

Career Maturity of Secondary School Students in Relation to Family Environment

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Abstract

The present study investigates the career maturity of secondary school students in relation to family environment. The sample consisted 200 students of class 11th were selected from four different schools of Amritsar (Punjab). In order to test, the hypothesis formulated for the present study. The scores obtained from different tests were subjected to statistical analysis and interpretation. Raw scores were tabulated and analyzed mean scores, standard deviation, standard error and correlation were used to arrive at the conclusions – (i) There exists significant difference in self regulated learning and self efficacy of adolescent students in relation to high academic achievement. (ii) There exists significant difference in self regulated learning and self efficacy of adolescent students in relation to average academic achievement. (iii) There exists significant difference in self regulated learning and self efficacy of adolescent students in relation to low academic achievement. (iv) There exists no significant relationship between self regulated learning and self efficacy of adolescent students.

Keywords: - Career maturity, Family environment, NEP 2020

Education is the process of development and provides equal opportunities to all. It enables the person to expand knowledge and helps to find new ways of life. Education was not concerned with present but it is looking further. The new education policy of 2020 has changed the face of school education structure. The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will include 12 years of schooling and three years of Anganwadi and pre-schooling. A clear and concise picture of the job decision will emerge at this time. Sociologists point out that the list of jobs to consider in choosing a career is largely determined by the expectations of the social class. However, the process of developing a person's career begins long before age. McDaniel and Hummel (1984) discussed the process of developing skills in three categories: awareness (before 11 years of age), assessment (11 to 17 years old), and preparation (17 years to adulthood). In her work linking in the field of work, Miller (1984) discusses the development of headaches in the process starting in kindergarten and reviewing parental results as examples in the career decisions of their sons and daughters.

Growth in the field of guidance and mentoring is one of the themes in the career counselling sector. According to Herr and Cramer (2019) it happens because career maturity is a key factor in career development. Navin (2009) suggested that exploring career options before

committing to a career increases future success and satisfaction. Families, parents and caregivers in particular (Taylor, Harris, & Taylor. 2004), play an active role in the aspiration of work and in advancing their children's career goals. According to extensive research, family factors often contribute to career development and decision-making (Whiston & Keller, 2004). According to the Lystra and Tentama (2020) job maturity is measured by five factors, namely; job planning, job evaluation, career decisions, global job knowledge, popular team knowledge, and doing something. Career maturity has six components, namely job planning, job evaluation, career decisions, global job knowledge, work group knowledge, and awareness.

No one is born with a certain attitude or values. Values are passed on by parents, grandparents to prepare the child for social acceptance. It has been observed and observed that the family climate affects the ability, interest, success and development of the child's condition. A better family background provides a refreshing atmosphere. Family environment is a combination of two words - Family and Environment. Family is a small social medium. It is a place where a child learns the skills, attitudes, and behaviors that can shape them into productive and successful students. In line with this, the socio-economic status of the parent plays an important role in the provision of these educational resources and appears to have a significant impact on children's educational outcomes. Super's (1957) theory suggests that family can contribute to the development of and their values.

The family plays an important role in many areas of youth development. Parents can be the catalysts and inhibitors of their children's mental development. An important function of adolescent growth is to assess and evaluate future aspirations and career goals. Because of the reliance on family during adolescence, parents contribute to the growth of future desires and career choices. Crites (1962) suggested that the value of parental identification would be reflected in the interests of their children and in the careers they chose to pursue. Roe's view of career choice focuses on the relationship between genetics and different parenting habits and their impact on personality and style. These styles also influence a variety of Vocational behaviours.

Need and Significance

The importance of work in one's life and career choice has grown significantly over time. Work, once considered a means of livelihood, is now regarded as a determining factor in a person's social status, personal satisfaction, and way of life. That is why people are now giving greater importance to the choice of jobs and each person strives to choose the one with whom most of his or her needs are satisfied. Today, millions of young boys and girls need help with career planning and problem-solving problems. In a changing and complex world of work the opportunities before them are vast and varied. They are new and different, more challenging and more promising than ever before. These challenges make scheduling activities and their hobbies extremely difficult for young people.

