



Career Maturity Of Secondary School Students In Relation To Family Environment

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ABSTRACT

The current study examines secondary school students' career maturity in relation to the family environment. The primary goal of this research is to determine the relationship between career maturity and family environment among 10+1 grade students in the district of Ludhiana, Punjab. The current study used descriptive research methodology with a survey technique. The current study is quantitative in nature. The researcher collected 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, it was discovered that there is a very strong positive correlation between career maturity and family environment. There was no significant difference in career maturity between boys and girls, but girls have a better family impact than boys.

Keywords: career maturity, family environment.

INTRODUCTION

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. The highlighted aspects of career maturity are: (i) Obtaining information about oneself and converting such information to self-knowledge, (ii) Acquiring decision making skills and applying them in effective decision making, (iii) Gathering career information and converting it into the knowledge of the occupational world; (iv) Integrating self knowledge and knowledge of the occupational world; and (v) Implementing the obtained knowledge in career planning maturity in conceptualized as an individual's readiness to make well informed, age-appropriate career decision and to shape one's career carefully in face of existing social opportunities and constraints (Salami

2008)⁹. Crites (1974) asserts that career maturity is an important concept of career development. It is much like other type of maturity. It develops over a period of time and denoted a degree of development or the place reached on a continual representing one's career development. As with other development phenomenon, individual vary along a continuum of maturity relative to the career choice process⁴.

Family plays an important role in a child's life, and the parental influence on his personality lasts throughout his life; a child can change his behavior when he is with his parents and other family members. In this context, the family plays an important role in influencing individuals' personality characteristics. When we say family, we mean a system of relationships between parents and children. It assists an individual in learning or acquiring knowledge, skills, and attitudes, as well as developing overall behavior through various types of families. A large body of research conducted in the United States and other countries has consistently demonstrated the profound influence of parents' beliefs and behaviors on their children's educational inspirations and academic achievement. The family environment has a significant influence on the various stages of human life, particularly adolescence.

REVIEW OF RELATED LITERATURE

The influences of the family on career development concluded that, across the lifespan, both family structure variables such as parent's occupations and educational level and family process variables such as warmth, support, attachment and autonomy from parents were found to influence a large number of career constructs. Family functioning is a broader concept that encompasses parenting style along with factors such as parental support and guidance, positive or negative environmental influences and family members' interaction styles. Family structure includes family size, birth order and number of parents (Whiston and Keller, 2004)¹⁰. Dhillon and Kaur (2005) attempted to investigate career maturity among students attending public and government schools. The findings clearly show that students in public schools have a higher level of career maturity attitude, competence, self-concept, and motivation for achievement. There were also significant relationships found between career maturity attitude and career maturity competence in boys in public schools, as well as between career maturity attitude, achievement motivation, and self concept scale in girls in public schools⁵. Kaur (2012) investigated career maturity among adolescents in relation to their school climate and discovered that only three of the five dimensions of career maturity (competence) showed a significant difference between high, average, and low levels of school climate: self-esteem, occupational information, and problem solving⁷. Alam (2013) studied the gender difference in career maturity of rural and urban students in India and found that girl students have more career insights than boys and urban students also have more experience about their career path and developed career maturity than the rural students¹. Chand (2014) conducted a study on the career maturity and self-efficacy of male and female university students, and discovered that both male and female students had lower career maturity, which included concern, curiosity, confidence, and consultation. However, when it came time to make career decisions, their self-efficacy and confidence levels were high³. Sivakumar and Sridhar (2016) conducted a study on career maturity of Class XI students in relation to various demographic variables such as male/female and

rural/urban. These students were found to have a lower level of career maturity than average. There was also no significant difference in career maturity between these various demographic variables¹¹.

NEED OF THE STUDY

The value of employment has significantly increased over time, becoming a way of life, social status indicator, and personal fulfillment. Millions of young people today seek assistance in formulating career plans and resolving employment-related issues. In the complex and ever-changing world of employment, making career decisions and pursuing them are significant tasks that provide personal fulfillment. With access to hundreds of professions in the current era of science and technology, selecting the appropriate career path is becoming harder. The curriculum has been divided into academic and vocational streams since tenth grade, and poor career choices can hinder future growth and development.

OBJECTIVES OF THE STUDY

1. To study the career maturity of secondary school students with respect to gender.
2. To study the family environment of secondary school students with respect to gender.
3. To study the relationship between career maturity and family environment among secondary school students.

HYPOTHESES

1. There is no significant difference among secondary school student's career maturity with respect to gender.
2. There is no significant difference among secondary school student's family environment with respect to gender.
3. There is no significant relationship between career maturity and family environment among secondary school students.
4. There is no significant relationship between career maturity and family environment among male secondary school students.
5. There is no significant relationship between career maturity and family environment among female secondary school students.

DELIMITATION OF THE PROBLEM

1. The present study was confined to the Ludhiana district only.
2. Only 10+1 grade students were taken into consideration.

