



A Study of Career Decision Maturity of Secondary School Students In Relation to Self-concept

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ABSTRACT

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 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. The present investigation was meant to study the career decision maturity of secondary school students in relation to their self-concept. The study consisted of 200 school students of 11th class randomly drawn from two different schools of Chandigarh. Data was collected with the help of Career Decision making Scale by Singh (2014) and Self-Concept Scale (Ahluwalia and Singh, 2012). The data obtained were analysed statistically with the help of Mean, SD, t-ratio and correlation to arrive at the following conclusions: (i) There was significant difference between the career decision maturity of boys and girls, (ii) There was significant difference between the self-concept of boys and girls (iii) There was significant and positive relationship between career decision maturity and self-concept of boys (iv) There was significant and positive relationship between career decision maturity and self-concept of girls (v) There was significant and positive relationship between career decision maturity and self-concept.

Introduction

Adolescence is a time of life when the child is on the threshold of adulthood. It is a period of intense and rapid development and is characterized by numerous developmental tasks including gaining new and more mature relationship with others, achieving emotional independence from parents and the cognitive and psychological resources to face the challenges of adult life (Hazen, Schlozman & Beresin, 2008). Thus this is the time when the responsibilities of mature adult are slowly becoming manifest in the child's mind. The adolescent mind is filled with dreams of future, and perhaps even some fantasy. Adolescents acquire the increasing ability to think abstractly and hypothetically. One of most crucial decisions a young adolescent must make is the selection of an occupation. Frequently, it is viewed by family and community as a mere start to workplace readiness; however, this decision plays a major role in the establishing youth in a career path that open as well as closes opportunities. Adolescence is a period of life with specific health and developmental needs and rights. It is also a time to develop knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities that will be, important for enjoying the adolescent years and assuming adult roles. All societies recognize that there is a difference between being a child and becoming an adult. How this transition from childhood to adulthood is defined and recognized differs between cultures and over time. In the past it has often been relatively rapid, and in some societies it still is. In many countries, however, this is changing. Age is a convenient way to define adolescence. But it is only one characteristic that delineates this period of development. Age is often more appropriate for assessing and comparing biological changes (e.g. puberty), which are fairly universal, than the social transitions, which vary more with the socio-cultural environment.

CAREER DECISION MATURITY

Maturity is respective liberty from the inferiority complex, pride and fierce. Maturity other important element is knowledge of reality. Its characteristic is dynamic and adaptable. The more mature an individual is the more stable, he is in adjustment. A mature person is able to accept a tolerable failure. A mature person is preferred future planning and has

ability to holding up or reconsidering his hopes in according to conditions demand. An emotionally mature person is able to handle situations in the school/workplace, society and culture and on the other hand an immature person shows general unhappiness as seen in the feeling of fear, failure, disappointment, frustration and stress. Career is a person's journey over the whole life; an expression of what is significant and useful to him. It is a sequence of rewards and unrewarded experiences and can include the role of an individual's as a student, worker, parent, citizen and so on. Career satisfaction mainly comes from the interaction between being (sense of self) and doing (the expression of self). The procedure of good career decision making involves – knowledge of one's self, knowledge of opportunities available in society and making a choice to pursue a particular role.

Spokane (1991) considers that career maturity is based on the direct assistance given to an individual to promote more effective decision making, intensive counselling to help resolve career difficulties; enhancement of person's career development to enable him to make more effective career decision.

Guyrdhan and Tyler (1992) said that career decision making is considered as a logical process that includes knowledge, aim, assessment, exploration, commitment, implementation and reassessment.

Dogan (2014) defined career decision as making a choice for a profession, educational courses, occupation or school.

SELF CONCEPT

One's personality is composed of a core, it is called concept of self. Self-concept is collection of beliefs that we have for ourselves whether it is positive or negative. Self is composition of all that a man can call his body, traits and abilities, his material possessions, his family, friends, enemies, his vocation and avocations etc. In the broader sense a man's self is the sum total of all that he can call his and related to him whether his body, psychic power, property, relationships, reputation whatever he possess in any form.

