

To Study the Gender Difference in Career Maturity-Competence of Parentally Accepted & Rejected Students In Relation To Management of Schools

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ABSTRACT

This study investigated the impact of Gender Difference on Career Maturity-Competence of High school student in Relation to Management of Schools (Government and Private). 400 high school students of Jabalpur District (100 Parentally accepted boys, 100 Parentally rejected boys, 100 Parentally accepted girls and Parentally rejected girls) were selected based on Mohsin Parent-Child Inventory (MPCI). Indian adaptation of Career Maturity Inventory (CMI) of Crites, (by Dr. (Mrs.) Nirmala Gupta) was administered on the students selected in the final sample. For parentally accepted students studying in Government schools there is Gender difference, Girls have better Career Maturity-Competence than boys. For the parentally rejected students studying in Government schools there is no Gender difference in Career Maturity-Competence. For the parentally accepted & parentally rejected students studying in Private schools there are Gender differences, Girls have better Career Maturity-Competence than boys.

Keywords: *Parent-Child Relationship, Career Maturity-Competence*

Choice of a 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 the educational / vocational decisions made by the students at senior secondary stage determine their future roles in the world of work. Adequate decisions not only lead to personal growth and satisfaction, but also help in making the best use of nation's human resources. As Ross and Ross (1957) view that a well-chosen vocation spells out not only efficiency but also happiness. **Career Competence** indicating career decision-making is, therefore, an important aspect of vocational life of an individual.

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Selection of a suitable career for an individual needs careful evaluation of his Career Maturity-Competence. These decisions affect the rest of person's life; therefore it is important to understand the individual and the social factors that influence the process of adolescent career development. In a developing country like India where rapid social-economic changes, stress, political uncertainties and the variety of jobs available to persons is limited, economic crunch / depression is a regular phenomenon. One of the most crucial decisions a young adolescent must make is the selection of an occupation. A large number of career options are available these days to the students, making it a difficult task for the youngster to make a mature choice. The concept of *Career Maturity* has its' origin in the Super's developmental theory of career behaviour, which envisages that selection of an occupation is a process spanning a considerable number of years usually from late childhood to early adulthood. Career maturity is the term, which denotes the place reached on this continuum of career development from exploratory years to decline. Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to achieve their goals.

Now-a-days it is difficult for students to cope with present circumstances and their future plans. Lack of knowledge of world of work and frequent emergence of new specialization & new kinds of job are making students more confused. Hence due to family environment, job profiles & job's requirements, students are unable to focus on future plan. Students find themselves lost or are highly confused. Super (1957) identifies the following dimensions of career maturity as comprising his model: orientation to career choice, information and planning, consistency of career preferences, crystallisation of traits, and wisdom of career preferences. What is important with regard to these dimensions is that he acknowledges that they are more appropriate at the early (exploratory) stage of career development. Career maturity-attitude assesses a person's feelings, subjective reactions, and disposition towards making a career choice and entering the world of work (Crites, 1973; Wigington, 1982). According to Crites (1973), career choice attitudes mediate the use of career choice competencies in ultimately choosing an occupation; they act as internal cues which precede overt goal selection, planning, or problem-solving.

Dhillon Upma & Rajinder Kaur [2005] studied "Career maturity of school children". The present investigation has been undertaken to study career maturity among the students of public and government schools. A dense sample of 500 High School students was the subject of this study (250 males & 250 Female. (i) Crite's Career Maturity Inventory (CMI) (ii) Self Concept Scale (SCS) (iii) Achievement Motivation Test (ACMT) (iv) Lumpkin Locus of Control Scale (LOC) were administered to the student to study the relationship between career maturity, achievement motivation and locus of control. Major findings of the study were : On comparison of public and government schools students, the result clearly indicates that the student of public school possess (i) higher Career Maturity-Attitude(CM-A) (ii) higher Career Maturity-Competencies(CM-C) (iii) higher Self-Concept and achievement motivation. Significant

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relationship have been obtained between career maturity attitude (CMA) career maturity competence, internal locus of control (LOC) & Achievement motivation in case of boys in public school. Significant relationship has been obtained between career maturity attitude, Achievement motivation and self-concept in case of girls of public school. On other hand significant relationship has been found between CMA & external locus of control, achievement motivation and self concept in case of boys in government school & between CMC & achievement motivation in case of girls of government schools. This present study revealed that girls possessed greater Career Maturity-Attitude and Career Maturity-Competence as compared to boys.