Understanding the world of learning is important for the student as it enables them to review their career decisions according to their skills. Finding the right guidance in choosing student

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subjects, the family environment plays an important role. It has recently been noted that after graduating with a doctorate (B.Pharmacy, Bachelor in Physiotherapy, Bads etc.) and Non-Medical (Engineering, B.Tech, etc.) students are trying to switch to teaching. Going from one vocation to another, completing a master's degree reflects a student's choice of career choices. Timely counselling and guidance can help students to do that in the future.

Objectives

1. To study the career maturity of secondary school students with respect to gender.
2. To study the family environment of secondary school students with respect to gender.
3. To study the career maturity of secondary school students with respect to locale.
4. To study the family environment of secondary school students with respect to locale.
5. To study the relationship between career maturity and family environment among secondary school students.

Hypotheses

1. There will be no significant difference between male and female secondary school students on career maturity.
2. There will be no significant difference between male and female secondary school students on family environment.
3. There will be no significant difference between urban and rural areas secondary school students on career maturity.
4. There will be no significant difference between urban and rural areas secondary school students on family environment.
5. There will be no significant relationship between career maturity and family environment among secondary school students.

Sample

A sample of about 200 students studying in XI grade both male and female adolescents from private as well as government schools of rural and urban area of Amritsar District were randomly selected for collecting data.

Design

The present study falls under the domain of descriptive research as it intends to study the career maturity of XI class students in relation to their Family Environment.

Tools used

The following tools were used for the collection of data:

1. Career Maturity Inventory (CMI-Gupta, 1989)
2. Family Environment Scale (FES-Bhatia & Chadha; 1993)

Procedure

In order to test, the hypothesis formulated for the present study. The scores obtained from different tests were subjected to statistical analysis and interpretation. Raw scores were tabulated and analyzed mean scores, standard deviation, standard error and correlation were calculated.

Analysis and Interpretation of the Results

The data were analyzed to determine the nature of the distribution of scores by employing mean and standard deviation. The mean and standard deviation of different sub groups have been presented in table- 1, 2, 3, 4& 5.

For the comparison of adolescent male and female of 11th class students on the variable career maturity t test was computed to find out significant differences between two groups.

Table 1 Showing Mean, S.D and t-value of male and female secondary School students on career maturity.

Variable	Gender	N	Mean	SD	SED	t-value
Career Maturity	Male	100	33.85	5.000	0.500	0.908*
	Female	100	33.18	5.432	0.543	

*Insignificant at 0.05 level of confidence

From the result given in the table 4.3 that mean scores of career maturity obtained by male and female secondary school students is 33.85 and 33.18 and S.D is 5.000 and 5.432 respectively. Further, value of ‘t’ is observed 0.908. The obtained value of ‘t’ is less than the table value is 1.96 at 0.05 level of confidence. It is clear that there exists no significant difference between male and female secondary school students on career maturity. Hence, hypothesis 1, “There will be no significant difference between male and female secondary school students on career maturity.” is accepted.

Discussion

The results of the current study have led to the conclusion that there is no significant difference between high school students in job maturity. Kumar (2014) learned to study maturity in the workplace in relation to the habits of learning the family environment and academic success among high-level students. In this you have found that male and female students have different ways of maturing in careers. Girls are more mature than boys in terms of their work. Pieterse (2005) investigated the emergence of possible differences in observation and maturity of different grades (Gr. 11 and Gr. 12), men (male and female) and school environments (beneficiaries, pedestrians and disadvantaged). The findings showed

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that there was no difference in viewing time and maturity of students of different grades, genders and school environments. Mathur and Sharma (2001) studied Job Growth among young people. It has been found that boys are more positive when it comes to choosing a career compared to girls. Boys have better job skills than girls.

Table 2 Showing the mean, S.D and t-value of male and female secondary school students on family environment

Variable	Gender	N	Mean	SD	SED	t-value
Family Environment	Male	100	14.02	3.766	0.377	0.194*
	Female	100	13.92	3.538	0.354	

*Insignificant at 0.05 level of confidence

From the result given in the table 4.6 that mean scores on family environment obtained by male and female students is 14.02 and 13.92 and S.D is 3.766 and 3.538 respectively. Further, value of 't' is observed 0.194. The obtained value of 't' is less than the table value is 1.96 at 0.05 level of confidence. It is clear that there exists no significant difference between male and female secondary school students on family environment. Hence, hypothesis 2, "There exists no significant difference between male and female secondary school students on family environment" is accepted.

