

Career Maturity of High and Low Achiever Higher Secondary School students: A Study

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Abstract:

Career maturity refers to the attitude and competence about different careers along with one's own talent or quality to fit for different occupations. Out of different influencing factors of career maturity, academic performance has a great importance that a student with good academic performance always shows a strong motivation towards appropriate career decision-making. The study aimed at finding out the difference in career maturity of high achievers and low achiever students of higher secondary schools. The study has been conducted on 210 students of 6 H.S schools from three blocks of Darrang District, Assam under AHSEC by using descriptive survey method. After calculating quartile deviation of 210 students, the investigator has found 100 H.S students as high achievers and 53 H.S students are low achievers. Indian adaptation of Career Maturity Inventory (CMI) (originally prepared by John. O' Crites) by Dr. Nirmala Gupta was adopted by the researcher according to the local needs and requirements of time to collect the data. For data analysis percentage, mean, standard deviation and t test are used. The study revealed a significant difference in career maturity of high achiever and low achiever students of higher secondary schools.

Key word: Career Maturity, High achievers, Low achievers, Higher secondary schools.

INTRODUCTION:

Productivity is closely associated with individual's personal gratification and their psychological well-beings. The selection of an appropriate career according to one's own interest, need, capabilities and potentialities attributes a lot towards productivity and personal satisfaction of an individual. Appropriate career decision-making can be termed as a good sign of career maturity. So, career maturity can be defined as the individual's ability to make appropriate career choice, considering his readiness, attitude and competency which help him to cope effectively with the career developmental tasks required for the particular career. Higher secondary stage of education is very crucial to make realistic and consistent decisions regarding one's course of study and career respectively as in this stage the choice and interests of the students are normally diverse in nature and on the other hand the future career of the students depends upon the subjects and courses selected at this level according to their interest and choice. So, major emphasis is given on making students capable to choose an appropriate career from their secondary stage of education. Many studies proved that academic achievement of the students plays an important role in their career decision-making process. It is a well-established fact that students who have better academic performance tend to be more vocationally mature than the students of low academic performance.(Cosby,1974: Parlikar,1973). Academic Achievement is synonymous to Academic performance. Academic achievement refers to the accomplishment of success in one's course of study. High academic achievement in school develops self-esteem and self-confidence in the students which motivates the students towards high career aspiration. In turn a student with high career aspiration develops positive attitude and competencies towards career decision-making process which ensures the career maturity of the student.

Concept of Career Maturity:

Career maturity refers to the ability to choose a right career at the right time as well as it also indicates the individual's awareness towards different occupational information and problems associated with appropriate career decision-making process. The selection of a right career according to one's interest, aptitude, capabilities and potentialities is the hall-mark of career maturity. Career maturity helps an individual to make proper career adjustment and contribute towards constant career progression throughout the life. The concept of career maturity was defined as the place reached on the continuums of vocational development from exploration to decline (Super 1955). According to Crites (1978), "Career maturity has been considered deep over the past three decades and is an important contrive in career development theory." (Seema, Rani, 2016)

Need and Significance of the study:

Career maturity of a student is influenced by different factors. Among these factors academic achievement of a student has a great impact on his/her career decision-making process. The high achiever students in academic performance generally tends to be more career concerned and they show a strong motivation towards selection of a career of their interests and aptitude. Higher achievement in academic subjects is of great significance as it clears the way for the students to go for better options of higher education and higher level of jobs. Previous studies proved the connection between academic achievement and career decision-making (Altschul, Oyserman, & Bybee, 2006; Austin, 2010; Kerpelman, Schoffner, & Ross-Griffin, 2002). It is seen that students who actually shows high academic achievement are the ones who are more realistic in their expectations, which indirectly causes to be more career mature. Many studies have been done on career maturity in relation to different factors but a few studies have been done to find out the career maturity in relation to academic

achievement especially delimiting only high achiever and low achiever students of secondary schools. So, it is essential to know the career maturity of high achiever and low achiever students of higher secondary schools and also to find out the difference in career maturity between high achiever and low achiever students.

Statement of the problem:

On the basis of the need and significance of the present study, it is decided to study on

CAREER MATURITY OF HIGH AND LOW ACHIEVER HIGHER SECONDARY SCHOOL STUDENTS: A STUDY.

Objectives of the Study:

The main objectives of the present study are

1. To find out the career maturity of high achiever students of higher secondary schools.
2. To find out the career maturity of low achiever students of higher secondary schools.
3. To find out the difference in career maturity of high achiever and low achiever students of higher secondary schools.

