

# CAREER MATURITY AMONG ADOLESCENTS IN RELATION TO THEIR SCHOOL CLIMATE

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## ABSTRACT

The present study was undertaken with the purpose of studying career maturity of adolescents in relation to their school climate. This study was conducted on a sample of 800 adolescents studying in secondary schools of Amritsar District. The results indicates that out of six dimensions of career maturity, only three dimensions namely self appraisal, occupational information and problem solving show significant difference with high, average and low levels of school climate.

## INTRODUCTION

The aims of education are multiple, but the primary aim of education is to make an individual understand one's self and be able to decide upon one vocation or the other. Successful career development often involves setting realistic, deliberate goals, simultaneously searching for cohesiveness between employee and employer. Understanding how occupational preferences are identified based on knowledge of self and work can be instrumental in positive career development and satisfying occupational placement (Maitta, 2010). Greater the maturity, greater is the probability that the individual is able to make wise, sincere and satisfactory decisions with regard to career choices. It enables the individual to cope with developmental tasks at different stages of vocational development.

The concept of career maturity was introduced by Super (1955) who called it vocational maturity and defined it conceptually as the place reached on the continuum of vocational development from exploration to decline. Crites (1978) defined career maturity as the extent to which the individual has mastered the vocational development task including both knowledge and attitudinal components, appropriate to his or her state of career development. It involves forming interest, making consistent and competent choices and developing attitude towards career. Spokane (1991) considered that career maturity is based on the direct assistance given to an individual to promote more effective decision-making, intensive counseling to help resolve career difficulties; enhancement of person's career development to enable him make more effective career decision.

School climate is a powerful force and plays a pivotal role in the all round development of the child. The school climate consists of the prevailing conditions in the school affecting the life and activities of the individuals. It is the combination of all the organizational factors, expectations and beliefs characterizing the school system as perceived by its members. Gonder and Hymes (1994) defined school climate as the atmosphere within a school and reflects the attitudes (such as trust, respect and cohesiveness for example) that are shared by members of subgroups such as the learners, educators, principal and school population as a whole.

School climate greatly influences students' achievements, personality, values and accomplishment of school's objectives. A conducive and an open climate which allow pupil's freedom of thoughts and expressions, would reflect in the positive attitude and performance of pupils in all aspects.

## Significance of the study

Career maturity assumes a great importance in the life of adolescents for their proper future placement. It is the pre-requisite ability to make a wise choice towards particular occupation and represents development along a continuum. The counsellors and the students, and the teachers with whom they work, need an understanding of the types and characteristics of career patterns.

School climate requires constant nourishment by reinforcing its positive elements, eliminating or correcting the negative ones, and incorporating newer elements from time to time. This is possible only through close observations, minute monitoring, participative actions and systematic research. The school system has the responsibility of assisting the youth in making competent career decisions, that are appropriate to their abilities, aptitudes, interests and other personality characteristics (Salami, 2008). Link should be established between vocational and educational stream as well as school education and higher education (NKC,2008, p. 59).

## Review of related literature

Dhillon and Kaur (2005) examined career maturity of 500 high school students studying in public and government schools and revealed that students of public schools possess a higher career maturity attitude and career maturity competence than government school students. It also indicated that the environment of the schools plays a significant role in the development of career maturity.

Vandiver (2005) explored the relationship between students perceptions of school climate and positive students performance and reported significant correlation between students perceptions of school climate and each of the selected students' performance areas. In addition, analysis also indicated differences in performance between high climate score schools and lower climate score schools. Students performance in high school is positively correlated with the way students perceive the climates of their schools.

DeLese (2008) identified various factors that lead to educational career choices by examining to what extent degree teachers, guidance counselors and environmental factors influence students' decision to choose specific vocational training. He explored that although the school district employs a variety of methods to introduce vocational programs to students, the current approach to explore various career may not be meeting students' educational needs or be necessary important in students' career decision making.

Hervey (2008) investigated how graduate students described and understood the ways in which their vocationalized educational experiences influenced their aspirations, decisions and destinations related to work and higher education. Findings from qualitative data suggested that there was a significant relationship between participant perceptions of several components of school qualities-teacher, subject-knowledge, teaching-skills, and the availability of books and materials and their perceptions of the influence of their senior secondary schooling experience on their occupational aspirations.

Kostko (2008) analyzed career maturity of 722 students from private and public secondary schools. A significant relationship was found between school type and gender ( $F=4.806$ ,  $P<0.05$ ) in career decision-making self-efficacy as well as relationship between grade level and school type ( $F=5.733$ ,  $P<0.01$ ). Also it was found that private school students' career decision making self-beliefs were not significantly different from their public school counterparts. The results also indicated a greater level of career decision making self efficacy for females than males though the differences between females and males were not significant.

