

Research Paper

To Study the Career Maturity in Relation of Career Preference at Senior Secondary Level

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ABSTRACT

The most crucial element for teens to have lives that are enjoyable and worthwhile is career maturity. Maintaining sense of self-worth and confidence requires choosing a vocation or profession that aligns with one's interests and preferences. Examining senior secondary school students' career maturity in connection to their preferred careers was the aim of the current study. The descriptive survey method was used in the course of the research. The survey only included pupils from senior secondary schools. Government and semi government schools in the U.P. area were selected at random to take part in the study. The tool used for the study was the Career Maturity Inventory (CMI) (Attitude Scale & Competency Test) developed by John Crites and modified for Indian use by Nirmal Gupta in 1989 and Career Preference Record by Vivek Bhargava and Rajshree Bhargava. The data indicate that there is a notable variation in the average scores of career maturity and career preference across secondary school students; yet, this suggests that while the scores are changing, there is no corresponding increase in the Career Maturity (y) or Career Preference (x) scores. In light of the study's findings, recommendations and concluding remarks were made.

Keywords: *Career maturity, Career preference, Senior secondary, job preference, vocational preference, Career, Students*

For secondary school students, choosing a career is one of the most crucial decisions they will make. The concept of Career Maturity is originated from the Super's developmental theory of career behaviour and the process of selection of an occupation generally spans from late childhood to early adulthood (Dybwad, 2008; Super, 1957). Career maturity represents the place reached on this continuum of career development from exploratory years to decline (Super, 1957). According to Dhillon and Kaur (2005), the terms "career development," "vocational development," and "occupational development" are interchangeable and denote a continuous process of learning about options, forming a vocational identity, and experimenting with part-time work arrangements. An individual forms a professional identity through the career development process, and as a result, career development has a long-lasting and incalculable influence on students. An individual forms a professional identity through the career development process, and as a

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result, career development has a long-lasting and incalculable influence on students. One of the most important issues in the field of vocational counseling is helping students understand and negotiate the decision-making process. Among other things, the dynamics of joining the profession, the changing nature of the job, and the expansion of lifestyle alternatives all have an impact on career growth. However, what is the present state of the Indian school system in terms of professional development? Are students being appropriately encouraged to enter the real world, which is where career maturity growth begins? Are curricula in schools becoming more practically oriented, or are academic subjects being prioritized more? Is the educational setting able to make pupils aware of the need of developing their careers and to get them ready for the workforce? For it is in schools that a person's career growth begins to take form. Therefore, a comparison of career maturity between private and public schools was undertaken in order to better understand the learning settings.

Concept of Career Maturity

A person's professional maturity is believed to vary with time and is characterized by a number of traits, including being capable, knowledgeable, efficient, skilled, adaptive, highly driven, and having a successful career. It was discovered to be connected to both the capacity for practical decision-making and the integration of one's self-concept with one's profession (Super, 1957).

The ability to make well-informed, age-appropriate job decisions and to deliberately construct one's career in the face of social possibilities and limits is referred to as career maturity. Hosting a career path and establishing oneself in it is a significant undertaking and a source of personal fulfillment. A person has access to hundreds of professions in the current era of science and technology. Selecting the appropriate career path is getting harder these days. According to John O' Crites (1978), "career maturity is the capacity to select a career that aligns with one's interests, preferences, and subject-matter abilities." Long-term adjustment is thought to be more likely due to this maturity.

Career Preference

A career is intrinsically linked to all civilizations and cultures since it entails a personal route through school, work, and all other aspects of life. It refers to the domain of an individual's existence in which they have a job. Making a sensible job decision or career preference throughout adolescence is made possible by professional aspiration, which aids in achieving the intended goal. Most theories on career development assumed that aspirations for a job begin to emerge when a person is still in school. Ginzberg (1952) stated that young adolescents aged 11 to 14 years old had a tentative choice based on their interests.

Rationale of the Study

The world of today is characterized by an ever-increasing rate of change, uncertainties, challenges, and issues. This is a time of uncertainty, chaos, and complexity. Time and distance have been reduced via the internet and new media. The job market is becoming more and more competitive, and employers are looking for workers who can adapt to changing conditions, think creatively, move fast, and solve difficulties that arise unexpectedly. It has been shown that various cultures have varied influences on career maturity. Our value system influences the reasons behind the variations. While there is no denying that creativity is an intrinsic ability, it is also impacted by a variety of circumstances, including the family environment, society, and value system. Likewise, a person's value system and surroundings have an impact on their level of maturity. Professional maturity is crucial in adolescence. Thus, research on this topic—career maturity

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among college students—was deemed pertinent. Many studies on the subject of vocational and professional maturity have been done up to this point. There are currently no such studies on professional maturity among U.P. state senior secondary students. The researcher felt compelled to investigate the relationship between senior secondary students' profession preferences and career maturity in the U.P. state in order to determine whether or not the students are making mature career choices. In light of everything said above, the following research inquiries were put forth:

Objectives of the Study

- To study the career preferences of male and female students of senior secondary level.
- To find out the career maturity level among senior secondary level students.
- To compare the career maturity of male and female students of senior secondary level.
- To find out the relationship between career preferences and career maturity of students at senior secondary level.

