

A Study of Career maturity in relation to Socio Economic Status of Secondary School Students

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Abstract : *The present study was designed to explore the area of career maturity in relation to Socio Economic Status of secondary school Students. The study was done on the sample of 100 secondary school students of border areas of Punjab. Career Maturity Inventory by Dr. Nirmala Gupta (2013), Socio Economic Status Scale by Dr. Meenakshi (2004) were used to collect the data. Coefficient of correlation was calculated to find the relationship between career maturity and Socio Economic Status and t-value to find the difference in Career maturity of secondary school students with respect to locale. The study concluded that career maturity has positive relationship with Socio Economic Status. Urban students are more career mature as compared to rural students*

Keywords: Career maturity, Socio Economic Status and Secondary School Students

Introduction:

Career education is very important especially in the context of recent changes in education system which aims to bridge the gap between work-oriented education and mature career choices. It enables the individuals to be realistic and competent to cope effectively with the career development tasks and prepare them for the world of work. Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to make an appropriate and realistic career choice and decision. They are expected to be emotionally intelligent, socially adjusted and intellectually capable of making congruency with his/her interest with his/her level of aptitude. Career maturity describes one's ability to successfully cope with vocational development tasks (e.g., crystallizing, specifying, and implementing career choice) that are encountered across the developmental continuum from exploration stage through withdrawal. As a construct, it represents a repertoire of coping behaviors and one's readiness to employ these behaviors toward career-related events encountered at various life stages. Simply defined, career maturity provides a means of measuring the degree of affective and cognitive career development an individual has attained. Career maturity refers to the individual's degree of readiness to choose, to plan and to prepare for future vocation. It is a pre-requisite ability to make a wise choice towards particular occupation and represents development along a continuum. Greater the maturity, greater is likelihood that individual is able to cope with developmental tasks at different stages of vocational development. According to **Super (1963)** "Career maturity is used to denote the degree of development, the place reached on the continuum of the vocational development from exploration to decline. The career maturity quotient may thus be conceived of as the ratio of vocational maturity to chronological age. It would indicate whether or not the vocational development of an individual is appropriate of this age."

Zunker (2011) defined career maturity as "a continuous developmental process that presents specific identifiable characteristics and traits essential to career development"

Career Maturity implies the readiness of an individual to make a career decision (**Themba et al., 2012**).

Socio economic status appear to be the resultant of the position of an individuals in a society by virtue of a complex fusion of both of them which often do not run parallel to each other in their own areas.

Socio-economic status is evaluated as a combination of factors including income, level of education, and occupation. It is a way of looking at how individuals or families fit into society using economic and social measures that have been shown to impact individuals' health and well being.

Socio-economic status refers to social and economic standing. A person who has high standing in the community, has good income and lives in a well furnished house of good quality is said to have a good socio-economic status.

Kalia and Sahu (2012) socio economic-status which states, "Status of family in relation to its level of socio-cultural participation, ability to influence mass, level of education, kind of education, kind of occupation, financial position, health-well-being, lifestyle, level of aspiration, kind of gadgets, services and leisure facilities that the family enjoys."

Review of Related Studies:

Lee et al. (2012) in their research to examine the relationship between parents, friends and teacher attachment and career maturity for adolescents found parents directly influencing their career maturity. it may be concluded that: SES has a significant relationship with career maturity which means that low socio economic status can act as a barrier to career consciousness and career maturity.

Hsieh and Huang (2014) investigated the relationship of family socio economic status and proactive personality to career decision self-efficacy in a sample of 336 Taiwanese college students. The results showed that both socio economic status and proactive personality were positively associated with career decision self-efficacy.

Cattani, et.al. (2016) identifying the relationship between career maturity and socioeconomic status of high school students. The study included 265 students, aged between 14 and 20 years old, from two schools (one public and one private). Socioeconomic level was assessed considering the family income and the parents' education. Results indicated no significant correlation between career maturity and socioeconomic status. It was concluded that career maturity of adolescents facing a career choice is possibly associated with other factors, and not only the socioeconomic situation of the family.

