

**A STUDY ON CAREER MATURITY LEVEL OF HIGHER
SECONDARY STUDENTS OF RANGIA BLOCK OF KAMRUP
DISTRICT, ASSAM**

Sangeeta Kalita

M.Phil. Scholar

Department of Education

Mahapurusha Srimanta Shankaradeva Viswavidyalaya, Nagaon

PIN- 782001

Abstract: *The main aim of this study is to find out the difference of career maturity in terms of gender i.e. male and female higher secondary students, and in terms of geographical condition i.e. urban and rural higher secondary students. This career maturity includes the career attitude and career competency of students to make realistic career decision. In this present study, Descriptive Survey method was used and this study was conducted on a sample of 200 higher secondary students including 113 males and 87 females of Rangia Block of Kamrup District, Assam. For collecting valuable data, Career Maturity Inventory by Nirmala Gupta was used. For analysing the data, z test was used to find out the differences between male and female, and between urban and rural higher secondary students. It was found that there exists significant difference in case of Career Choice Attitude and Career Competency between male and female higher secondary students. Again it was found that significant difference was not found between urban and rural higher secondary students with respect to Career Choice Attitude and all five dimensions Career Competencies.*

Key Words: *Career Maturity, Higher Secondary Students.*

I Introduction

Background of the Study

Education is the first and foremost right of individuals as it is the fundamental right of every human being. It is the most powerful instrument for social, intellectual, moral and aesthetic development of every individual. It helps us face and deal with certain problems easily. It develops the ability of students to think abstractly and hypothetically. The development in the field of education indicates the development of the country. The World Bank Study opines that education is the corner stone of economic growth and social development and principle means of improving the welfare of individuals. (Sivakumar B, Shridhar N, 2016). Among multiple aims of education, the one most important aim of education is to make an individual understand himself/herself and be able to decide any one vocation or profession or career of their own. Greater the maturity, greater is the probability that the individual is able to make sincere, wise and satisfactory decisions with regard to career choices. This enables the individuals to cope with the developmental tasks at different stages of vocational development (Kaur, P. 2012). Career decision making is that developmental process which takes many years to reach the proper and ultimate decision. Well-organised guidance services are needed in every school for developing the good study attitude and study habits of the students.

Concept of Career Maturity

Career maturity has its origin in 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 (Katoch S. K., 2017). Taking career decision whether educational or vocational is usually dependent on the knowledge of themselves and of world of work, their ability to make decisions, and a positive attitude and competency towards making wise career decisions. It is developmental in nature. It indicates one's ability to cope with vocational and developmental tasks successfully. Career maturity is conceptualised as an individual's readiness to make well-informed, age appropriate career decisions, to shape one's career carefully in the face of existing social

opportunities and constraints (Banvariya, M., 2018). Career maturity is thus the degree which one has reached in cognitive, emotional and other psychological factors whereby one acquires the capacity of making realistic and mature career choice (Kumar, S., 2015). Career maturity includes the career attitude and career competency to choose a particular job.

Career maturity of the students ensures that students are concerned about their career goals, they are curious and ready to consult other people in getting different information about the world of work, about how they can enter in different occupations, and also about how they can prepare for different occupations. Career adjustment is the sign of maturity. A person's earning is somewhat directly proportional to the nation's and the society's economic development. This contribution is reasonably related to the abilities of the individual and the needs of the social group. This result brings the person or the home unit to economic independence and offers other satisfaction also (Dhull K., 2018).

Higher Secondary Education in India

Education in India follows a uniform structure which is known as 10+2+3 system. The very first stage of '10' is known as the primary education. The second stage '2' is known as Higher Secondary stage and the third stage '3' is known as degree level education. Broadly, there are four stages of School Education in India namely Primary Education, Upper Primary Education, Secondary and Higher Secondary. Overall schooling system lasts 12 years by following the pattern 10+2. Considerable differences are there in the organisation and patterns within these 12 years of schooling. Secondary Education Covers 2 phases: One is Lower Secondary Education and the other is Upper Secondary or Higher Secondary Education. Lower Secondary Education includes the classes of 9 and 10, and Upper Secondary Education includes the 11 and 12th classes. At Higher Secondary stage, diversification of academic and vocational stream occurs and students have freedom to choose their preferred stream and subjects according to their interests. Once a decision is taken, it is difficult to alter it (Sandhu, S., 2015). There are three academic streams in higher secondary stage in India i.e. Science, Arts and Commerce. This stage may be the end of formal education for some students which leads to the world of work. And for some other students, it would be a bridge to the tertiary stage of education i.e. academic or

professional courses.