Baumeister (1999) defined self- concept as “how we think about and evaluate our self. To be aware of oneself is to have a concept of oneself”.

Huitt (2004) defined self-concept “as an intervals sense of self, including self-definition in the various social roles one enacts, including assessment of one's own status with respect to a single trait or to many human dimensions, using societal or personal norms as criteria”

Hurlock (2007) as cited in Istiana (2017) defined self-concept “is an individual view of himself. Self-concept consists of two components, namely the concept of the real self which is a picture of the self, and the concept of the ideal self which is the picture of the individual about the desired personality.”

Review of Related Literature

Kaur (2005) studied the career maturity among the students of public and government schools. The results of the study indicated that the students of public schools possess a higher career maturity attitude, career maturity competence, as well as self-concept and achievement motivation. Significant relationships have also been obtained between career maturity attitude and career maturity competence, internal locus of control and achievement motivation in case of boys in public schools and between career maturity attitude, achievement motivation and self-concept in case of boys in government school and between career maturity competence and achievement motivation in case of girls in government school.

Hasan (2006) had investigated whether self-concept, occupational aspiration and gender were capable of generating variance in career maturity of Indian adolescents studying in class X. It was found that all the three variables i.e. self-concept, occupational aspiration level and the gender had a significant positive correlation with the adolescents' level of career maturity.

Kaur and Amritsa (2008) had investigated the dimensions of career maturity among adolescents in high, medium and low school climates and found that self-appraisal, occupational information and problem solving were significantly different aspects of career maturity where those adolescents demonstrated differential abilities.

Jakhar (2014) studied the relationship of career maturity with the school environment of adolescents. The study found that there was a positive correlation between the career maturity and school environment of adolescents. The study revealed that school environment had a significant influence on career maturity. The study also observed that in healthy school environment the students become more mature and could choose their career wisely.

Osoro, Amundson and Borgen (2000) studied factors related to career decisions of high school students in Kenya. The study revealed that gender, self-concept, and vocational stereotyping are among the major factors that influence career decisions of high school students.

Sumati and Kaur (2011) made a study to analyse the influence of self-concept on career maturity of senior secondary students. A sample comprised of 200 senior secondary students. Findings showed that students who have high self-concept have a below average career maturity and that means the self-concept did not play a decisive role in adolescents career maturity.

Nasir and Lin (2013) studied the relationship between self-concept and career awareness among the secondary school students. A sample 165 students age 12 was taken from an international school of Malaysia for the study. Career Awareness Inventory Test and Piers- Harris Children's Self Concept Scale were used to collect the data. Pearson correlation method was employed to find the relationship .The results revealed significant relationship between self-concept and career awareness among the students.

Abdullah and Talib (2018) studied career decision-making competence, self-knowledge, and occupational exploration of graduating students. 1655 students from university in Malaysia was selected as sample for the study by cluster sampling procedure or multistage random sampling technique. Confirmatory Factor Analysis, Structure Equation Modelling were used test collect the information from respondents. The descriptive quantitative research design with survey method was used. The study indicated self-knowledge (self-concept, effective behaviours, develop changes and transitions) and career decision making have positive and significant relationship.

Need and Justification of the Study

Choosing a career is an extremely important decision that impacts an individual's entire future. Career development, for the most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Just as physical an intellectual development can be stunted if appropriate interventions are not applied, so can the normal developmental process of vocational development be stunted if appropriate interventions are not available in a planned, systematic way. A major turning point in adolescents live involves the career choice that they make while in secondary school.

