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A comparative study of career maturity of boys and girls in higher secondary schools

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Abstract

The problem of career maturity is one of the important problems in developing country like India. It is necessary that one should choose his occupation according to his abilities and interest. But making appropriate career choice is not an easy task. At one end the adolescent is not prepared to tolerate any authority on the other hand he wants to be self-dependent and self-reliant. In the present study there is a comparative study of career maturity of boys and girls in higher secondary schools. For this study 200 students (100 Boys and 100 Girls) of Class XI and XII of Higher Secondary School in Bhandara City were selected by the lottery method of random sampling method. For data collection, Indian adaptation of Career Maturity Inventory (CMI) (Attitude Scale & Competence Test) developed by Dr. (Mrs.) Nirmala Gupta (1989) to assess the career maturity tools are used. The conclusions from the study are that there is no significant difference in the career attitude of boys and girls students in higher secondary school. There is no significant difference in the self-appraisal area of career competence of boys and girls students in higher secondary school. There is no significant difference in the occupational information area of career competence of boys and girls students in higher secondary school. There is no significant difference in the goal selection area of career competence of boys and girls students in higher secondary school. There is no significant difference in the planning area of career competence of boys and girls students in higher secondary school. There is no significant difference in the problems solving area of career competence of boys and girls students in higher secondary school. There is no significant difference in the total career competence of boys and girls students in higher secondary school. And there is no significant difference in the career maturity of boys and girls students in higher secondary school.

Keywords: Career maturity, career attitude, career competency

Introduction

An adolescent is a period, which starts at the age of 13 and goes up to the 18 years. Adolescence is a difficult period in a young person's life. Adolescent students of middle school age are coping with the challenges of cognitive, physiological, psychological, educational and career development. Career development is an ongoing process, and its challenges must be addressed. Most of the students during the high school, higher secondary, and college education have no definite career choices or goal.

The adolescents prefer only a few of the many careers about which they have some knowledge. This is known as their career preference. The problem of career maturity is one of the important problems for developing country like India. It is necessary that one chosen his occupation according to his abilities and interest. But making appropriate career choice is not an easy task. At one end the adolescent is not prepared to tolerate any authority on the other hand he wants to be self-dependent and self-reliant. He wants to select his own career to secure his due place in the society. The question below very well represents the characteristics of the adolescent's personality.

Self-support students have immediate need of choosing an appropriate subject for higher secondary level. These students during their school years help in understanding the need an importance of career planning. Sundarajare (1993) and Sodhi T.S. (1998) ^[7, 6] worked on the adolescent's career planning and vocation preference.

Most of the high-school pass students have only a shallow understanding, of how school relates work, had himself awareness of the knowledge and skills needed for work and little sense of how to develop them had little or no awareness of the type of work involved in the

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career aspiration and believed that school work needs to be career specific to be relevant.

Career development is a part of human development and thus it is a continuous process. The students at various stage of their education face this situation - High-School pass students are in conflict what subjects to take in their new class. Since, they do not have definite career maturity.

In some cases, a child have field of study that he is interested in, but the parents has a totally different goal for him. The child wants to be an artist, his parents want from him to go for medical and become a doctor. The child wants to pursue political science; his parents want from him to be an engineer, who has some tentative choice or alternative choices need assistance for career selection. These students have the immediate need for choosing an appropriate course for higher secondary level or select some specialized course for skilled training to enter the world of work. These students during their school years require help in understanding the importance of career attitude and career competence.

2. Review of Literature

Mathur, Gul and Sharma (2001) [3] studied "Career Maturity among adolescents". Objects of their study were decisiveness in career decision making, career planning ability and to find out the level of Career Maturity among boys and girls at intermediate level. The study method was conducted on a sample of 100, 12th grade students of both scores (50 boys and 50 girls) randomly selected from four English medium colleges of Agra city. A standardized questionnaire and Career Maturity Inventory (CMI) Indian adaptation by Gupta, Nirmala (1989) [2] was used as tool for the data collection. The conclusions were drawn that boys have a more favourable attitude towards career choice in comparison with girls. Career competency is better in case of boys than the girls and Career Maturity is on average level in most of the students.