Rationale of the Study:

Students experience the stresses and strains of living in the present world (Banvariya, M., 2018). One of the crucial decisions a young adolescent must make is the selection of an occupation. Today's society is fast changing and very complex to live and adjust in. Because of this fast changing society, difficulties and complexities come to the students in making decision about their career. To make right decisions at the right time is the need of the day. This study will help us know the maturity level of higher secondary students towards career which includes the career attitude and career competency, how they are planning and preparing for their future career according to their interests, needs and environment, to know their awareness about different types of occupations available in the world of work, their knowledge and information regarding different occupations and the required preparation in different careers, how they meet goals and take decision in choosing a career. This study may provide the students right direction to remove the confusion and difficulties which they face in choosing a career for themselves for the betterment of their lives. It may also be helpful to the teachers and parents to understand their students and children, their abilities, interests, attitude etc. and can prepare the children according to their inner potentialities. They can feel the importance of career counselling in students' life. Here the researcher is trying to study the level of career maturity of Higher Secondary students of Rangia Block of Kamrup District, Assam.

Statement of the Problem

The present research problem has been formulated under the title **“A Study on Career Maturity Level of Higher Secondary Students of Rangia Block of Kamrup District, Assam.”**

Operational definition of the Terms

Career Maturity

Career maturity is defined as the degree to which an individual is prepared to make good and right educational or vocational decisions. . In this study, the researcher has studied career maturity which includes career attitude and five dimensions of career competencies like Self-appraisal, Occupational information, Goal selection, Planning

and Problem solving ability of higher secondary students of Rangia Block of Kamrup District, Assam.

Higher Secondary Stage

Higher Secondary stage is of 2 years. It is a stage of education which includes 11th-12th classes. At this stage, the students have the freedom to take any one of the streams - Arts, Science and Commerce according to their own choice. In this present study, the researcher has taken 12th standard Higher Secondary students of Rangia Block of Kamrup District, Assam.

Rangia Block

In this study, the researcher has selected the Rangia Block as geographical study area. Rangia is a town and a municipal board. It is located at 26.47⁰ N and 91.63⁰ E. It is a block positioned in the Kamrup District in Assam. It is situated in urban part of Assam and it is one of the 14 blocks of Kamrup District, Assam.

Kamrup District

Kamrup District is an administrative district in the state of Assam in India formed by bifurcating old Kamrup District into two in the year 2003; one is Kamrup District (R) and the other is Kamrup Metropolitan District. In this study, Kamrup District Rural (2019) has been taken by the researcher.

Assam

Assam is one among 8 North-Eastern states of India. It is located on the north-eastern front of the country. It is located south of the eastern Himalayas and comprises of Brahmaputra River and Barak River Valleys. The capital of Assam is Dispur.

Objectives of the Study

1. To find out the difference of career maturity in terms of gender i.e. male and female higher secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to: Career Choice Attitude, Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving.
2. To find out the difference of career maturity with respect to geographical conditions (Urban and Rural Area) of higher secondary students of Govt. Schools of Rangia Block of Kamrup district, Assam with respect to: Career Choice Attitude, Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving.

Hypotheses of the Study

The present study has following hypotheses:

1. With respect to Objective 2:

There exists no significant difference of career maturity in terms of gender i.e. male and female higher secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to:

- i. Career Choice Attitude
- ii. Self-Appraisal
- iii. Occupational Information
- iv. Goal Selection
- v. Planning
- vi. Problem Solving

2. With respect to Objective 3:

There exists no significant difference of career maturity with respect to geographical condition (Rural and Urban) of higher secondary students of Govt.

Schools of Rangia Block of Kamrup district, Assam with respect to:

- i) Career Choice Attitude
- ii) Self-Appraisal
- iii) Occupational Information
- iv) Goal Selection
- v) Planning
- vi) Problem Solving

Delimitations of the Study

- i. The study is confined to the Higher Secondary students of Govt. Higher Secondary schools only.
- ii. This study is delimited only to the 12th standard students only.
- iii. This study is delimited to the Career Choice Attitude and five dimensions of career competency i.e. Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving.

II REVIEW OF RELATED LITERATURE

For the present study, the investigator has reviewed a number of literatures in order to get the idea related to the present study.

Alam, M. (2013) studied the gender difference in career maturity of rural and urban students in India and found that girl students have more career insights and awareness than boys, as a result girls explore more future career path than boys. And urban students also have more experience about their career path and developed career maturity than the rural students.

Chand, S. S. (2014) conducted a study on the career maturity and career decision making self-efficacy of students of both male and female of university level, and found that both male and female students had lower career maturity which includes concern, curiosity, confidence and consultation. But when situation comes to make career decisions their self-efficacy and confidence level was high.

