



## ARE GENDER AND TYPE OF SCHOOL SIGNIFICANT FACTORS TO BE CAREER MATURE FOR ADOLESCENTS? A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE SCHOOLS

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### **Abstract**

*The Present research was undertaken to study gender differences among adolescents studying in government and private schools with regard to their attitude towards career and their competence in making career choice. 200 secondary school students were taken randomly from government and private schools of Chandigarh. An attempt was made to include equal number of boys and girls. Career Maturity Inventory (CMI) by John O' Crites (1989) was used to collect data. The results indicated partial significant differences in level of career maturity of Adolescents with regard to gender and type of school.*

**Keywords:** *Attitude towards Career, Competence, Adolescents, Secondary School.*

Career selection begins in adolescence, at a time when young adults are also trying to forge their own identities and mature into adulthood. Parents and school personnel are available to guide adolescents and to help them make wise choices as they mature, but some adolescents refuse to accept advice and guidance from others. Regardless of the adolescent's attitude toward accepting advice, the choice of a career is often fraught. In order to avoid the anxiety associated with making a career choice, adolescents may choose a career path without considering their interests and abilities. When an adolescent chooses a career path to avoid anxiety, the career path is often ill advised and may actually increase the adolescent's anxiety. Adults may also be reluctant to guide teenagers, teenagers may choose postsecondary education even if they are not prepared, and career indecision is viewed as acceptable. The ability to make a career decision is also affected by the lack of academic preparation, limited access to career experiences and career maturity.

According to Crites (1978), "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 component and competent choices and developing attitude towards career."

Spokane (1991) has defined that career maturity is based on the direct assistance given to an individual to promote more effective decision-making, intensive counseling to resolve career difficulties, enhancement of person's career development to make more effective career decision.

Lundberg (1997) defined career maturity is the readiness to make appropriate career decision.

Savickas (1999), "Career maturity is referred to an individual's readiness to make informed, age appropriate career decisions and to cope with career development tasks." Adam (2006) stated that, "Career maturity can be thought as the recognition and the development of future career opportunities."

Patton and Creed (2001) suggested that gender was also an important predictor, which is further evidence that young women are better informed in relation to career related knowledge. Solberg et.al. (2002) examined the inner-city adolescents' attribute to academic and vocational barriers (e.g., perceptions of racism, sexism, and classism) represent one mechanism through which environmental and contextual factors influence these adolescents, career beliefs, career decision-making and career outcome expectations.

On the basis of above related literature it can be concluded that there are differences in making choices of career with respect to culture and socio economic status as reported by some researchers, but on the other hand some researchers do not report any differences with regard to career maturity.

### **Objectives**

- To study and compare attitude of adolescent boys and girls towards career.
- To study and compare competences of adolescent boys and girls in making career choice.
- To study and compare attitude of adolescents studying in government and private schools towards career.
- To study and compare competence of adolescents studying in government and private schools in making career choice.



### Hypotheses

1. There is no significant difference in attitude of adolescent boys and girls towards career.
2. There is no significant difference in competence of adolescent boys and girls in making career choice.
3. There is no significant difference in attitude of adolescents studying in government and private schools towards career.
4. There is no significant difference in competence of adolescents studying in government and private schools in making career choice.

### Design of the Study

The purpose of the present study is to investigate the career maturity among adolescents. Descriptive method of research has been employed for the study.

### Statistical Techniques

The following techniques were employed to analyze the obtained data:

1. Mean and Standard Deviation of various sub-groups were computed to understand the nature of data.
2. t- test was used to test the hypotheses.
3. Graphic representations were made wherever necessary.

### Sample of the Study

A representative sample was taken randomly from population. The sample of 200, IX class students of government and private schools was included in this study.

### Tools

In the present study Career Maturity Inventory (CMI) by John O' Crites (1989) was employed to collect data.

### Analysis and Interpretation of Data

In order to interpret the data scientifically and to arrive at a conclusive result, the collected data have been treated statistically to present a meaningful picture and also to draw valid inferences and conclusions. The investigator intended to study the career maturity of government and private school students. For this purpose data was collected and analyzed.