Hypothesis of the study:

H1 Career Maturity of high achiever students is high.

H2 Career maturity of low achiever students is low.

Ho1 There exists no significant difference in career maturity of high achiever and low achiever students of higher secondary schools.

Operational Definitions of the terms used:

Career Maturity: In the present study career maturity refers to the ability of higher secondary students to make appropriate decisions about a right career or occupation according to their own interest, abilities, potentialities, needs and level of aspirations.

High Achievers: In the present study the higher secondary students whose academic achievement scores of H.S.L.C examination fall 75th percentile and above are considered as high achievers.

Low Achievers: In the present study the higher secondary students whose academic achievement scores of H.S.L.C examination fall 25th percentile and below are considered as low achievers

Higher Secondary Schools: In the present study the higher secondary school refers to the schools in which students receive 2 years education after passing high school leaving certificate examination.

Higher Secondary Students: Here, in the present study Higher secondary students means the students studying in plus 2 stage of secondary education.

Delimitation of the Study:

- The area of the present study has been limited to Kalaigaon, Dalgaon-Sialmari and Becimari block of Darrang district, Assam only.
- The study has been limited to government/provincialized higher secondary schools of Kalaigaon, Dalgaon-Sialmari and Becimari blocks of Darrang district under Assam Higher Secondary Education Council (AHSEC).

- The present study has been limited to the XI standard students studying in arts stream only.

Review of Related Literature:

Bae, sung-Man(2017) in his research article “*An analysis of career maturity among Korean youths using latent growth modelling*” The study found that there was an association among a higher intercept of household income, academic achievement and parental involvement with a higher intercept of career maturity. The study also revealed an association between the higher interception of career counselling experiences and a higher intercept of career maturity

Bhargava and Sharma (1995) in their study found there were no significant difference between both high achieving and low achieving students in relation to career attitude. But both high achievers and low achievers showed significant difference in total career competence. Low achievers showed better competence in goal selection.

Rani, Seema (2016) conducted a study on “*Career maturity and Academic achievement of adolescence in relation to their intelligence, level of aspiration and home environment.*” The study was conducted on 300 students which aimed at finding out the difference in career maturity in relation to gender, management of school, streams of study, high and low level of intelligence etc. in terms of career maturity. The findings of the study revealed that students with high intelligence, high level of aspiration and healthy home environment are more concern about their career.

Methodology:**Method:**

The present study falls under Descriptive Survey Method as the study involves systematic collection, classification, analysis, comparison, presentation and interpretation of data concerning the existing phenomena.

Population of the study:

- All the students of higher secondary (10+2) stage are the universe of population of the study.
- There are 6 government/provincialized higher secondary schools in Kalaigaon, Dalgaon Sialmari and Becimari blocks of Darrang District under AHSEC having arts stream and the total numbers of arts students of 6 schools i.e. 702 H.S students are considered as population of the present study. (Source: Inspector of Schools, Darrang District)

Sample of the Study:

Simple random sampling has been used to draw a sample of 30% of the total population. Thus, the total sample is 210 HS students are selected. The H.S students whose mean academic achievement scores are at 75th percentile or above are considered as high achievers and the H.S students whose mean academic achievement scores are at 25th percentile or below are considered as low achievers. After implementing this above- mentioned criterion, the investigator has found 100 H.S students as high achievers and 53 H.S students are low achievers. As the main concern of the study is to study the career maturity of high achievers and low achievers of higher secondary schools so here only 153 students (100 high achievers and 53 low achievers) has been considered as final sample.

Tools of Data Collection:

In the present study Indian adaptation of Career Maturity Inventory (CMI) (originally prepared by John. O' Crites) by Dr. Nirmala Gupta is again adapted by the investigator according to the local needs and circumstances and used for data collection. Again, the investigator modified the categorization of the levels of both attitude scale and

competence test into three levels i.e. High, average and Low instead of high, above average, average, below average and low of Dr. Gupta's CMI.

Data Collection:

The investigator personally visited the schools and collected the data by using above mentioned tool. Apart from this, various information is collected by the investigator through some secondary sources such as books, journals, theses, government document etc.

Statistical Techniques Used:

In this present study Percentage, Mean, Standard Deviation, t-test and Graphical Representation have been used for treatment of the data.