Amtoor and Jayasankara (2016) studied the some psychosocial factors like gender, personality, socio economic status have been found to influence the level of career maturity. Career maturity attitude of students studying in arts, science and commerce streams in government and private colleges India were compared. Results analysis suggests that career maturity differed significantly between students studying in private and government colleges. There were no significant differences based on gender and level of fathers' education.

Sahu,et. al. (2016) examine the role of locale in career maturity of adolescent. The sample of the present study included 200 urban subjects in which 100 male and 100 female, both are students of X class, and 200 rural students in which 100 male and 100 female of X class are included. Results of this study revealed that urban students showed higher mean scores on total scores of career maturity in comparison to rural subjects.

The present study aimed to study the relationship of career maturity with socioeconomic status. No doubt career maturity is important in each phase of life. But secondary school students face many problems to choose the career. 'Improvement of vocational efficiency' is the major aim of education. To achieve these aims we require career mature individuals. Socio economic status also influences the career maturity of students. Thus the field of career maturity and socio economic status was chosen for study.

Objectives:

- 1.To study the relationship between Socio economic status and Career maturity of secondary school students.
2. To study the significance of difference between Career maturity of secondary school students with respect to locale.

Hypotheses:

- There will be no significant relationship between Socio economic status and Career maturity of secondary school students.
- There will be no significant difference between Career maturity of secondary school students with respect to locale.

Methodology:

Descriptive survey method of research was employed to investigate the relationship between Socio economic status and career maturity of secondary school students.

Sample:

The sample of the present study consist of 100 secondary school students taken from Government schools of District; Ferozpur. Data was collected from the students of 12th standard. Out of 100 secondary school students, 50 rural and 50 urban students were selected.

Tools:

Career maturity Inventory by Dr. Nirmala Gupta (2013) was used to measure the career maturity of secondary school students with reliability of attitude Scale 0.78 to 0.82 and reliability of Competence Test is 0.54 to 0.88 with validity 0.30 to 0.42 . Socio- economic status Scale by Dr. Meenakshi (2004) was used to measure socio economic status of secondary school students with reliability 0.82 .

Results and discussion:

Co-efficient of Correlation Career maturity and Socio Economic Status of secondary school students

Table-1

Variables	N	df	Co-efficient of Correlation
Career maturity	100	98	0.269**
Socio - economic status	100	98	
N = 100		0.05 - 0.195*	
		0.01-0.254**	

In the present study the data was analyzed by using co-efficient of correlation between two variables. Table-1(testing hypothesis-1) indicates the coefficient of correlation of career maturity with socio economic status, The coefficient of correlation value ($r=0.55;r>0.01$), indicates the significant positive relationship of career maturity with socio economic status.

Mean difference in Career maturity of secondary school students with respect to locale

Table-2

Career Maturity	N	Mean	Sd	t-value
Rural	50	9.50	5.5	8.73**
Urban	50	16.75	4.95	

N=50 0.05-2.40*
0.01-2.69**

The table-2 shows t value (8.75) which indicates that there is significant difference in career maturity of secondary school students with respect to locale. Hence our hypothesis "There will be no significant difference between career maturity of secondary school students with respect to locale is rejected . As the mean scores of urban students (16.75) were more as compare to mean scores of rural students (9.50). Hence urban students are more career mature as compare to rural students.

Educational Implication:

1. Parents should provide opportunities that would nurture interests in vocational subject matter, and create environments that would nurture the discovery of

- aptitudes for vocational content.
2. Family environments that show respect for differences and independence would enormously be helpful to the child's career development.
 3. Professional school counselors should provide collaborative support and training to parents on career guidance..
 4. Administrators and teachers of schools should organize activities like seminars, Workshops, lectures from guest speakers for the adolescents, to motivate them to Participate actively in selecting their career.

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