Hasan B. (2006) studied the “Career maturity of Indian adolescents as a function of self concept, vocational aspiration and gender”. The objective of present research were to examine empirically that whether or not self concept, occupational aspiration and gender work independently or in interaction with each other are capable of generating variance in career maturity of Hindi speaking Indian Adolescents studying in class X. Test applied were (i) Career Maturity Inventory (by Dr. Nirmala Gupta, 1989) (ii) Occupational Aspiration Scale (by Grewal 1975) (iii) Swatva Bodh Parikshan (By Sherry Verma and Goswami 1988). All the three independent variables were found to be potential enough in generating variance in career maturity. Barring few exceptions the first order interaction were not found significant where as the second order interaction were found significant for almost all the components of career maturity. . It is clearly revealed that self concept, vocational aspiration and gender are able to account for the variance of all the components of career maturity. The findings revealed that girls possessed greater Career Maturity-Attitude, Career Maturity-Competence and Career Maturity as compared to boys.

Mona, Jasdeep Kaur [2010] studied the “Career Maturity of Adolescents in Relation to Intelligence”. The present study investigated the career maturity in relation to intelligence among the adolescents of plus one stage. Random stratified sampling procedure was used to select the sample. Six hundred and forty students studying in government schools (Academic and Vocational groups) of Amritsar district formed the sample. There were 320 boys and 320 girls varying in age from 16-18 years. The career maturity scale and intelligence test were administered to the sample. The findings revealed that girls possessed greater career maturity and intelligence as compared to boys. In this study it was concluded that girls in the present sample exhibited more maturity in respect of career. This includes decisiveness, involvement, independence, orientation and compromise in career decision making. They made a more realistic appraisal of themselves, possessed more career related information, and solving problems related to career decision making. The result of present study is supported by research study conducted by (Dhillon and Kaur, 2005)

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Gupta, Nirmala [2013] studied the “Career maturity: a function of grade and sex”. This study assessed selected samples of 8th-, 10th-, and 12th-grade students (438 boys, 431 girls) to examine career development in Indian students and the sex differences underlying this pattern. The Career Maturity Inventory, consisting of an attitude scale and competence test adapted in Hindi was used. Results show significant increases in career maturity over the 3 grades, indicating a continuous pattern of career development. Boys were higher on career maturity attitudes than were girls at Grade 12. Boys were also higher on occupational information and awareness of steps in career planning than were girls at both Grades 10 & 12.

Objective

1. Is there any Gender Difference in **Career Maturity-Competence** of Parentally Accepted & Rejected Students in Relation to Management of Schools.

Hypothesis

2. There will be no significant Gender Difference in Career Maturity-Competence of Parentally Accepted & Rejected Students in Relation to Management of Schools.

Sample

Table No. 1: Sample of the Study

Parental Acceptance-Rejection	Gender	Number
Accepted	Boys	100
	Girls	100
Rejected	Boys	100
	Girls	100

Table No. 2. Sampling of Students on the basis of Parental Acceptance-Rejection

Parental Acceptance-Rejection	Name of Management	Boys	Girls	Total
ACCEPTED	Government	50	50	100
	Private	50	50	100
REJECTED	Government	50	50	100
	Private	50	50	100

Tools

The Tools used for the present study were :-

Mohsin Parent-Child Inventory by Dr. S.M. Mohsin.

Career Maturity Inventory by Dr. (Mrs.) Nirmala Gupta, (Indian Adaptation)

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Design

The students of class Xth were administered with **Parent-Child Relationship Inventory (PCRI)** and after scoring, parentally accepted & parentally rejected students were selected for study. Indian adaptation of **Career Maturity Inventory (CMI)** of Crites, (by Dr. (Mrs.) Nirmala Gupta) was administered on the students selected in the final sample.

ANALYSIS AND DISCUSSION OF RESULTS

Analysis and discussion of the results has been presented below

Table No. 3: Gender Difference in Career Maturity-Competence of Parentally Accepted & Rejected Students in Relation to Nature of Management of Schools