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. Moreover, their career an vocational choices are certainly influenced by many social and environmental, sex, age, rural and urban background, psychological factors which may include intelligence, personality, achievement, motivation, interest, aptitude, self-concept, academic achievement etc. Thus, career selection is not an exclusively intellectual process in which various possibilities are sorted out in a logical manner. Instead decisions are based on the interaction of career maturity with various social or psychological factors. The complex interaction of these factors affects individual's readiness to succeed in mastering the tasks appropriate to various stages of career development. It has been found to be influenced differentially in different culture, race and gender groups by certain psychological, educational and demographic factors. The present study was, therefore, undertaken to examine the career maturity and self-concept of senior secondary school students.

OBJECTIVES

1. To study the career decision maturity of senior secondary school students.
2. To examine the self-concept of senior secondary school students.
3. To study the relationship between career decision maturity and self-concept of boys.
4. To study the relationship between career decision maturity and self-concept of girls.
5. To study the relationship between career decision maturity and self-concept of total sample.

HYPOTHESES

1. There exists no significant difference between boys and girls of career decision maturity.
2. There exists no significant difference between boys and girls of self-concept.

3. There exists no significant relationship between career decision maturity and self-concept of boys.
4. There exists no significant relationship between career decision maturity and self-concept of girls.
5. There exists no significant relationship between career decision maturity and self-concept of total sample.

SAMPLE

The present study consists of 200 students including boys and girls studying in 11th class drawn from two Government Senior Secondary schools of Chandigarh. The 100 students comprising of 50 boys and 50 girls each were taken from both the schools. The sample was taken using random sample techniques.

DESIGN

The design of the present study was based on sample of 200 students of Government senior secondary schools of Chandigarh. The variables under the study were career decision maturity and self-concept of senior secondary school students. Career decision making was dependent variable and self-concept was taken as independent variable. In the present study descriptive survey method of investigation was utilized to know about career decision maturity and self-concept of senior secondary school students.

TOOLS USED

1. Career Decision Making Scale (Singh, 2014)
2. Self-Concept Scale (Ahluwalia and Singh, 2012)

ANALYSIS, INTERPRETATIONS AND DISCUSSION OF THE RESULTS

The statistical techniques such as mean, standard deviation, t-test and correlation were used in the study. The results are given in the following tables 1, 2, 3, 4 & 5

Table 1: t-ratio between boys and girls of career decision maturity of senior secondary school students

Variable	Boys			Girls			SED	t-value
	N	Mean	SD	N	Mean	SD		
Career Decision Maturity	100	5.17	1.79	100	5.98	1.63	0.24	3.38**

***Significant at 0.01 level of significance
(Critical Value 1.97 at 0.05 and 2.60 at 0.01 levels, df 198)*

Table-1 reveals that the mean score of career decision maturity of boys is 5.17, which is lower than the corresponding mean scores of career decision maturity of girls is 5.98. The t-value testing the significance of mean difference between career decision maturity of boys and girls is 3.38, which in comparison to the table value was found significant at 0.01 levels of significance. Hence, the null hypothesis. **H₁**: There exists no significance difference between boys and girls of career decision maturity, is rejected. The result indicates that girls are more conscious towards career decision maturity than that of boys. The results are supported by the finding of Kushwaha and Hasan (2005) found that sex have emerged as potential factors in generating significant variance upon career decision making. Mize (2005) found women as a group scored higher for career maturity than men. The results are contradicted by the finding of Albion (2000) found no gender differences in overall levels of career decidedness. Sharma (2014) found that no significant gender difference was found on the variable of career decision-maturity.

Table 2: t-ratio between Boys and Girls of Self-Concept Senior Secondary School Students

Variable	Boys			Girls			SED	t-value
	N	Mean	SD	N	Mean	SD		
Self-Concept	100	77.26	3.79	100	75.17	1.79	0.42	4.98**