Dhull K. (2018) conducted a study on the career maturity among adolescents in relation to their gender and type of schools. The findings of his study was that there is significant difference between boys and girls regarding career choice, and girls students were more mature than boys in case of choosing career. They were more aware about their career than boys.

Kumar, M. (2007) studied vocational maturity of senior secondary students and found that female students had more vocational maturity than of the male students.

Lal, K. (2013) conducted a study on career maturity of adolescent male and female students of senior secondary level in relation to the level of aspirations, and found that female adolescents had high level of career maturity whereas male students had average and low level of career maturity. But more male adolescent students had high vocational understanding and vocational aspirations in comparison to the female adolescent students.

Meera, K. P. and Jumana, K. M. (2015) studied career attitude and career competence of Higher Secondary students and found significant relationship between the career attitude and career competence. No difference was found between rural and urban students in career attitude and career competence.

Sivakumar, B. & Sridhar, N. (2016) conducted a study on career maturity of Class XI students in relation to their different demographic variables such as male/female, rural/urban. It was found that the level of career maturity of these students was below

average. And it was also found that no significant difference in case of career maturity between these different demographic variables exists.

Tekke, M. and Ghani, M. F. A. (2013) studies career maturity of university level students and found significant difference between male and female students towards career. Female students were found to be more mature in comparison to the male towards the career because female students had more knowledge and information about different career they would like to be in than male students.

III RESEARCH METHODOLOGY

Nature of Research

For the present study, Descriptive Survey Method was used by the researcher to investigate and collect data in order to find out the career maturity level of Higher Secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam.

Types of Variables

Independent Variable: in the present study, the independent variables are:

- i. Gender difference (Male and Female Higher Secondary Students)
- ii. Geographical Condition (Urban and Rural Higher Secondary Students)

Dependent Variable: In the present study, the dependent variable is Level of Career Maturity.

Population of the Study

In the present study, the investigator selected all the class 12 Higher Secondary

students of Rangia Block of Kamrup District, Assam. The total population was 950 in the session of 2018-19 in the 9 Higher Secondary schools of Rangia Block of Kamrup District, Assam.

Sample of the Study:

In the present study, the sample had been selected by using Simple Random Sampling Technique. For the present study, 200 students studying in class 12 of Higher Secondary section of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam were selected as sample Out of 200 students, 113 boys and 87 girls were selected.

Tools and Techniques for Data Collection

In the present study, the investigator had used the ‘Career Maturity Inventory’ by Nirmala Gupta (2018). It has been constructed to measure the maturity of attitudes and competencies that are critical in realistic career decision. It provides two types of measures: Attitude Scale and Competency Test. Competency Test has 5 Dimensions:

Self Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving.

Sources of Data Collection

1. **Primary Data:** These consisted of the first hand data which were collected by the researcher herself by visiting the different Government Higher Schools of Rangia Block of Kamrup District, Assam.
2. **Secondary Sources:** This consisted of the journals, theses, encyclopaedias etc. studied by the researcher for the present study.

Sampling Technique

For the present study, the investigator had used ‘Simple Random Sampling Technique’ to collect data from the sample selected from the population.

Procedure of Data Collection

The investigator had personally visited the Higher Secondary schools of Rangia Block in order to validate the data. First, the investigator met the authorities/heads of the schools from where the data was to be collected. After agreement with the school authorities, she met the students of class 12. The questionnaires were distributed for a limited time and students were asked to fill it under the supervision of the investigator. After the completion of questionnaires, they were collected from the students and thanked for their cooperation.

Statistical Technique Used

In the present study Z test was to be calculated for both Objective1 and Objective Graphical representations were prepared according to the nature of data. The collected raw scores were entered in M. S. Excel spreadsheets and analysed to draw inferences.

IV. ANALYSIS AND INTERPRETATION OF DATA

Objective-wise Analysis

Objective-wise analysis of data is presented below:

Objective 1

To find out the difference of career maturity in terms of gender i.e. male and female Higher Secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to: Career Attitude, and Career Competencies i.e. CCA, SA, OI, GS, PL, PS.