Analysis and Interpretation of Data:

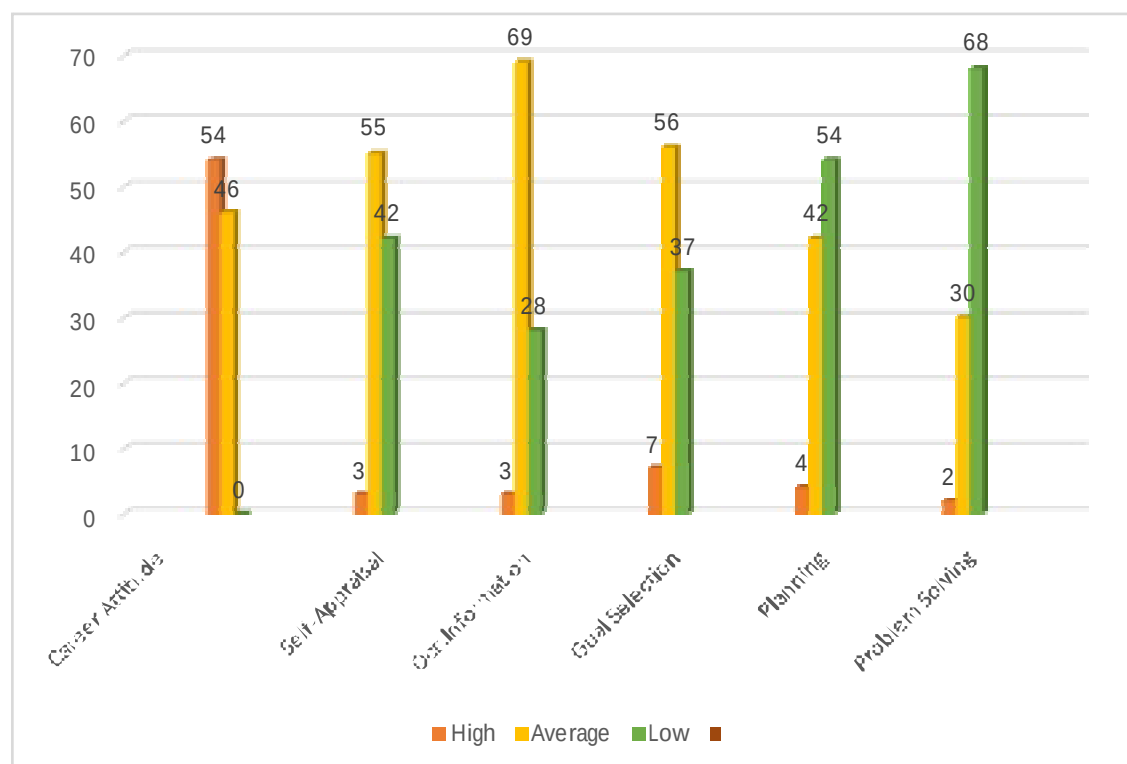
Objective 1: To study the career maturity of high achiever students of higher secondary schools.

Table 1 Showing the Percentage distribution of high achiever students of higher secondary schools across attitude and competence dimensions of Career Maturity.

Dimensions of Career Maturity	Level of Career Maturity	No. of Students (n=100)	Percentage (%) of Students
Attitude	High	54	54
	Average	46	46
	Low	0	0
Self -Appraisal	High	3	3
	Average	55	55
	Low	42	42
Occupational Information	High	3	3
	Average	69	69
	Low	28	28
Goal Selection	High	7	7
	Average	56	56

	Low	37	37
Planning	High	4	4
	Average	42	42
	Low	54	54
Problem Solving	High	2	2
	Average	30	30
	Low	68	68

Figure 1Representing percentage scores of high achiever students of HS schools across Attitude and Competence dimensions of Career Maturity.



Interpretation:

From the table 1 and figure 1 it has been found 54% H.S students having high achievement possess high attitude and 46% have average attitude towards career choice and high achievers having low attitude have not found.

In case of Self appraisal 3% high achievers of H.S schools possess high level, 55% students possess average, 42% HS students possess low self-appraisal regarding career choice.

In case of Occupational-Information it is found that 3% HS students have high occupational information, 69% HS students possess average occupational information, 28% students possess low occupational information regarding career maturity.

In case of Goal Selection dimension of career maturity 7% high achievers of H.S schools possess high competence in goal selection, 56% students possess average and 37% HS students have low level of this competence on career maturity.