Hypotheses

Based on the above objectives, the following hypotheses was formulated.

- There is no significant difference in career maturity among male and female senior secondary students.
- There is no significant relationship between career maturity and career preferences of students at senior secondary level.
- There is no significant relationship between career preferences and career maturity of male students at senior secondary level.
- There is no significant relationship between career preferences and career maturity of female students at senior secondary level.

METHODOLOGY

Sampling

The population of the current study is enormous and dispersed of the U.P. schools. For this investigation, stratified random sampling was employed. A total of 600 students were sampled. through random, and students from the arts, science, and commerce streams were chosen at random as well.

Tool used for collection of data

A sincere effort was put into selecting suitable standardized instruments to gauge career maturity. Career Maturity Inventory (Indian adaptation) developed by Dr. Nirmala Gupta and Career Preference Record by Vivek Bhargava and Rajshree Bhargava was used for collection of data.

Analysis and Interpretation of Data

Objective: There is no significant difference in career maturity among male and female senior secondary students of Ghaziabad District with reference to their gender.

S.No.	Variables	Category	Sample	Mean	Sd	T-Value	D.F.	Significant
1	Career Maturity	Male	300	39.607	12.457	0.551	598	*Ns
2		Female	300	39.243	9.107			

*NS= Not Significant, Less than 0.05 level, Less than 0.01 level

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It is clear that mean score of career preferences of male students (M=39.607) is slightly Higher than the mean score of career preference of female students (M= 39.243). Here calculated 't' value is 0.551 which is less than the 't' value in the table. Hence null hypothesis at 0.05 level and 0.01 level is accepted. It may be interpreted that there is no significant difference between the career preference of female and male students at secondary level. It means that the career preference of female and male students is more or less same.

Objective: There is no significant relationship between career maturity and career preferences of students at senior secondary level

VARIABLES	SAMPLE	$\sum X^2$	$\sum Y^2$	R	Status
Career Preference	300	1452976.773		-0.043	*NS
Career Maturity	300		70438.873		

*NS= Not Significant

It shows that Career Preference (x) and Career Maturity (y) not related. The correlation coefficient between Career Preference (x) and Career Maturity (y) is -0.043, which can be seen in Table 2. This showed that the relationship between Career Preference (x) and Career Maturity (y) was negligible and negative. This indicates that not equivalent rise in the Career Preference (x) score occurs while the Career Maturity (y) scores are change. The correlation coefficient is "not significant", because the test shows that the result is not quite different from zero, or that it is very close to zero.

Objective: There is no significant relationship between career maturity and career preferences of male students in at senior secondary level.

VARIABLES	SAMPLE	$\sum X^2$	$\sum Y^2$	R	Status
Career Preference	300	617065.79		-0.073	*NS
Career Maturity	300		46627.92		

*NS= Not Significant

It shows that Male Career Preference (x) and Career Maturity (y) not related. The correlation coefficient between Career Preference (x) and Career Aspiration (y) is -0.073, which can be seen in Table 3. This showed that the relationship between male career preference (x) and career maturity (y) was weak and negative. This indicates that not equivalent rise in the male career preference (x) score occurs while the male career maturity (y) scores are change. The correlation coefficient is "not significant", because the test shows that the result is not quite different from zero, or that it is very close to zero.

Objective: There is no significant relationship between career maturity and career preferences of female students in at senior secondary level.

Variables	Sample N	$\sum X^2$	$\sum Y^2$	R	Status
Career Preference	300	834542.91		-0.011	*NS
Career Maturity	300		23810.79		

