

## **A Study of Career Maturity about Self-Esteem of Secondary School Students**

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### **Abstract**

The present study was designed to explore the area of career maturity in the self-esteem of secondary school students. The study was done on a sample of 50 secondary school students of the Mohali area district of Punjab. Career maturity inventory by Dr. Nirmala Gupta (2013), Self-esteem inventory by Rosenberg (1965) was used to collect the data. The coefficient of correlation was calculated to find the relationship between career maturity and self-esteem and the t-value to find the difference in career maturity of secondary school students concerning gender. The study concluded that career maturity has a positive relationship with self-esteem. Male are more career mature as compared to females.

**Keywords:** Career maturity, Self-esteem, and Secondary School Students.

### **Introduction**

Education is a life long process. It is a comprehensive term. The modern aim of education is the wholesome, balanced, or harmonious development of the personality. It means moral, social, spiritual, intellectual, emotional, and physical development. All the aspects are equally important for personality development. Personality does not develop in a vacuum but to large extent depends upon the social environment. Man has attained refinement by the process of education. It contributes to the growth and development of society. Education develops the individual like a flower that distributes its fragrance all over. Education provides a mature person to this society. A mature person means a person who is adjusted to the environment easily or a person who adjusts environment easily.

Education is the act of learning things around us. Education is the first and foremost right of every human being. Education helps a person in nourishing his present and future by ensuring

his aim in life. Career education or vocational education is very important, especially in the context of recent changes in the education system which aim to bridge the gap between work-oriented education and mature career choices.

Each individual has to adopt the same career. To prepare him for a career is, therefore, a special responsibility. For more than a decade a new form of career education has started taking shape in India. It is different from all that has existed before in the form and five objectives, but similar in respect of the overall aims. This is the rationalization of school education itself with its particular focus on the higher secondary stage.

Maturity is that stage at which development has reached its maximum and growth has ceased, applied cells, organs, functions both physical and mental and entire organism. Maturity depends upon inheritance but the effect of the environment and change may be brought about by normal motivation.

Career maturity is defined as the degree to which individuals are prepared to make good educational or vocational decisions. It is usually seen as dependent on their knowledge of themselves and of the world of work, their ability to make decisions, and a positive attitude toward making career decisions. Career Maturity is the readiness to make appropriate career decisions. Career Maturity is central to a developmental approach to understanding career behaviors and involves an assessment of an individual's level of career progression regarding his or her career-relevant development tasks. It refers, broadly, to the individual's readiness to make informed age appropriate.

According to Gottfredson (1986), talks of risk factors in career maturity are attributes of the person or the person's relation to the environment that are associated with a higher-than-average probability of experiencing the types of problems under consideration. The repertoire of behaviour necessary for identifying, choosing planning or executive career goals available in specific individuals may vary from those possessed by a more appropriate peer group in career development for one's age.

According to Super (1955), "Career maturity refers to the individual's degree of readiness to choose, to plan and to prepare for a future vocation. It is a pre-requisite ability to make a wise choice towards a particular occupation and represents development along a continuum. The greater the maturity, the greater the likelihood that the individual can cope with development

tasks at different stages of vocational development. It is not thought of as a static goal an ideal and result which has been achieved”.

Coetzee (2006) was of the view that vocational maturity refers to a person’s ability to make vocational decisions that reflect decisiveness, self-reliance, independence, and willingness to compromise between personal needs and the requirements of one’s vocational situation.

To sum up, we can say that career maturity is not a single act, it is rather a continuous process. It finds its roots in the early life of a person and develops over years. It is making process of learning about oneself and one’s choice options. It is related to knowledge, ability, information, aspiration, attitude, and planning and development over years. Hence, it is a maturing process of learning ability oneself and one’s choice options.

Self-esteem can have a big part to play in how you feel about yourself and also how much you enjoy things or worry about things.

To understand self-esteem, it helps to break the term into two words. Let’s first take a look at the word **esteem** (say: less-teem), which means that someone or something is important, special, or valuable. For example, if you admire your friend’s dad because he volunteers at the fire department, it means you hold him in high esteem. And the special trophy for the most valuable player on a team is often called an esteemed trophy. This means the trophy stands for an important accomplishment.

Self Esteem is composed of two terms ‘self’ and ‘esteem’, self means one’s self, and esteem is derived from the *Latin verb estimate* which means value. By combining these two terms we can conclude self-esteem is value for one’s self. It is the person’s overall self-worth and attitude towards self. There are mainly two types of self-esteem: Low self-esteem and High self-esteem, which depend upon the situations, environment, and the people surrounding.

Low Self Esteem constructs a negative view of self; it is a condition when a person feels hopeless, incapable, incompetent, lacks confidence in self, useless and unworthy.

**Sedikides and Gress (2003)** stated that self-esteem refers to an individual’s perception or subjective appraisal of one’s self-worth, one’s feelings of self-respect and self-confidence, and the extent to which the individual holds positive or negative views about self. Self-esteem is related to personal beliefs about skills, abilities, and social relationships.

**Murphy, Stosny, and Morrel (2005)** Self-esteem is also defined as a global barometer of self-evaluation involving cognitive appraisals about general self-worth and affective experiences of the self that are linked to these global appraisals.

The present study aimed to study the relationship between career maturity the self-esteem. No doubt career maturity is important in each phase of life. But secondary school students face many problems to choose a career. Improvement of vocational efficiency is the major aim of education. To achieve these aims we require career mature individuals. Career maturity also influences the self-esteem of students thus the field of career maturity and self-esteem was chosen for study.