In case of Planning dimension of career maturity, it has been revealed that 4% high achievers of H.S schools have high levels of planning competence, 42% have average and 54% HS students possess low planning competence of career maturity. It reveals that most of the high achievers possess low competence in planning their career related tasks systematically.

In case of problem -solving dimension, it is found that 2% HS students with high achievement have high problem solving competence means only they are highly competent to solve the problems occurring in the course of career decision making process, 30% students have average and 68% HS students possess low level of problem solving competence of career maturity. So, it can be said that except career attitude, in competence tests only a few students possess high levels of competence in every dimension. So, it is seen that higher secondary students with high achievement do not possess high career maturity rather they have average career maturity.

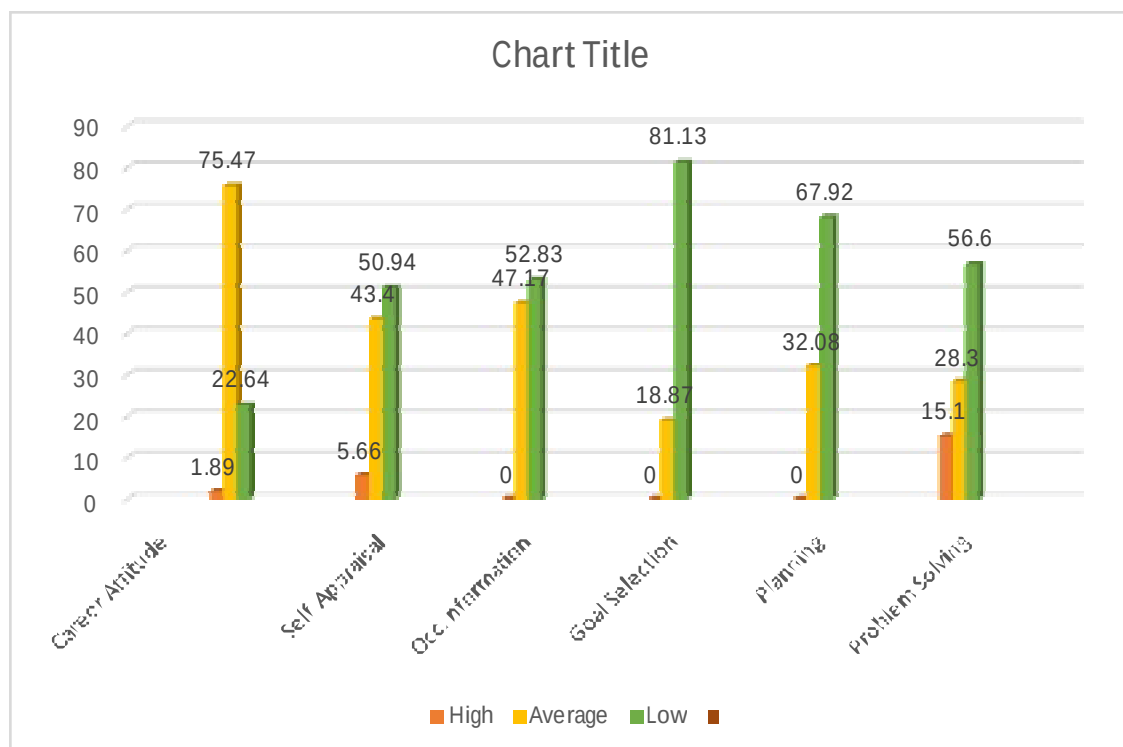
Objective 2: To study the career maturity of low achiever students of higher secondary schools.

Table 2: Showing the Percentage distribution of low achiever students of higher secondary schools across attitude and competence dimensions of Career Maturity.

Dimensions of Career Maturity	Level of Career Maturity	No. of Students (n=53)	Percentage (%) of Students
Attitude	High	1	1.89
	Average	40	75.47
	Low	12	22.64
Self -Appraisal	High	3	5.66
	Average	23	43.4
	Low	27	50.94

Occupational Information	High	0	0
	Average	25	47.17
	Low	28	52.83
Goal Selection	High	0	0
	Average	10	18.87
	Low	43	81.13
Planning	High	0	0
	Average	17	32.08
	Low	36	67.92
Problem Solving	High	8	15.1
	Average	15	28.30
	Low	30	56.60

Figure 1Representing percentage scores of high achievers of HS schools across Attitude and Competence dimensions of Career Maturity:



Interpretation:

From table 2 and figure 2 it has been revealed that 1.89% of low achievers of H.S schools possess high level of career attitude, 75.47% possess average career attitude and 22.64% possess low attitude towards career choice which indicates that only a few students have high attitude towards the process of career decision-making.