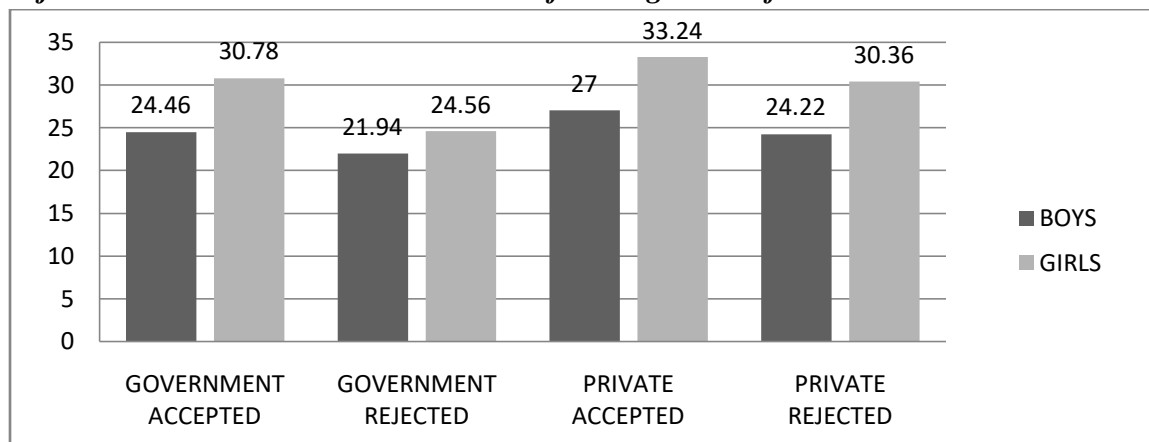
Nature of Management	Parental Acceptance -Rejection	Gender	N	Mean	S.D.	C.R	P-value
GOVERNMENT	ACCEPTED	BOYS	50	24.46	8.17	4.13	< 0.01
		GIRLS	50	30.78	7.16		
	REJECTED	BOYS	50	21.94	7.10	1.77	> 0.05
		GIRLS	50	24.56	7.78		
PRIVATE	ACCEPTED	BOYS	50	27.00	9.12	3.54	< 0.01
		GIRLS	50	33.24	8.50		
	REJECTED	BOYS	50	24.22	9.09	3.59	< 0.01
		GIRLS	50	30.36	8.01		

Degree of freedom - df - 98

Minimum value for significance at 0.05 = 1.98

Minimum value for significance at 0.01 = 2.63

GRAPH NO. 1: Gender Difference in Career Maturity-Competence of Parentally Accepted & Rejected Students in Relation to Nature of Management of Schools



The results presented in the above Table, where gender difference in career maturity-competence of parentally accepted & rejected students in relation to nature of management is compared, shows that for parentally accepted students studying in Government schools there is gender

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difference, the obtained value of Critical ratio is 4.13 which is significant at 0.01 level. The parentally accepted girls have better career maturity-competence than boys this could be because the school environment have greater impact on career maturity-competence, various government schemes, home environment and family support could also be the possible reason for the better Self-appraisal, Occupational information, Goal selection, Planning and Problem-solving capacity among parentally accepted girls studying in Government schools.

The results presented in the above Table show that for parentally rejected students studying in Government schools there is no gender difference, the obtained value of Critical ratio is 1.77 which is insignificant at 0.05 level. The possible reason could be, at these institutions the available facilities are quite limited, at the same time the teacher involvement and accountability of the government schools are quite limited hence parental involvement become very crucial, but parentally rejected students are at the disadvantage since they do not enjoy the required parental support due which the various component of career maturity-competence are not adequately developed.

The results shows that for parentally accepted and parentally rejected students studying in private schools there is gender difference, the obtained value of Critical ratio are 3.54 and 3.59 respectively, which are significant at 0.01 level. The parentally accepted and parentally rejected girls have better career maturity-competence than boys this could be because females have certain advantages over males in some aspects of affective or cognitive career maturity due to sex differences in overall maturational rates (Luzzo, 1995; Rojewski, Wicklein, & Schell, 1995).

Dhillon Upma & Rajinder Kaur [2005], Hasan B. (2006) and Mona, Jasdeep Kaur [2010] concluded that girls exhibited more maturity in respect of career. This includes decisiveness, involvement, independence, orientation and compromise in career decision making. They made a more realistic appraisal of themselves, possessed more career related information, and solving problems related to career decision making. **Gupta, Nirmala** found that boys were higher on career maturity-competence than were girls.

Thus, from this present study it become apparent that the Career maturity-competence of girls is higher than boys, which is in consonance with previous research findings.

CONCLUSIONS

1. With respect to nature of management of school, it is concluded that for parentally accepted students studying in Government schools there is a Gender difference, girls have better Career Maturity-Competence, in comparison to boys.
2. For the parentally rejected students of Government school there is no Gender difference in Career Maturity-Competence.

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3. . It is also concluded that for the parentally accepted & rejected students studying in Private schools there is a Gender difference. The parentally accepted as well as parentally rejected girls studying in private schools have better Career Maturity-Competence in comparison to boys.

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Conflict of Interests

The author declared no conflict of interests.

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