptive analysis of Career maturity (Attitude) with respect to their educational disciplines**

Educational Disciplines	N	Mean	Median	Standard Deviation	Kurtosis	Skewness
<b>Arts</b>	490	26.70	26	5.389	-0.452	0.236
<b>Science</b>	526	28.39	28	5.796	0.024	-0.131
<b>Commerce</b>	581	26.50	26	5.224	-0.520	0.114
<b>Total</b>	1597	27.18	27	5.531	-0.324	0.095

Table 1 shows the descriptive analysis of career maturity (Attitude) of higher secondary students with respect to educational disciplines. Analysis of the table shows that mean of higher secondary students in Science discipline is 28.39 with S.D. 5.796 which is followed by the mean of higher secondary students in Arts discipline i.e. 26.70 with S.D. 5.389. Whereas the mean of higher secondary students in commerce discipline is 26.50 with S.D. 5.224. It shows that higher secondary students in science discipline have higher career maturity (Attitude) than higher secondary students in Arts and Commerce discipline. The comparison also shows that higher secondary students in Arts and Commerce disciplines slightly differ in their career maturity (Attitude). Mean of higher secondary students in terms of career maturity attitude is 27.18 with S.D 5.531. The mean scores can be seen graphically in graph 1



**Figure 1** Descriptive analysis of Career maturity (Attitude) of higher secondary students with respect to their educational disciplines

**INFERENCE ANALYSIS:**

**Testing Hypothesis 1:** There is no significant difference in the career maturity (Attitude) of higher secondary students on the basis of educational disciplines (Arts, Science and Commerce).

**Table 2** Significant difference in career maturity (Attitude) of higher secondary students on the basis of educational disciplines (Arts, Science and Commerce)

Source of Variation	Sum of Squares	df	Mean Square	F	CR	Remark
Between Groups	1155.37	2	577.69	19.316	3.00	Significant
Within Groups	47671.87	1594	29.91			
<b>Total</b>	<b>48827.24</b>	<b>1596</b>				

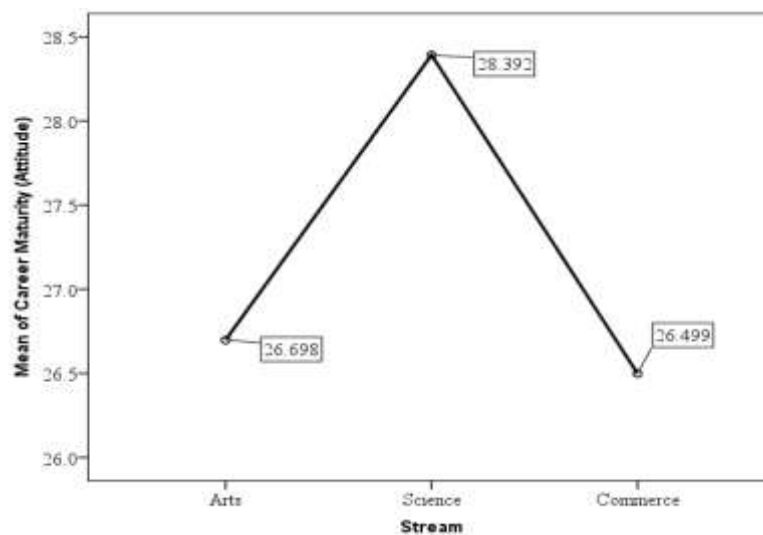
From table 2, it is evident that F value for significance of difference in means is 19.32 which is greater than F Critical Ratio 3.00. Thus it is significant at 0.05 level. Hence it can be said that there is significant difference in career maturity (Attitude) of higher secondary students on the basis of educational disciplines. Therefore the hypothesis “There is no significant difference in career maturity (Attitude) of higher secondary students on the basis of educational disciplines (Arts, Science and Commerce)” is rejected.

Further, post hoc test was applied to compare career maturity (attitude) pair wise. The results can be seen in table 3

**Table 3 Post hoc test for significance of mean difference in career maturity (Attitude) of higher secondary students on the basis of educational disciplines (Arts, Science and Commerce)**

Stream	Stream	Mean Difference	Sig.
Arts	Science	-1.694*	.000
	Commerce	.199	.553
Science	Commerce	1.892*	.000

Post hoc test revealed that the mean difference in career maturity (attitude) is significant for students of arts and science disciplines. The mean score of career maturity (attitude) of students of science discipline is significantly higher than students of arts discipline. Similarly, the mean score of students of science discipline is significantly higher than students of commerce discipline. The difference can be seen graphically in figure 2.



**Figure 2 Comparison of mean scores of career maturity (attitude) of students of different educational discipline.**

**Hypothesis 2: There is no significant relationship between career maturity (Attitude) and self-concept of higher secondary students.**

Table 4 shows significant relationship between career maturity (Attitude) and self-concept of higher secondary students.

**Table 4 Significant relationship between career maturity (Attitude) and self-concept of higher secondary students**

Variable	N	Mean	Standard Deviation	r	Remark
Career Maturity (Attitude)	1597	27.18	5.53	0.123	Significant
Self-Concept	1597	178.57	15.45		

Table 4 shows correlation between career maturity (Attitude) and self-concept of higher secondary students. The correlation coefficient for self-concept is 0.123. The correlation coefficient between career maturity (Attitude) and self-concept is significant at 0.05 level. This shows that there is positive correlation between career maturity (Attitude) and self-concept. Thus the hypothesis “There is no significant relationship between career maturity (Attitude) and self-concept of higher secondary students” is rejected.

#### CONCLUSIONS:

- The results indicate that there is significant difference in career maturity (Attitude) of higher secondary students on the basis of educational disciplines. Higher secondary students in science discipline showed higher career maturity (Attitude) than higher secondary students in Arts and Commerce discipline. The comparison also shows that higher secondary students in Arts and Commerce disciplines slightly differ in their career maturity (Attitude). This may be because students who opt science discipline scored well in their secondary exams and they have a proper attitude towards their career.
- It is found that positive correlation between career maturity (Attitude) and self-concept. It means that students who develop positive self-concept and perceptions about their physical, social, temperamental, educational, moral and intellectual aspects have positive attitude towards their career. Similar the students who have positive attitude towards career have positive self-concept about themselves.

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