Md. Mahmood Alam (2013) [4] conducted a study "Study of Gender Difference in Career Maturity of Rural and Urban Students in India" This study examined the gender difference in career maturity of rural and urban students. for the study sample of 320 Girls of them 160 urban (80 Muslim and 80 non-Muslim) and 160 rural (80 Muslim and 80 non-Muslim). Of 320 boys, 160 urban (80 Muslim and 80 non-Muslim) and 160 rural (80 Muslim and 80 non-Muslim) all total 640 students of 10th class selected from government high schools of Darbhanga City. For the data collection the tool was used Career Maturity Inventory by Crites. To study the gender difference between students boys & girls; rural & urban and Muslim & Non-Muslim on the measure of career maturity by using descriptive and inferential statistics, the analysis was performed. Hypotheses H1, H2, H3, H7 and H9 are fully accepted while hypotheses H4, H5, H6 and H8 are partially accepted were revealed by the findings of the study. The research needs to be complemented by examining differences in the between-group experiences that families from various social status and locale are able to provide for their children was suggested. It means what are the experiences and conditions that families from certain groups provide that allow their children's aspirations to be expanded into higher vocational and career attainment.

Sharma, Pooja and Ahuja, Abha (2016) [5] conducted a study "A study on career maturity of Indian adolescents with respect to their educational settings" The study assessed and compared with the career maturity of adolescents belongs to private and government schools. In this study total 200

students of 10th class, of them 100 students from private high schools and 100 from government high schools were randomly selected as the respondents from Haldwani block of Nainital districts. In this study for the data collection a self designed questioner and Career Maturity Inventory Indian adaptation by Dr. N. Gupta (1989) was used. To measure the statistical differences in career maturity of respondents across the two educational settings Z-test and Chi- test was used. In this study the conclusion was that there is a significant difference showed on every component of career maturity between government and private schools. Students from private school were significantly better on Attitude, Self-Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving and thus more careers mature than government school students. For significant difference in career maturity across different educational setting was observed across gender composition, type of family, number of siblings, and ordinal position factors was the reason behind it.

Gehlawat, Manju (2019) [1] conducted a study "A study of career maturity among adolescents in relation to certain demographic variables". The present study aimed at comparing career maturity of the adolescents in accordance to their gender, type of schools and academic stream. The independent variable comprised of gender, type of schools and academic stream and Career maturity was treated as the dependent variable. Normative survey method was used for this purpose of investigation. For this study Multi-Stage Random Sampling Technique was used to select the sample 120 students in the class XII studying in CBSE affiliated schools in Rohtak city. For the data collection Personal Data Sheet prepared by the investigator and Career Maturity Scale developed by Nirmala Gupta (2013) were used. For the statistical analysis Means, SD's and t-test were used. The conclusions from the study were drawn that there is significant differences were found between career maturity of adolescents studying in government and private schools. There is no significant differences were reported between the career maturity of male and female adolescents studying in government and private schools. There is significant differences were reported between the career maturity of adolescents belonging to arts and science group of government and private schools. In case of the comparison of the mean scores found that the adolescents of science stream of government & private schools were more mature about their career than the adolescents belonging to arts stream.

3. Methodology

In the present study, survey method has been applied.

3.1 Objectives of the Study

1. To study the difference in career attitude of boys and girls students in higher secondary school.
2. To study the difference in self-appraisal area of career competence of boys and girls students in higher secondary school.
3. To study the difference in occupational information area of career competence of boys and girls students in higher secondary school.
4. To study the difference in goal selection area of career competence of boys and girls students in higher secondary school.
5. To study the difference in planning area of career competence of boys and girls students in higher secondary school.

6. To study the difference in problem solving area of career competence of boys and girls students in higher secondary school.
7. To study the difference in total career competence of boys and girls students in higher secondary school.
8. To study the difference in career maturity of boys and girls students in higher secondary school.

3.2 Hypothesis of the Study

1. There is no significant difference in the career attitude of boys and girls students in higher secondary school.
2. There is no significant difference in the self-appraisal area of career competence of boys and girls students in higher secondary school.
3. There is no significant difference in the occupational information area of career competence of boys and girls students in higher secondary school.
4. There is no significant difference in the goal selection area of career competence of boys and girls students in higher secondary school.
5. There is no significant difference in the planning area of career competence of boys and girls students in higher secondary school.
6. There is no significant difference in the problem solving area of career competence of boys and girls students in higher secondary school.
7. There is no significant difference in the total career competence of boys and girls students in higher secondary school.
8. There is no significant difference in the career maturity of boys and girls students in higher secondary school.