Thakur (2011) studied career maturity of secondary school students in relation to their school environment and reported a significant difference between some dimensions of career maturity (i.e. attitude, occupational information, goal orientation and planning) of eleventh grade students of government and private secondary schools. Also no significant difference in school environment of eleventh grade students of government and private secondary schools was found. Findings also revealed no correlation between career maturity and school environment of eleventh grade students of secondary schools.

**Objective of the study**

To find out the differences in the career maturity (career maturity and career attitude) of adolescents with different levels of school climate among adolescents.

**Hypothesis of the study**

There exists no significant difference in career maturity (career maturity and career attitude) of adolescents with high, average and low levels of school climate.

**Methodology**

In the present study, descriptive survey method was employed.

**Sample**

For the purpose of the study, 800 students from eleventh class studying in aided and public schools were selected.

Tools used : In the present study the following tools were used.

1.Indian adaptation of Career Maturity Inventory (CMI), (Gupta, 1989)-To assess the career maturity, the CMI provides two measures:

A. The Attitude Scale: The scale maps the conative aspects of decision-making, and

B. The Competence Test: It measures the cognitive variables in choosing a vocation. In all, there are five parts of the Competence Test (Self Appraisal; occupational Information; Goal Selection; Planning; Problem Solving)

2. School climate scale: School climate of the students was assessed by administering to them the School Climate Scale developed by the investigator.

**Result and Discussion**

In order to test the hypothesis, one-way ANOVA was employed to find out the difference in the mean scores on dimensions of career maturity of adolescents with high, average and low levels of school climate. The results are presented in Table 1 below:

**Table 1 Summary of Analysis of Variance for the Scores of Adolescents with High, Average and Low Levels of School Climate on dimensions of Career Maturity**

| Dimensions of Career Maturity | Source of Variation | SS       | Df  | MS     | F-value |
|-------------------------------|---------------------|----------|-----|--------|---------|
| Career Attitude               | Between Groups      | 301.53   | 2   | 150.76 | 2.09    |
|                               | Within Groups       | 57370.26 | 797 | 71.98  |         |
|                               | Total               | 57671.79 | 799 |        |         |
| Self Appraisal                | Between Groups      | 155.42   | 2   | 77.71  | 8.75*   |
|                               | Within Groups       | 7079.82  | 797 | 8.88   |         |
|                               | Total               | 7235.24  | 799 |        |         |
| Occupational Information      | Between Groups      | 82.12    | 2   | 41.06  | 4.19*   |
|                               | Within Groups       | 7802.06  | 797 | 9.79   |         |
|                               | Total               | 7884.19  | 799 |        |         |
| Goal Selection                | Between Groups      | 10.17    | 2   | 5.09   | 0.53    |
|                               | Within Groups       | 7585.56  | 797 | 9.52   |         |
|                               | Total               | 7595.74  | 799 |        |         |
| Planning                      | Between Groups      | 4.53     | 2   | 2.26   | 0.23    |
|                               | Within Groups       | 7778.87  | 797 | 9.76   |         |
|                               | Total               | 7783.39  | 799 |        |         |
| Problem Solving               | Between Groups      | 134.01   | 2   | 67.01  | 7.02*   |
|                               | Within Groups       | 7612.31  | 797 | 9.55   |         |
|                               | Total               | 7746.32  | 799 |        |         |

\* Significant at 0.05 level      \*\* Significant at 0.01 level

**Career Maturity (Attitude)**

Table 1 depicts that the F-value after comparing the groups of adolescents with high, average and low levels of school climate of career attitude comes out to be 2.09, which is not significant at 0.05 level of confidence. It shows that there exists no significant difference in career maturity attitude of adolescents with high, average and low levels of school climate.

**Career Maturity (Competence)**

**Self Appraisal**

Table 1 depicts that the F-value after comparing the groups of adolescents with high, average and low levels of school climate on the self appraisal comes out to be 8.75, which is significant at 0.05 level of confidence. It shows that there exists a significant difference in self appraisal of adolescents with high, average and low levels of school climate.

To find out which pair of group of adolescents, i.e., the group with high and average levels of school climate, the group with high and low levels of school climate, and the group with average and low levels of school climate differ in their self appraisal, t-test was also employed as shown in Table 1.1 below:

**Table 1.1 Showing Comparison of Mean Scores of Adolescents at three levels of School Climate on Self Appraisal**

| Groups compared | N   | Mean | SD   | SED  | t-value |
|-----------------|-----|------|------|------|---------|
| High            | 116 | 8.76 | 2.79 | 0.30 | 2.99**  |
| Average         | 554 | 7.86 | 3.07 |      |         |
| High            | 116 | 8.76 | 2.79 | 0.36 | 4.44**  |
| Low             | 130 | 7.17 | 2.77 |      |         |
| Average         | 554 | 7.86 | 3.07 | 0.28 | 2.46*   |
| Low             | 130 | 7.17 | 2.77 |      |         |

\*significant at 0.05 level      \*\*significant at 0.01 level

Table 1.1 further reveals that self appraisal of adolescents with high level of school climate is significantly higher than adolescents with average level of school climate. Further, self appraisal of adolescents with high level of school climate is significantly higher than adolescents with low level of school climate. Also, self appraisal of adolescents with average level of school climate is significantly higher than adolescents with low level of school climate.