***Significant at 0.01 level of significance
(Critical Value 1.97 at 0.05 and 2.60 at 0.01 levels, df 198)*

Table-2 shows that the mean score of self-concept of boys is 77.26, which is higher than the corresponding mean score of self-concept of girls is 75.17. The t-value testing the significance of mean difference between self-concept of boys and girls is 4.98, which in comparison to the table value was found significant at 0.01 levels of significance. Hence, the null hypothesis **H2**: There exists no significant difference between boys and girls of self-concept, is rejected. The result indicates that boys have more self-concept than that of girls. The results are supported by the findings of Patton, Bartum and Creed (2004) who reported self-concept for males as performing a positive and contributory role to career development. Joshi and Srivastava (2009) who found boys score significantly higher on self-concept as compared to girls. Bean and Northrup (2009) who found significant gender difference for males and females on the self-concept scores. Sari (2007) found the levels of self-concept was higher among female students than male students, this difference was not statistically significant.

Table 3: Correlation between Career Decision Maturity and Self Concept of Boys

Variables '	N	Group	Value of 'r'
Career Decision Maturity and Self Concept	100	Boys	0.592**

***Significant at 0.01 level
(Critical Value 0.195 at 0.05 and 0.254 at 0.01 levels, df 98)*

Table-3 found that positive and significant correlation of 0.592 between career decision maturity and self-concept of boys, which in comparison to the table value was found positive and significant at 0.01 levels of significance. Hence, null hypothesis **H3**: There exists no significant relationship between career decision maturity self-concept and of boys, is rejected. The result indicates that the relationship between career decision maturity and self-concept of boys is highly correlated to each other.

Table 4: Correlation between Career Decision Maturity and Self-concept of Girls

Variables '	N	Group	Value of 'r'
Career Decision Maturity and Self- Concept	100	Girls	0.294**

***Significant at 0.01 level
(Critical Value 0.195 at 0.05 and 0.254 at 0.01 levels, df 98)*

Table-4 found that positive and significant correlation of 0.294 between career decision maturity and self-concept of girls, which in comparison to the table value was found positive and significant at 0.01 levels of significance. Hence, the null hypothesis **H4**: There exists no significant relationship between career decision maturity and self-concept of girls, is rejected. The result indicates that the relationship between self-concept and career decision maturity of girls is highly correlated to each other.

Table 5: Correlation between Career Decision Maturity and Self -Concept of Total Sample

Variables '	N	Value of 'r'
Career Decision Maturity and Self-Concept	200	0.797**

***Significant at 0.01 level
(Critical Value 0.195 at 0.05 and 0.254 at 0.01 levels, df 98)*

Table-5 shows that positive and significant correlation of 0.797 between career decision maturity and self-concept of total sample, which in comparison to the table value was found positive and significant at 0.01 levels of significance. Hence, the null hypothesis **H5**: There exists no significant relationship between self-concept and career decision maturity of total sample, is rejected. The result indicates that the relationship between self-concept and career decision making of total sample is highly correlated to each other. The findings are supported by Munir and Tarigan (2017) found that there is a significant and positive relationship between self-concept and career maturity.

FINDINGS

1. There was significant difference between the boys and girls of career decision maturity.
2. There was significant difference between the boys and girls of self-concept.
3. There was significant and positive relationship between career decision maturity and self-concept of boys.

4. There was significant and positive relationship between career decision maturity and self-concept of girls.
5. There was significant and positive relationship between career decision maturity and self-concept.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the relationship between self-concept and career decision-maturity was examined and validated using a structural equation model. The findings show that there are significant relationships between self-concept and career decision-maturity. It is very important for students to build their self-concept in order to make them more confident in preparing themselves for their careers. The findings show that self-concept such as parental influence has a strong relationship on career decision-making among students. This highlights the importance of parental support and guidance for good career decision-making among students. Both present and previous researches have shown that self-concept is important in adolescent development. As a result, parents and teacher should help foster self-concept development in adolescents. Given that self-concept only accounted for a small variance in the career decision maturity variables under study research should be carried out to determine whether self-concept can also function as an outcome variable. The results demonstrate that self-concept has a significant role to play in adolescents' career development.

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Impact of Parental Encouragement on Career Decision-Making and Self-Concept of Adolescents

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