3.3 Sample Selection Method

The present study consist 200 students (100 Boys and 100 Girls) of Class XI and XII of Higher Secondary School in Bhandara City. For this the Lottery Method of Random Sampling Method was used.

3.4 Data Collection Method

In the present study, Indian adaptation of Career Maturity Inventory (CMI) (Attitude Scale & Competence Test) developed by Dr. (Mrs.) Nirmala Gupta (1989) [2] to assess the career Maturity tools are used.

3.5 Statistical Techniques Used

In the present study, Means, S.D., SEM, SE of Difference and t-test were used to compare career maturity of boys and girls students in higher secondary school.

4. Results and Discussion

The objectives of the study are to compare career maturity of boys and girls students in higher secondary school. In the presented research, by using statistical techniques data is analyzed.

H1. There is no significant difference in the career attitude of boys and girls students in higher secondary school.

Table 1: Difference in the career attitude of boys and girls students in higher secondary school

Sr. No.	Particulars	No. of Students	Mean	SD	df	SE of Difference	't' Value	Significant level 0.05
1	Boys	100	34.78	6.57	198	0.944	0.3072	Not significant
2	Girls	100	34.49	6.78				

From the above table, mean of career attitude of boys is 34.78

and standard deviation is 6.57 and mean of career attitude of girls is 34.49 and standard deviation is 6.78. As on degree of freedom 198 and significant level 0.05, t- value is 0.3072 is less than table value 1.97. Thus, there is no significant difference in the career attitude of boys and girls students in higher secondary school.

Hence, (H1) There is no significant difference in the career attitude of boys and girls students in higher secondary school. This hypothesis is accepted.

H2. There is no significant difference in the self-appraisal area of career competence of boys and girls students in higher secondary school.

Table 2: Difference in the self-appraisal area of career competence of boys and girls students in higher secondary school

Sr. No.	Particulars	No. of Students	Mean	SD	df	SE of Difference	't' Value	Significant level 0.05
1	Boys	100	6.80	2.53	198	0.376	1.8595	Not significant
2	Girls	100	6.10	2.79				

From the above table, mean of self-appraisal area of competence of boys is 6.80 and standard deviation is 2.53 and mean of self-appraisal area of competence of girls is 6.10 and standard deviation is 2.79. As on degree of freedom 198 and significant level 0.05, t- value is 1.8595 is less than table value 1.97. Thus, there is no significant difference in the self-appraisal area of competence of boys and girls students in higher secondary school.

Hence, (H2) There is no significant difference in the self-appraisal area of competence of boys and girls students in higher secondary school. This hypothesis is accepted.

H3. There is no significant difference in the occupational information area of career competence of boys and girls students in higher secondary school.

Table 3: Difference in the occupational information area of career competence of boys and girls students in higher secondary school

Sr. No.	Particulars	No. of Students	Mean	SD	df	SE of Difference	't' Value	Significant level 0.05
1	Boys	100	5.83	3.08	198	0.445	0.5622	Not significant
2	Girls	100	6.08	3.21				

From the above table, mean of occupational information area of competence of boys is 5.83 and standard deviation is 3.08 and mean of occupational information area of competence of girls is 6.08 and standard deviation is 3.21. As on degree of freedom 198 and significant level 0.05, t- value is -0.5622 is less than table value 1.97. Thus, there is no significant difference in the occupational information area of competence of boys and girls students in higher secondary school.

Hence, (H3) There is no significant difference in the occupational information area of competence of boys and girls students in higher secondary school. This hypothesis is accepted.

H4. There is no significant difference in the goal selection area of career competence of boys and girls students in higher secondary school.

Table 4: Difference in the goal selection area of career competence of boys and girls students in higher secondary school

Sr. No.	Particulars	No. of Students	Mean	SD	df	SE of Difference	't' Value	Significant level 0.05
1	Boys	100	4.92	3.11	198	0.451	1.1540	Not significant
2	Girls	100	5.44	3.26				

From the above table, mean of goal selection area of competence of boys is 4.92 and standard deviation is 3.11 and mean of goal selection area of competence of girls is 5.44 and standard deviation is 3.26. As on degree of freedom 198 and significant level 0.05, t- value is -1.1540 is less than table value 1.97. Thus, there is no significant difference in the goal selection area of competence of boys and girls students in higher secondary school.

Hence, (H4) There is no significant difference in the goal selection area of competence of boys and girls students in higher secondary school. This hypothesis is accepted.