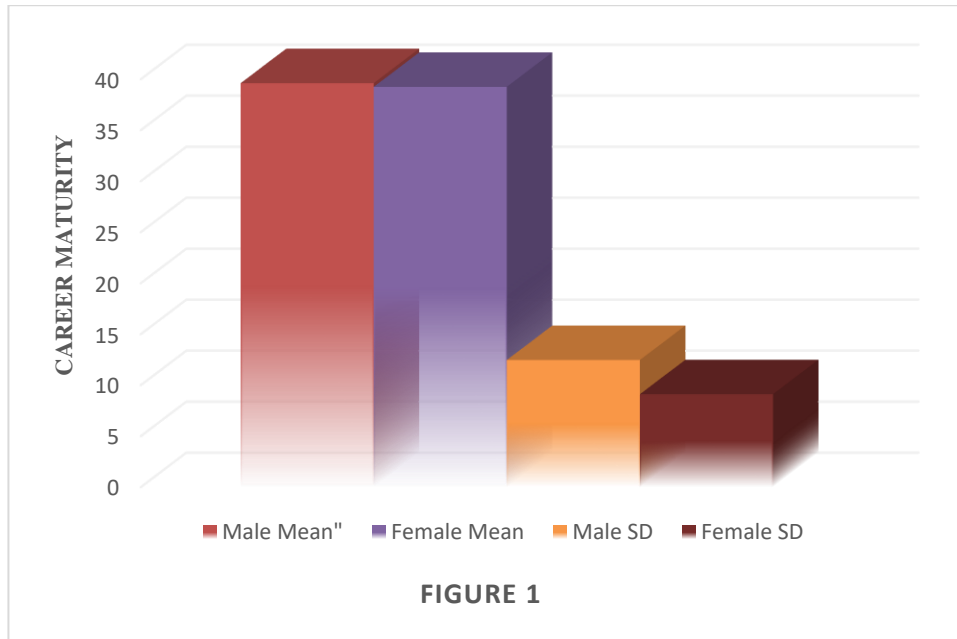
*NS= Not Significant

It shows that Female Career Preference (x) and Career Maturity (y) not related. The correlation coefficient between Female Career Preference (x) and Career Aspiration (y) is -0.011, which can be seen in Table 4. This showed that the relationship between female

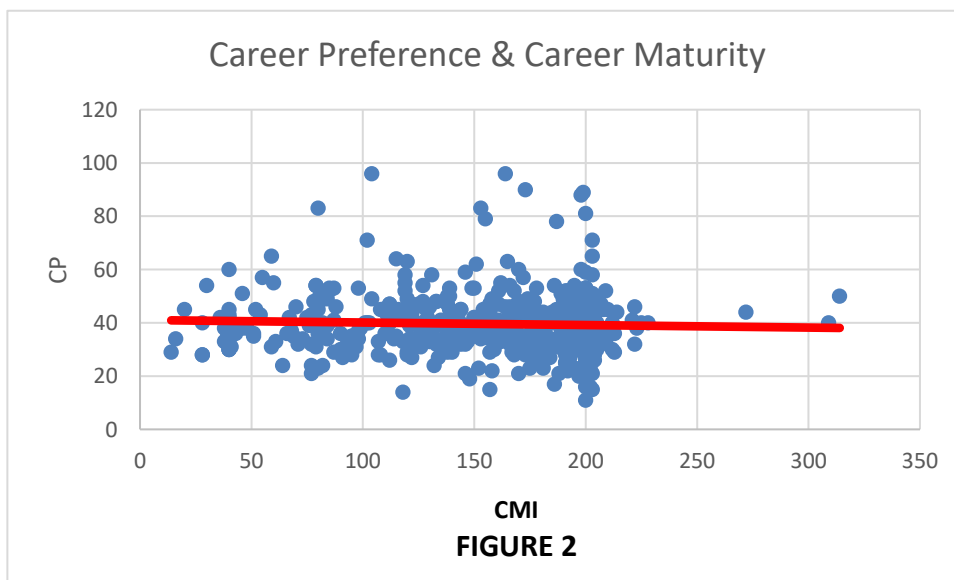
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career preference (x) and career maturity (y) was weak and negative. This indicates that not equivalent rise in the female career maturity (y), while the female career preference (x) score is change. The correlation coefficient is "not significant", because the test shows that the result is not quite different from zero, or that it is very close to zero.

The figure 1 depicts the no significance of difference between the career preferences of male and female senior secondary students. The figure 1 shows the mean score of male and female senior secondary students and figure 2 shows the standard deviation of male and female senior secondary students