**Hypothesis 1:** There is no significant difference in attitude of adolescent boys and girls towards career.

**Table 1: Mean Differentials in Attitude of Adolescent Boys and Girls towards Career**

Variable	Group	No. of students	Mean	Standard Deviation	t-value	Level of significance
Attitude towards Career	Boys	100	28.37	6.05	1.686	Not significant
	Girls	100	26.82	6.91		

### Discussion of Results

Table 1 shows that the mean scores of attitude of boys and girls were 28.37 and 26.37 respectively. The Standard Deviation scores of attitude boys and girls were 6.05 and 6.91 respectively. the calculated t-ratio was found to be 1.686 which is not significant. Hence, it is interpreted that there was no significant difference in attitude of boys and girls towards career. Thus hypothesis 1 "There is no significant difference in attitude of adolescent boys and girls towards career", has been verified.

**Hypothesis 2:** There is no significant difference in competence of adolescent boys and girls in making career choice.

**Table 2: Mean Differentials in Competence of Adolescent Boys and Girls in making Career Choice**

Areas of competence	Mean (Boys)	Mean (Girls)	SD (Boys)	SD (Girls)	t-value	Level of Significance
Self Appraisal	7.73	8.00	2.28	2.33	0.827	N.S
Occupational Information	7.13	6.95	3.58	1.70	0.454	N.S
Goal Selection	8.16	6.75	7.01	1.59	1.94	N.S
Planning	7.32	7.07	1.52	1.49	1.17	N.S
Problem solving	7.11	7.10	1.64	1.48	0.045	N.S
Competence(Total)	37.45	35.87	16.03	8.59	2.148	0.05



### Discussion of Results

There are five different dimensions of competence i.e. information, goal selection, planning, problem solving.

- **Self Appraisal:** The mean scores of boys and girls were 7.73 and 8.00 respectively. Standard Deviation of scores of boys and girls were 2.28 and 2.33 respectively. The calculated t-value was found to be 0.827, which is not significant. This shows that there is no significant difference in the mean scores of boys and girls with regard to self appraisal dimension of competence.
- **Occupational Information:** The mean scores of boys and girls were 7.13 and 6.95 respectively. Standard Deviation of scores of boys and girls were 3.58 and 1.70 respectively. The calculated t-value was 0.454, which is not significant. This shows that there is no significant difference in the mean scores of boys and girls with regard to occupational information dimension of competence.
- **Goal Selection:** The mean scores of boys and girls were 8.16 and 6.75 respectively. Standard Deviation of scores of boys and girls were 7.01 and 1.59 respectively. The calculated t-value was 1.94, which is not significant. This shows that there is no significant difference in the mean scores of boys and girls with regard to goal selection dimension of competence.
- **Planning:** The mean scores of boys and girls were 7.32 and 7.07 respectively. Standard Deviation of score of boys and girls were 1.52 and 1.49 respectively. The calculated t-value was 1.17, which is not significant. This shows that there is no significant difference in the mean scores of boys and girls with regard to planning dimension of competence.
- **Problem Solving:** The mean scores of boys and girls were 7.11 and 7.10 respectively. Standard Deviation of scores of boys and girls were 1.64 and 1.48 respectively. The calculated t-value was 0.045, which is not significant. This shows that there is no significant difference in the mean scores of boys and girls with regard to problem solving dimension of competence.
- **Total (competence):** The mean scores of total competence boys and girls were 37.45 and 35.87 respectively. Standard Deviation of scores were 16.03 and 8.59 respectively. The calculated t-value was 2.148, which is significant. Because there exists no significant difference in all the dimensions of competence but there are difference in the mean scores of boys and girls in total competence. Hence hypothesis 2 “There is no significant difference in competence of adolescent boys and girls in making career choice”, has been partially accepted.

**Hypothesis 3:** There is no significant difference in attitude of adolescents studying in government and private schools towards career.