### **Review of Related Studies**

**Esmail et al., (2014)** conducted the self-esteem dimensions as personal, social, and general self-esteem for teachers. When combined, these three subcomponents equal overall self-esteem. The low self-esteem signs include: feeling incompetent, worthless, exaggerated perfectionism and unrealistic about our abilities, being overwhelmed with fear and negative thoughts, feeling unloved, fear of change, being unrealistic about goals, the constant need for validation and recognition, and distorted view of self and others.

**Morsunbul, U. (2015)** conducted the study to examine the relations between identity dimensions, low self-control, self-esteem, gender, and life period with aggression. For this study, a structural equation model was developed and tested. In this model, the dependent variable was aggression and the independent variables were demographic variables, identity dimensions, self-esteem, and low self-control. Participants consisted of 240 adolescents (high school students-132 female and 116 male) and 244 emerging adolescents (University students-126 female and 116 male) and their age was between 15-24 years old (mean age=18.99, SD= 2.62). The Buss-Perry Aggression Questionnaire, The Dimensions of Identity Development Scale, The Rosenberg Self-Esteem scale, and The Low Self-Control scale were used to collect data. Results of the overall fit indexes of the structural equation model revealed that fit indexes are at acceptable levels. Results of this study showed that life period, exploration in depth, ruminative exploration, self-esteem, and low self-control significantly predicted aggression. According to model analysis, the best predictor of aggression was low self-control; the weakest predictor of aggression was the life period.

**Katoch (2017)** Conducted the Career Maturity has its origin in Super's developmental theory of career behavior, which envisages that the selection of an occupation is a process spanning a considerable number of years usually from late childhood to early adulthood. Career Maturity describes one's ability to successfully cope with vocational development tasks (e.g. crystallizing, specifying, and implementing career choices) that are encountered across the developmental continuum from the exploration stage through withdrawal. The present study aimed at investigating career maturity among secondary school students. All the senior secondary school students of district Mandi constituted the population of the study. In all, a sample of 108 senior secondary school students was selected randomly from the selected schools. In the present study analysis and interpretation of the data statistical techniques mean, standard deviation, and t-test were used. The findings of the study revealed that gender-wise, locality-wise, and types of schools in which students are studying do not differ significantly in their career maturity.

**Dhull (2018)** conducted a study on Career maturity among adolescents on their gender and type of school. This study is to find out the difference in career maturity among adolescent students of gender and type of school. A descriptive survey method was used. The population consisted of secondary school students who are studying in various schools in district Rohtak of Haryana. A Sample of 120 senior secondary school students was proportionate randomly selected. Career maturity Inventory (Attitude scale and competence test) it is originally prepared by John Crites and Indian adaptation by Dr. (Mrs.) Nirmala Gupta was used to collect data on Mean Standard Deviation, and a t-test was used to analyze the data. The findings of the study revealed that female students were more mature in their careers than their male counterparts and private school students were more mature in their careers than their counterparts in government school students.

### **Objectives**

1. To study the relationship between Self-esteem and Career maturity of secondary school students.
2. To study the significance of the difference between Career maturity of secondary school students concerning gender.

## Hypothesis

1. There will be a significant relationship between Self-esteem and Career maturity of secondary school students.
2. There will be a significant difference between the Career maturity of secondary school students concerning gender.

## Methodology

A descriptive survey method of research was employed to investigate the relationship between self-esteem and career maturity of secondary school students.

## Sample

The sample of the present study consists of 50 secondary school students taken from Govt. school of Mohali area district Punjab. Data was collected from the students of the 10<sup>th</sup> standard. Out of 50 secondary school students, 25 male and 25 female students were selected.

## Tools

The career maturity Inventory by Dr. Nirmala Gupta (2013) was used to measure the career maturity of secondary school students with reliability of attitude scale of 0.78 to 0.82 and reliability of competence test is 0.54 to 0.88 with a validity of 0.30 to 0.42

Self-esteem Inventory Rosenberg (1965) was used to measure the self-esteem of secondary school students with a reliability of .85 to .88 for high content validity.

## Results and Discussion

**Co-efficient and Correlation Career maturity and Self-esteem of secondary school students.**

Table 1

Variable	N	Df	Co-efficient of correlation
Career maturity	50	48	0.42**
Self-esteem	50	48	

**N=50 - 0.05-0.273\*\*0.01-0.354\*\***

In the present study, the data were analyzed by using a coefficient of correlation between two variables. Table-1 testing hypothesis indicates the co-efficient of Career maturity with Self-esteem. The coefficient of the correlation value ( $r=0.04$ ;  $r >0.01$ ), indicates a significant positive relationship between Career maturity with Self-esteem.

**Mean difference in Career maturity of Secondary School Students concerning gender.**

Table 2

Career Maturity	N	Mean	SD	t-value
M	25	71.48	18.86	16.58**
F	25	66.20	13.94	

N=25      0.05-2.06\*0.01-2.79\*\*

Table 2 shows the t-value (16.58) which indicated that there is a significant difference in career maturity of secondary school students will respect to gender. Hence our hypothesis “There will be a significant difference between Career maturity of secondary school students concerning gender is accepted”. As the mean scores of male scores of female students (66.20). Hence males are more career mature as compared to females.

**Education Implication**

1. Career courses should be arranged for students of ignorant parents and they must be guided according to their mental level, so that may select the right career and be able to avoid mal-adjustment and frustrations.
2. To improve the student’s self-esteem in social concepts and locus of control.
3. There is a need for recognition and effective functioning and employment exchanges to facilitate the students towards job opportunities so that they may think of better career options.
4. The course in higher education should be more diversified so the students opt for a variety of courses to opt for new courses.
5. There is a need to recognize job performance opportunities.

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