Discussion The results of the current study have led to the conclusion that there is no significant difference between high school students in job maturity. Rebecca (2006) conducted a study entitled "Family Impacts on the Development of Adult and Adult Careers". The purpose of this study was to examine the influence of families on career development and adult aspirations. The results support the view that different aspects of the family contribute to different aspects of skills development and future aspirations. Parents and other important people directly or indirectly influence young people's decisions. Although some young children make these early career decisions easily, many others experience difficulties before or during real-time decision making (Gati & Saka, 2001).

Table 3 Showing Mean, S.D and t-value of rural and urban of secondary school students on career maturity.

Variable	Locale	N	Mean	SD	SED	t-value
Career Maturity	Urban	100	34.06	5.382	0.736	0.908*
	Rural	100	32.97	5.016	0.513	

*Insignificant at 0.05 level of confidence

From the result given in the table 4.12 that mean scores of attitude obtained by male and female students is 34.06 and 32.97 and S.D is 5.382 and 5.016 respectively. Further, value of 't' is observed 0.908. The obtained value of 't' is less than the table value is 1.96 at 0.05 level of confidence. It is clear that there exists no significant difference between urban and rural secondary school students on career maturity. Hence, hypothesis 4, "There exists no significant difference between urban and rural secondary school students on career maturity" is accepted.

Discussion

Different experiences occur in the lives of emerging adults in the field of skills development in relation to the world of work (Arnett, 2004; Hamilton & Hamilton, 2006). At this point in one's life, past relationships include current experiences to build career choices and long-term goals. Maryann Wu (2009) researched the "Relationship between Parental Styles, Job Decision Self-Employment and Job Development and Work Maturity for Asian American College Students". The results of this study emphasize the importance of inclusive family and cultural inclusion in considering the development of Asian American work. Dhillon and Kaur (2005) examined career growth among public and public school students. the results clearly show that public school students have a high-level maturity (CMA) attitude, career maturity (CMC), and a sense of independence and motivation to achieve

Table 4 Showing Mean, S.D and t-value of urban and rural secondary school students on family environment

Variable	Locale	N	Mean	SD	SED	t-value
Family Environment	Urban	100	14.42	3.565	0.357	1.755*
	Rural	100	13.52	3.686	0.369	

*Insignificant at 0.05 level of confidence

From the result given in the table 4.15 that mean scores of academic achievements motivation obtained by urban and rural students is 14.42 and 13.52 and S.D is 3.565 and 3.686 respectively. Further, value of 't' becomes 1.755. The obtained value of 't' is less than the table value is 1.96 at 0.05 level of confidence. It is clear that there is no significant difference between urban and rural secondary schoolstudents on family environment. Hence, hypothesis 4, "There exists no significant difference between urban and rural secondary school students on family environment" is accepted.

DiscussionParents and other influential family members or friends contribute significantly to the career opportunities of young adults (Arnett, 2004; Whiston and Keller, 2004). Siwach (2008) conducted a study, "Impact of the Home Environment on the Scholastic Achievement

of Children". The impact of the home environment was also reflected in the key educational achievement rates for girls in the upper, middle and lower natural groups. But the difference was not significant at the 0.05 significance level.

Table 5 Pearson co-efficient of correlation of family environment and career maturity of secondary school students.

Variable	N	R
Family Environment	200	0.166
Career Attitude		

*Significant at 0.05 level

Table 5 shows that the value of correlation between family environment and career maturity is 0.166 which is comparison to table value was found significant at 0.05 level (Critical value 0.138 at 0.05 level and 0.181 at 0.01 level, df = 198). Thus, the null hypothesis "There will be no significant relationship between career maturity and family environment among secondary school students" is rejected. The results indicate that there is significant relationship between family environment and career maturity of secondary school students.

Conclusions:

1. There exists no significant difference between male and female secondary school students on career maturity.
2. There exists no significant difference between male and female secondary school students on family environment.
3. There exists no significant difference between urban and rural secondary school students on career maturity
4. There exists no significant difference between urban and rural secondary school students on family environment.
5. There is significant relationship between family environment and career maturity of secondary school students.

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