In case of self-appraisal dimension of career competence, it is seen that 5.66% H.S students with low achievement possess high self-appraisal and percentage of students possessing average and low level of attitude are 43.4 and 50.94 respectively.

In case of occupational dimension of career maturity, it is found that no low achiever students possess high level of occupational information, 52.83% H.S students with low achievement have average level of occupational information and 47.17% have low level of occupational information. It means no student is highly competent in gathering information about jobs and occupations.

In case of goal selection dimension also no students with low achievement possess high competence in selecting goals by relating oneself with appropriate work. Here, 18.87% students possess average level and 81.13% possess low competence in case of goal selection. It means most of the low achievers are poor in goal selection appropriate to their personality.

In case of planning dimension, it is same that no H.S students with low achievement possess high level competence, 32.08% students have average and 67.92% students have low competence in planning their occupational goal in a sequential manner.

In problem solving dimension, it is seen that 15.1% students with low achievement are highly competent in solving the problems faced in the course of problem solving, 56.6% students have average level and 28.3% students have low level of problem-solving competence respectively. So, it is seen that students with low achievement possess low level of career maturity.

Objective 3: To find out the difference in career maturity of high and low achiever students of higher secondary schools.

H₀₁ There exists no significant difference in career maturity of high and low achiever students of higher secondary schools.

Table 3: Showing the total t value of high and low achiever students of HS schools in relation to Career Maturity as a whole (career attitude & career competence):

Category	N	Mean	SD	t value	Level of Significance
High achievers	100	55.92	8.48	8.72	Significant
Low Achievers	53	44.23	5.71		

Interpretation:

From the table 3 it has been found that the total mean and SD of high achievers in relation to career maturity are 55.92 and 8.48 respectively and the total mean and SD of low achievers of H.S school in relation to career maturity are 44.23 and 5.71 respectively. The calculated t value of high achievers and low achievers is 8.72 which is quite larger than the table values at both 5% and 1% level of significance. Hence the t value is significant at both level and the formulated null hypothesis for **objective 2** cannot be accepted. So, it is found that there exists significant difference in career maturity of high achievers and low achievers of H.S schools.

Major Findings:

On the basis of the analysis and interpretation of data, the following major findings have been found:

- In the present study from the analysis of objective 1 it is found that except career attitude dimension of career maturity in other dimensions like self-appraisal, occupational information, goal-selection, planning and problem solving most of the high achiever students possess average and low level. So, it can be said that H.S students with high achievement have high career attitude towards their career decision making process, but they showed less maturity in cognitive aspects of the inventory. They lack knowledge about the world of work and less determine in goal selection and average in planning and problem solving respectively. So, it can be said that high achiever students of H.S schools are not highly career matured, they possess average level of career maturity.
- From the analysis of objective 2 it is revealed that low achievers of H.S schools possess average level in career attitude and low level in five dimensions of career

competence of career maturity. Students possessing high career maturity is almost negligible. So, from the percentage score and mean score of the low achievers it is seen that they possess low level of career maturity.

- In the present study from the analysis of objective 3 it is found that there exists significant difference in career maturity of high achievers and low achievers of higher secondary schools.

Result and Discussion:

From the major findings of the study it is found that the high low achiever students possess above average and low level of career maturity respectively and there is a significant difference between high achievers and low achievers in relation to their career maturity, this major finding gets support from the study of Bhargava and Sharma (1995) he also found significant difference between high achievers and low achievers in career maturity.

Conclusion:

From the study it has been revealed that the high achiever students of higher secondary schools have above average level of career maturity. It is seen that high achievers have high score in conative aspects of career maturity rather than the cognitive aspects. High achievers show high level of career attitude towards career selection process but in other dimensions of competence test the percentage of high achievers lie in average and low level. In case of low achievers in every dimension of career maturity the percentage of students in high level is almost negligible and they possess only low level of career competence. So, the present study proved that the academic achievement of the students has a great influence in career maturity of the students. The students with high achievement are more concern to their career as the result of the study found that there is a significant difference in career maturity of high achievers and low achievers of higher secondary schools. Therefore, importance should be given on identifying the students in terms of their academic achievement and providing them guidance for their better academic performance and career selection accordingly.

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