**Table 3: Mean Differentials in Attitude of Adolescents studying in Government and Private Schools**

Variable	Group	No. of students	Mean	Standard Deviation	t-value	Level of significance
Attitude towards Career	Government	100	28.5	6.34	2.287	0.05
	Private	100	26.55	6.57		

### Discussion of Results

Table 3 shows that the mean scores of attitude of adolescents studying in government and private schools were 28.5 and 26.55 respectively. The Standard Deviation of scores of attitude was 6.34 and 6.57 respectively. To test the difference between the two, t-ratio was calculated, which was found to be 2.287 which is significant. Hence, it is interpreted that there was significant difference in attitude of adolescents studying in government and private schools towards career. Hence hypothesis 3 “There is no significant difference in attitude of adolescents studying in government and private schools towards career”, has been rejected.

**Hypothesis 4:** There is no significant difference in competence of adolescent studying in government and private schools in making career choice.

**Table 4: Mean Differentials in Competence of Adolescents studying in Government and Private Schools**

Areas of competence	Mean (Govt)	Mean (Private)	SD (Govt)	SD (Private)	t-value	Level of Significance
Self Appraisal	28.64	7.72	2.32	2.29	0.88	N.S
Occupational Information	8.01	6.42	3.45	1.73	3.2	0.01
Goal Selection	7.64	7.28	7.09	1.5	0.49	N.S
Planning	7.11	7.28	1.63	1.37	0.79	N.S
Problem solving	7.35	6.86	1.56	1.53	2.23	0.05
Competence(Total)	37.77	35.49	9.02	4.66	2.244	0.05



## Discussion of Results

There are five different dimensions of competence i.e. self appraisal, occupational information, goal selection, planning, problem solving.

- **Self Appraisal:** The mean scores of government and private schools were 28.64 and 7.72 respectively. Standard Deviation of scores were 2.32 and 2.29 respectively. The calculated t value was 0.88 which is not significant. This shows that there is no significant difference in the mean scores of adolescents studying in government and private schools with regard to self appraisal dimension of competence.
- **Occupational Information:** The mean scores of adolescents studying in government and private schools were 8.01 and 6.42 respectively. Standard Deviation of scores were 3.45 and 1.73 respectively. The calculated t was found to be 3.2, which is significant. This shows that there is significant difference in the mean scores studying in government and private schools with regard to occupational information dimension of competence.
- **Goal Selection:** The mean scores of adolescents studying in government and private schools were 7.64 and 7.28 respectively. Standard Deviation of scores were 7.09 and 1.5 respectively. The calculated t-value was found to be 0.49, which is not significant. This shows that there is no significant difference in the mean scores of adolescents studying in government and private schools with regard to goal selection dimension of competence.
- **Planning:** The mean scores of adolescents studying in government and private schools were 7.11 and 7.28 respectively. Standard Deviation of scores were 1.63 and 1.37 respectively. The calculated t-value was found to be 0.79, which is not significant. This shows that there is no significant difference in the mean scores of adolescents studying in government and private schools with regard to planning dimension of competence.
- **Problem Solving:** The mean scores of adolescents studying in government and private schools were 7.35 and 6.86 respectively. Standard Deviation of scores were 1.56 and 1.53 respectively. The calculated t-value was found to be 2.23, which is not significant. This shows that there is significant difference in the mean scores of adolescents studying in government and private schools with regard to problem solving dimension of competence.
- **Total (competence):** Table 4 shows that for total competence, the mean scores of adolescents studying in government and private schools were 37.77 and 35.49 respectively. Standard Deviation of scores were 9.02 and 4.66. The calculated t-value was 2.244, which is significant. Because there exists significant difference in occupational information and problem solving dimensions of competence but no significant difference in self appraisal, goal selection, planning dimensions of competence were found in the mean scores of adolescents studying in government and private schools. Hence hypothesis 4 “There is no significant difference in competence of adolescents studying in government and private schools in making career choice”, has been partially accepted.

## Conclusions

From the above results we can conclude that there are partial significant differences in the level of career maturity of adolescents on the basis of gender and type of school, this study will help to understand students' career choices in a better way and accordingly students can be encouraged to follow a vocation which is appropriate for them on the basis of level of career maturity.

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