H5. There is no significant difference in the planning area of career competence of boys and girls students in higher secondary school.

Table 5: Difference in the planning area of career competence of boys and girls students in higher secondary school

Sr. No.	Particulars	No. of Students	Mean	SD	df	SE of Difference	't' Value	Significant level 0.05
1	Boys	100	4.06	3.12	198	0.432	0.3011	Not significant
2	Girls	100	4.19	2.99				

From the above table, mean of planning area of competence of boys is 4.06 and standard deviation is 3.12 and mean of planning area of competence of girls is 4.19 and standard deviation is 2.99. As on degree of freedom 198 and significant level 0.05, t- value is -0.3011 is less than table value 1.97. Thus, there is no significant difference in the planning area of competence of boys and girls students in higher secondary school.

Hence, (H5) There is no significant difference in the planning area of competence of boys and girls students in higher secondary school. This hypothesis is accepted.

H6. There is no significant difference in the problem solving area of career competence of boys and girls students in higher secondary school.

Table 6: Difference in the problem solving area of career competence of boys and girls students in higher secondary school

Sr. No.	Particulars	No. of Students	Mean	SD	df	SE of Difference	't' Value	Significant level 0.05
1	Boys	100	3.48	2.59	198	0.381	1.7606	Not significant
2	Girls	100	4.15	2.79				

From the above table, mean of problem solving area of competence of boys is 3.48 and standard deviation is 2.59 and mean of problem solving area of competence of girls is 4.15 and standard deviation is 2.79. As on degree of freedom 198 and significant level 0.05, t- value is -1.7606 is less than table value 1.97. Thus, there is no significant difference in the problem solving area of competence of boys and girls students in higher secondary school.

Hence, (H6) There is no significant difference in the problem solving area of competence of boys and girls students in higher secondary school. This hypothesis is accepted.

H7. There is no significant difference in the total career competence of boys and girls students in higher secondary school.

Table 7: Difference in the total career competence of boys and girls students in higher secondary school

Sr. No.	Particulars	No. of Students	Mean	SD	df	SE of Difference	't' Value	Significant level 0.05
1	Boys	100	25.26	9.86	198	1.357	0.5158	Not significant
2	Girls	100	25.96	9.33				

From the above table, mean of total career competence of boys is 25.26 and standard deviation is 9.86 and mean of total career competence of girls is 25.96 and standard deviation is 9.33. As on degree of freedom 198 and significant level 0.05, t- value is -0.5158 is less than table value 1.97. Thus, there is no significant difference in the total career competence of boys and girls students in higher secondary school.

Hence, (H7) There is no significant difference in the total career competence of boys and girls students in higher secondary school. This hypothesis is accepted.

H8. There is no significant difference in the career maturity of boys and girls students in higher secondary school.

Table 6: Difference in the career maturity of boys and girls students in higher secondary school

Sr. No.	Particulars	No. of Students	Mean	SD	df	SE of Difference	't' Value	Significant level 0.05
1	Boys	100	59.94	13.25	198	1.808	0.2821	Not significant
2	Girls	100	60.45	12.30				

From the above table, mean of career maturity of boys is 59.94 and standard deviation is 13.25 and mean of career maturity of girls is 60.45 and standard deviation is 12.30. As on degree of freedom 198 and significant level 0.05, t- value is -0.2821 is less than table value 1.97. Thus, there is no significant difference in the career maturity of boys and girls students in higher secondary school.

Hence, (H6) There is no significant difference in the career maturity of boys and girls students in higher secondary school. This hypothesis is accepted.

5. Conclusions

- There is no significant difference in the career attitude ($t < 0.05$) of boys and girls students in higher secondary school.
- There is no significant difference in the self-appraisal area of career competence ($t < 0.05$) of boys and girls students in higher secondary school.
- There is no significant difference in the occupational information area of career competence ($t < 0.05$) of boys and girls students in higher secondary school.
- There is no significant difference in the goal selection area of career competence ($t < 0.05$) of boys and girls students in higher secondary school.
- There is no significant difference in the planning area of career competence ($t < 0.05$) of boys and girls students in higher secondary school.
- There is no significant difference in the problem solving area of career competence ($t < 0.05$) of boys and girls students in higher secondary school.
- There is no significant difference in the total career competence ($t < 0.05$) of boys and girls students in higher secondary school.
- There is no significant difference in the career maturity ($t < 0.05$) of boys and girls students in higher secondary school.

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