Table 4.1.1

Difference of Career Maturity in terms of Gender i.e. Male and Female Higher Secondary Students of Govt. Higher Secondary Schools of Rangia Block of

**Kamrup District, Assam with respect to: Career Attitude, and Career
Competencies i.e. CCA, SA, OI, GS, PL, PS**

Components	Number of Sample	Gender	Mean	S.D.	Z Value	Critical Z value	Remarks
Career Choice Attitude	113	Male	25.82	4.32	4.04	1.96	S
	87	Female	28.29	4.24			
Self- Appraisal	113	Male	5.20	1.32	1.64	1.96	NS
	87	Female	5.32	1.51			
Occupational Information	113	Male	6.11	1.90	4.84	1.96	S
	87	Female	7.37	1.77			
Goal Selection	113	Male	5.59	2.06	4.54	1.96	S
	87	Female	6.97	2.16			
Planning	113	Male	4.71	2.17	-0.71	1.96	NS
	87	Female	4.49	2.05			
Problem Solving	113	Male	4.19	1.16	0.31	1.96	NS
	87	Female	4.27	1.44			

Source: i. Author's Calculation Based on Data

ii. <https://www.solver.com/z-test-two-sample-means>

Note: S indicates Significant

NS indicates Not Significant

In CCA, OI and GS, Z values are 4.04, 4.84 and 4.54 respectively which are more than the table value of 1.96 at 0.05 level of confidence interval. Hence the null hypothesis that "There is no significant difference of career maturity between male and female Higher Secondary Students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to Career Choice Attitude, occupational

Information and Goal Selection” was rejected and thus Z values are found to be significant at this 0.05 level of significance. So, there is a significant difference of male and female Higher Secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to Career Choice Attitude, Occupational Information and Goal Selection.

In SA, PI and PS, the Z values are 1.64, -0.71 and 0.31 which are less than the table value of 1.96 at 0.05 level of confidence interval. Hence the null hypothesis that “There is no significant difference of career maturity between male and female Higher Secondary Students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to Self-Appraisal, Planning and Problem Solving” was failed to be rejected (i.e. accepted) and thus Z values are found to be insignificant at this 0.05 level of significance. So, there is no significant difference of male and female Higher Secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to Self-Appraisal, Planning and Problem Solving.

Objective 2

To find out the difference of career maturity in terms of geographical condition i.e. Urban and Rural Higher Secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to: career attitude, and career competencies i.e. CCA, SA, OI, GS, PL, PS.

Table 4.1.2

Difference of career maturity in terms of geographical condition i.e. Urban and Rural Higher Secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to: Career Attitude, and Career Competencies i.e. SA, OI, GS, PL, PS

Components	No. of Sample	Geographical Condition	Mean	S.D	Z Value	Critical Z Value	Remarks
Career	108	Rural	27.03	4.48	0.46	1.96	NS

Choice Attitude	92	Urban	26.74	4.43			
Self Appraisal	108	Rural	5.19	1.34	-0.66	1.96	NS
	92	Urban	5.33	1.47			
Occupational Information	108	Rural	6.67	2.03	0.09	1.96	NS
	92	Urban	6.64	1.85			
Goal Selection	108	Rural	6.01	2.24	-1.26	1.96	NS
	92	Urban	6.40	2.16			
Planning	108	Rural	4.70	2.28	0.65	1.96	NS
	92	Urban	4.51	1.92			
Problem Solving	108	Rural	4.18	1.25	-0.52	1.96	NS
	92	Urban	4.27	1.34			

Source: i. Author's Calculation Based on Data

ii. <https://www.solver.com/z-test-two-sample-means>

Note: NS indicates Not Significant

It was observed from the table 4.1.4 that in every component of career maturity i.e. CCA, SA, OI, GS, PL and PS, the Z scores were 0.46, -0.66, 0.09, -1.26, 0.65, -0.52 respectively which are less than the table value of 1.96 at 0.05 level of confidence interval. Hence the null hypothesis that "There is no significant difference of career maturity between Urban and Rural Higher Secondary Students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to CCA, SA, OI, GS, PL and PS." was accepted and thus all Z values were found to be not significant at this 0.05 level of significance. So, there is no significant difference of Urban and Rural Higher Secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to CCA, SA, OI, GS, PL and PS.

V. Findings

1. It was found that there lies significant difference in career maturity between Male and Female Higher Secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to Career Choice Attitude, Occupational Information and Goal Selection.
2. There lies no significant difference in career maturity between Male and Female Higher Secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to Self-Appraisal, Planning and Problem Solving.
3. It was found that there lies no significant difference in career maturity between Urban and Rural Higher Secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to Career Choice Attitude.
4. There also lies no significant difference in career maturity between Urban and Rural Higher Secondary students of Govt. Higher Secondary Schools of Rangia Block of Kamrup District, Assam with respect to five dimensions of Career Competency: Self-Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving.