RESEARCH DESIGN OF THE STUDY

The current investigation of the study used a descriptive survey methodology. Descriptive research studies are intended to gather relevant and precise information about the current state of phenomena and to draw valid general conclusions based on the facts discovered. It is a survey study because it focuses on gathering detailed descriptions of existing phenomena with the goal of using data to justify current conditions and develop more intelligent plans for improving them. Based on the research problem and objectives, the investigator chose a quantitative approach that allows him to answer the research questions numerically. The

current study was primarily designed to examine the career maturity of 11th class students in relation to their family environment.

SAMPLE

A sample of about 200 students studying in 11th 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.

TOOLS

In order to collect the relevant data, the following tools were used:-

1. Career Maturity Inventory (CMI-Gupta, 1989)⁶
2. Family Environment Scale (FES-Bhatia & Chadha; 1993)²

STATISTICAL TECHNIQUES

- Descriptive statistics such as mean, and standard deviation were used to study the distribution of the sample.
- T-test was employed to find out the difference between Groups.
- Correlation was employed to find out the relationship between Groups.

ANALYSIS AND INTERPRETATION OF THE RESULTS

Analysis of significance of mean scores on career maturity

In order to test the hypothesis H1, the value of t-ratio for difference in mean scores on career maturity of male and female of 11th class students was calculated.

Table - 1

Career Maturity	N	Mean	S.D.	t-value	Inference
Male	100	33.85	5.00	0.91	insignificant
Female	100	33.18	5.43		

Table 1 describes that the mean scores of career maturity secured by male and female students is 33.85 and 33.18 and S.D is 5.0 and 5.43 respectively. Further, secured value of 't' is 0.91 which is less than the table value is 1.96 at 0.05 level of confidence. It is clear that there exists no significant difference between male and female secondary school students on career maturity. So hypothesis 1 is accepted.

Analysis of significance of mean scores on family environment

In order to test the hypothesis H2, the value of t-ratio for difference in mean scores on family environment of male and female of 11th class students was calculated.

Table - 2

Family Environment	N	Mean	S.D.	t-value	Inference
Male	100	81.89	17.85	5.82	Significant
Female	100	108.72	37.78		

Table 2 describes that the mean scores of family environment secured by male and female students is 81.89 and 108.72 and S.D is 17.85 and 37.78 respectively. Further, value of 't' becomes 5.82 which is higher than the table value. So it is clear that there exists significant difference between male and female secondary school students. It clearly indicates that family environment affects more to female students as compared to male students. Hence, hypothesis 2 is rejected.

Analysis of relationship between family environment and career maturity of secondary school students

In order to test the hypothesis H3, Co-efficient of correlation of family environment and career maturity was calculated.

Table - 3

Relationship between family environment and career maturity among secondary school students

Variable	N	R
Family Environment	200	0.166
Career Maturity		

A table 3 shows that the value of correlation between family environment and career maturity is 0.166 which is significant at 0.05 level which depicts that there exist a significant relationship between family environment and Career Maturity of secondary school students. The family environment affects the career maturity of secondary school students. Hence the hypothesis H3 is rejected

Analysis of relationship between family environment and career maturity of male secondary school students

In order to test this hypothesis H4, Co-efficient of correlation of family environment and career maturity was calculated and has been shown in the table 4.

Table - 4

Relationship between family environment and career maturity among male secondary school students

Variable	Gender	N	R
Family Environment	Male	100	0.127
Career Maturity	Male		

Table 4 represents the value of correlation between family environment and career maturity among male secondary school students which shows that there is positive correlation between family environment and career maturity of male secondary school students. Hence the hypothesis H4 is rejected.

Analysis of relationship between family environment and career maturity of female secondary school students

In order to test the hypothesis 5, Co-efficient of correlation of family environment and career maturity of female secondary school students and it has been shown in the table 5.

Table – 5

Relationship between family environment and career maturity among female secondary school students

Variable	Gender	N	R
Family Environment	Female	100	0.150
Career Maturity	Female		

As seen from Table 5 shows that the value of correlation between family environment and career maturity of female secondary school students is 0.150 which is comparison to table value was found significant at 0.05 level which shows that there is a significant relationship between career maturity and family environment among female secondary school students. The results indicate that students with better family environment possess more career maturity.

CONCLUSIONS

1. No significant difference was found between male and female secondary school students in career maturity.
2. A significant difference was found between male and female secondary school students in family environment.
3. No significant relationship was found between family environment and career maturity among secondary school students.
4. Non-Significant relationship was found between family environment and career maturity among male secondary school students.
5. Insignificant relationship was also found between family environment and career maturity among female secondary school students.

EDUCATIONAL IMPLICATIONS

1. Parents should create a supportive family environment for their children to make mature career decisions.
2. Career courses should align with students' mental abilities to prevent maladjustment and frustration.
3. Reorganization and effective employment exchanges are necessary to connect students with job opportunities and encourage them to pursue better career paths.
4. Conclude awareness programs to assist parents in guiding their children's career choices at an appropriate age.

SUGGESTIONS OF FURTHER RESEARCH

The suggestion for the further studies has been given below in the following statements:

1. The same study may be replicated on students at other level of education and in another area.
2. The same study can be conducted at the state or national level by expanding the sample size
3. The study can be conducted in relation to other variables.

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