**Occupational Information**

Table 1 depicts that the F-value after comparing the groups of adolescents with high, average and low levels of school climate on the occupational information comes out to be 4.19, which is significant at 0.05 level of confidence. It shows that there exists a significant difference in occupational information dimension of career maturity competence of adolescents with high, average and low levels of school climate.

To find out which pair of group of adolescents, i.e., the group with high and average levels of school climate, the group with high and low levels of school climate, and the group with average and low levels of school climate differ in their occupational information, t-test was also employed as shown in Table 1.2 below:

**Table 1.2 Showing Comparison of Mean Scores of Adolescents at three Levels of School Climate on Occupational Information**

| Groups compared | N   | Mean | SD   | SED  | t-value |
|-----------------|-----|------|------|------|---------|
| High            | 116 | 8.47 | 3.23 | 0.33 | 2.10*   |
| Average         | 554 | 7.78 | 3.11 |      |         |
| High            | 116 | 8.47 | 3.23 | 0.41 | 2.81**  |
| Low             | 130 | 7.32 | 3.13 |      |         |
| Average         | 554 | 7.78 | 3.11 | 0.32 | 1.45    |
| Low             | 130 | 7.32 | 3.12 |      |         |

\*significant at 0.05 level      \*\*significant at 0.01 level

Table 1.2 further reveals that occupational information of adolescents with high level of school climate is significantly higher than adolescents with average level of school climate. Also, occupational information of adolescents with high level of school climate is significantly higher than adolescents with low level of school climate. But, there is no significant difference in occupational information of adolescents with average level of school climate and adolescents with low level of school climate.

**Goal Selection**

Table 1 depicts that the F-value after comparing the groups of adolescents with high, average and low levels of school climate on the goal selection comes out to be 0.53, which is not significant at 0.05 level of confidence. It shows that there exists no significant difference in goal selection of adolescents with high, average and low levels of school climate.

**Planning**

Table 1 depicts that the F-value after comparing the groups of adolescents with high, average and low levels of school climate on the planning comes out to be 0.23, which is not significant at 0.05 level of confidence. It shows that there exists no significant difference in planning of adolescents with high, average and low levels of school climate.

**Problem Solving**

Table 1 depicts that the F-value after comparing the groups of adolescents with high, average and low levels of school climate on the problem solving comes out to be 7.01, which is significant at 0.05 level of confidence. It shows that there exists a significant difference in problem solving of adolescents with high, average and low levels of school climate.

To find out which pair of group of adolescents, i.e., the group with high and average levels of school climate, the group with high and low levels of school climate, and the group with average and low levels of school climate differ in their

problem solving, t-test was also employed as shown in Table 1.3 below:

**Table 1.3 Showing Comparison of Mean Scores of Adolescents at three levels of School Climate on Problem Solving**

| Groups compared | N   | Mean | SD   | SED  | t-value |
|-----------------|-----|------|------|------|---------|
| High            | 116 | 6.40 | 3.02 | 0.32 | 3.61**  |
| Average         | 554 | 7.55 | 3.11 |      |         |
| High            | 116 | 6.40 | 3.02 | 0.39 | 3.03**  |
| Low             | 130 | 7.58 | 3.08 |      |         |
| Average         | 554 | 7.55 | 3.11 | 0.30 | 0.11    |
| Low             | 130 | 7.58 | 3.08 |      |         |

\*significant at 0.05 level      \*\*significant at 0.01 level

Table 1.3 further reveals that problem solving of adolescents with average level of school climate is significantly higher than adolescents with high level of school climate. Similarly, problem solving of adolescents with low level of school climate is significantly higher than adolescents with high level of school climate. But, there is no significant difference in problem solving of adolescents with low level of school climate and adolescents with average level of school climate.

From the above discussion, it is clear that out of five dimensions of career maturity (competence) only three dimensions namely self appraisal, occupational information, and problem solving show significant difference with high, average and low levels of school climate.

On the basis of above discussion, it can be concluded that hypotheses which states, "There exists no significant difference in career maturity (career attitude and career competence) of adolescents with high, average and low levels of school climate" is partially rejected.

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