VI Conclusion

The results of the present study were not quite satisfactory. The present study also concluded that there lies significant difference in career maturity between Male and Female Higher Secondary students with respect to Career Choice Attitude, Occupational Information and Goal Selection. In Self-Appraisal, Planning and Problem Solving, there lies no significant difference in career maturity between Male and Female Higher Secondary students of Govt. Higher Secondary schools of Rangia Block of Kamrup District, Assam. It was concluded that there lies no significant difference in career maturity between Urban and Rural Higher Secondary students with respect to Career Choice Attitude, Self-Appraisal, Occupational Information,

Goal selection, Planning and Problem Solving.

VII Educational Implications

This study will help the teachers, students, authorities and parents to know the Career Choice Attitude and different dimensions of Career Competencies like Self-Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving of students, and can make efforts for developing proper understanding of themselves and their students in all these criteria of career maturity.

1. This study will create awareness among the students about their problems related to their career development, the factors whether personal or academic, which can lead them to be more adjustable in their life.
2. This study will help the students to know about different occupations, and to prepare for them according to their needs, interests, attitude, environment etc. It will also provide the right direction to remove the confusion in choosing the career for themselves.
3. This study will help the teachers, and students themselves to know the cognitive level of the students which is a very necessary aspect in opting for a career.
4. This study will help the teachers to know the difference that exists between Male and Female, and Urban and Rural Higher Secondary students, and can accordingly guide the students to enhance their future progress.
5. This study will provide courage to the other researchers to think in the direction of the problem and to undertake further research in this field.

References:

1. Alam, M. (2013). Study of Gender Difference in Career maturity of Rural and Urban Students in India. *Global Journal of Scientific Researches*. 1(1). 19-25. Retrieved from <https://gisr.blue-ap.org> on 30th January, 2019.
2. Banvariya, M. (2018). A Study on Career Maturity and its Impact on Stress and Adjustment among Undergraduates. Jiwaj University. Retrieved from <https://shodhganga.inflibnet.ac.in/handle/10603/248416> on 11th September, 2018.
3. Chand, S. S. (2014). Factors Affecting Career Maturity and Career Decision Making

Self-Efficacy of Bachelor of Arts Students. University of the South Pacific. Retrieved from <https://digilib.library.usp.ac.fj>doc-pdf> on 02nd December, 2018.

4. Dhull, K. (2018). A Study of Career Maturity among Adolescents in relation to Their Gender and Types of Schools. *International Conference on Research Developments in Arts, Social Science, & Humanities*. Retrieved from <https://www.conferenceworld.in> on 20th December, 2018.

5. Katoch, S. K. (2017). Career Maturity Among Senior Secondary School Students. *Scholarly Research Journal for Humanity Science & English Language*. 4(24). Retrieved from <https://doi.org/10.21922/srjhsel.v4i24.10318> 07th December, 2018.

6. Kaur, P. (2012). Career Maturity Among Adolescents in Relation to Their School Climate. *International Journal of Research in Education Methodology*. 1(1). Retrieved from <https://cirworld.com>pdf> on 17th December, 2018.

7. Kumar, M. (2015). Study of Vocational Maturity in Relation to Level of Aspiration Scholastic Achievement and Parental Support among Senior Secondary Students. Maharshi Dayanand University. Retrieved from <https://shodhganga.inflibnet.ac.in/handle/10603/207482> on 19th December, 2018.

8. Kumar, S. (2015). A Study of Career Maturity in relation to Family Environment, Study Habits and Academic Achievement among Senior Secondary Students. Maharshi Dayanand University. Retrieved from <https://shodhganga.inflibnet.ac.in/handle/10603/37314> on 10th January, 2019.

9. Lal, K. (2013). Career Maturity in Relation to Level of aspiration in Adolescents. *American International Journal of Research in Humanities, Arts and social Science: USA*.

10. Meera, K. P. &Jumana, M. K. (2013). Career Attitude and Career Competency of Higher Secondary School Students. *IOSR Journal of Humanities and Social Science(IOSR-JHSS)*. 20(8).Ver. IV. 78-82. Retrieved from [www. 108rjournals.org](http://www.108rjournals.org) on 9th January, 2019.

11. Sandhu, S. (2015). Career Maturity in relation to Interests, Academic Achievement and Socio Academic Status of Secondary School Students. Punjabi University.
12. Retrieved from <https://shodhganga.inflibnet.ac.in/handle/10603/45968> on 12th October, 2018.
13. Sivakumar, B. &Sridhar, N. (2016). A Study on Career Maturity of XI Standard Students. *The International Journal of Indian Psychology*. 3(2). Retrieved from <https://pdfs.semanticscholar.org/ec43589cc1b4084d1f78b3cdd5f1117ca6e6.pdf> on 12th December, 2018.