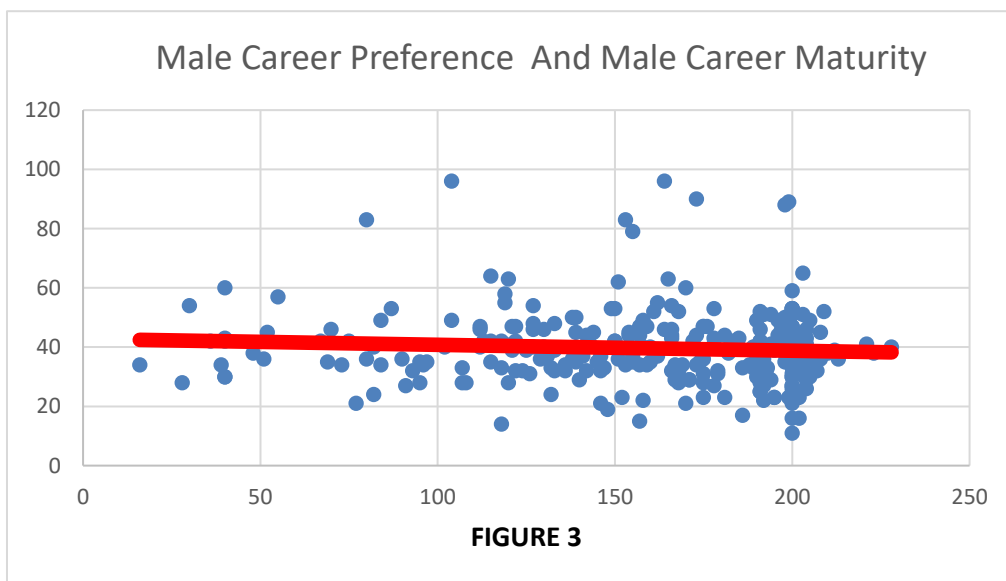


The figure 2 shows This showed that the relationship between career preference (x) and career maturity (y) was negligible and negative. There is not a significant linear relationship between career preferences and career maturity senior secondary students.

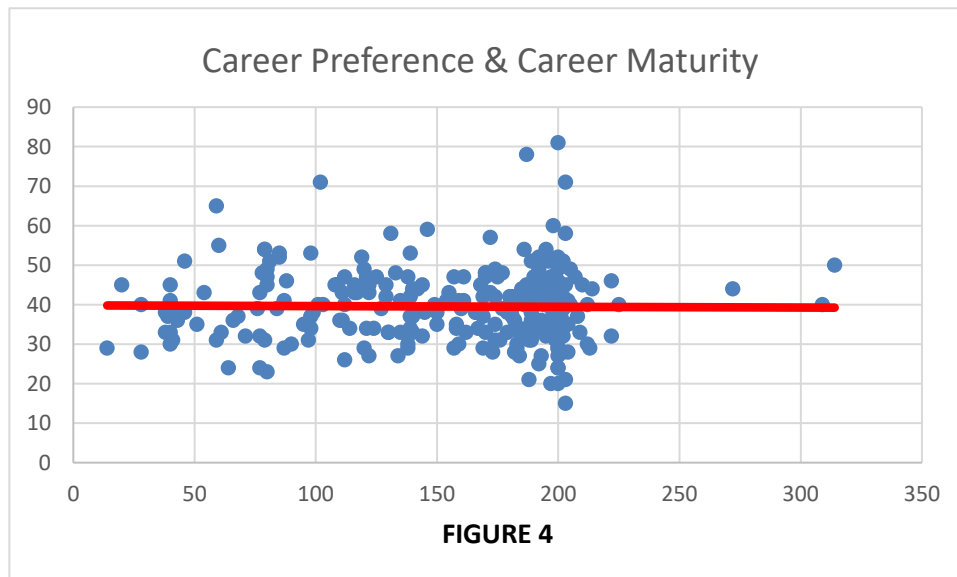


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The figure 3 shows. This showed that the relationship between male career preference (x) and career maturity (y) was weak and negative. There is not a significant linear relationship between male career preferences and male career maturity senior secondary students.



The figure 4 shows. This showed that the relationship between Female Career Preference (x) and Career Maturity (y) was weak and negative. There is not a significant linear relationship between Female Career Preferences and Female Career Maturity senior secondary students.



IMPLICATIONS AND CONCLUSION

The current research findings have practical consequences for parents, teachers, school counselors, school psychologists, administrators, and stakeholders, despite the study's limitation to 600 pupils. Professional school counselors ought to support parents' career advice training programs. School counselors or career masters can help parents understand how to support their children ethically and emotionally so they can better comprehend the feelings and abilities of teenagers when it comes to topic choice and career problems. Every child is unique, and parents need to recognize and appreciate that. The vocational

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development of the youngster would be greatly aided by family circumstances that accept individuality and uniqueness. It is clear that something needs to be done about the current issue of our educational system as a whole, which is headed in the wrong direction when it comes to career education. For this reason, it may be argued that curriculum developers, instructors, career masters, school counselors, and educational administrators in our nation ought to raise the alarm about the need to create curriculum that is career-oriented and cross-cultural.

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Conflict of Interest

The author(s) declared no conflict of interest.

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