

A Study of Career Maturity among Adulthood in Relation to Certain Demographic Variables

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Abstract

In the current context, vocational education and career guidance programs are considered important for undergraduate students in the context of the recent changes to the Indian Education System. The current study aims to compare the maturity of adult careers with regard to their gender, type of institution and education sector. Career maturity was perceived as dependent and independent variations including gender, institutional type and educational flow. For the purpose of the investigation, the standard test method was used. The sample is made up of 120 ug students studying west bengal. The Multi-Stage Random Sampling Technique was used to select a sample for current research. The Gupta (2013) Career Maturity Scale and the investigator's Personal Data Sheet were used to measure the maturity of adult activities. Data obtained were analyzed using Means, SD's and t-tests. The findings of this study revealed: i) Significant differences were found between the maturity of adult public and private learning institutions ii) No significant differences were reported between the maturity of young men and women in government and private institutions iii) Significant differences were reported between adult mathematics and a private institution. The comparison of the mean scores reveals that the science stream youth of the public sector and the private sector. They were more mature in their career than the adulthood belonging to arts stream.

Keywords: career maturity, gender, type of institution, academic stream.

Introduction

Adulthood is a period in which major changes occur in a student's life because his or her work depends on the subject chosen at this level. Any mistakes made because of family pressure, or because of a lack of determination on the part of the youth can affect their future growth and development. In the current program, a decade of general education focuses on meaningful community service and work experience program. After this phase, students should choose between academic and vocational courses. Work is not just a means to an end but also a way of life for them. Therefore, job maturity plays an important role in determining the future of older people in India, where a lack of appropriate attitudes and skills to deal with work-related problems increases the number of unemployed people in the country. Studies have consistently found that older people are more likely to see job barriers such as racism and sexism, financial problems, family attitudes, incompetence and a lack of educational opportunities. A variety of demographics such as gender, type of institution and education sector also contribute to youth job development. In this regard, Mathur & Sharma (2001) [5] concluded that boys have a more positive

attitude towards work compared to girls. Kaur & Dhillon (2005) [4] reported that a public school student has a high-level job maturity (CMA) attitude and ability to grow in the workplace. Female students in public schools were found to have higher job growth rates than their male counterparts. Salami (2008) [10] pointed out that gender was not an important predictor of career maturity and there was no significant difference between male and female students regarding their maturity at work. The Rev, Jude & Obiunu (2010) [9] investigated sexual interactions and decisions in high school work. However, sex was not an important factor and did not influence adult decision-making. Sirohi (2013) [11] reported that women have higher job maturity than their male counterparts. In addition, private school students were found to have higher job qualifications compared to public school students. Ottu & Idowu (2014) [7] concluded that there was a greater effect on gender maturity in male performance than in female counterparts. Migunde, Qthun & Mbagaya (2015) [6] found that public school students were older and less able to make decisions compared to students in private schools. Also, women get very high scores on job insecurity. Rani & Gupta (2015) [8] highlighted significant differences in job maturity among young men and women.

Reviews Related to Career Maturity:

- Gribbons and Lohnes (1968) studied "Career Planning" (RVP). In 1958 they began their career development research, using their RVP scales as a tool for job growth. The suitability of the RVP scale against the eight dimensions of light: a factor in curriculum and career choice, verbal and weekly power, self-assessment accuracy, proof of self-esteem, interest, prices and self-determination. They conclude with the evidence presented in the study that craft preparation can be well defined and reliably measured by the beginning of the eighth grade.
- John o.crites (1973) researched "The existing concept of career choice among counselors, and laymen". This study suggested that the obvious barriers to job maturity and career education should be clarified and emphasized. Behavior found to be mature during later childhood, adolescence, and adulthood are various conditions that are the result of vocational education (Marland, 1972). Theory and research on career maturity, as reviewed and summarized in this paper, can contribute to the assumptions and steps required for vocational education thinking and evaluating curriculum and training programs; and, conversely, vocational education can expose young people to the knowledge they need to develop and simplify their career. Together, job maturity and vocational education represent a combination of principles and processes that should benefit individuals and communities alike.
- Allen A. Mori (1980) studied "Career Education for Learning with Disabilities: Where We Are Now" and traces some of the current trends in learning disabilities for learning disabilities and presents a model for providing vocational education to the disabled student at UG. Findings have shown that vocational education leads to the development of a healthy awareness of personal interests and skills, the development of positive personal, social, and professional attitudes, and the development of a level of professionalism.
- Salami (2008) investigated the relationship between ID status and job maturity for UG students. The findings show that the ID status significantly predicted youth employment growth but gender was not.

No significant differences were found between men and women where they grew up with a career and ownership status.

Matur Gul (2001) conducted a study on job growth among young people. The result showed that both boys and girls had an equal level of work ability. Significant correlations were found between each sector of job competence.

Louis A. Busacca and Brian J. Taber (2002) career maturity inventory - updated. Initial psychometric investigation. The main objective of this study was to obtain estimates of the consistency of internal consistency, as well as to evaluate the validity and appropriateness of the conditions of Career Maturity Inventory Revised (CMI-R) attitudes that appear appropriate to make intelligent and consistent career choices.

A study by Mark L. Savickas (2002) reveals the relationship between job maturity and personality type and social adjustment. The results showed that more mature attitudes about job planning and assessment related to corrective style are reflected in the transition between interpersonal relationships and positive social norms.

Robert T. Career and Madonna G. Constantne (2002) studied career maturity, Life Role Salience, and Racial / Ethnic ownership for black and American Asian college students. The findings are discussed in terms of their impact on the development of black and American Asian employment.

Wendy Patton (2002) job growth and well-being as graduates of post-school work status: A brief report of Australian research. The results support the assertion that job maturity is a precursor to successful post-school transformation.

Careed (2003) predicts two phases of career maturity for school-based youth. The results demonstrated the importance of examining the characteristics of low maturity of function (attitude and knowledge), and were discussed in the context of super theory (1957, 1990) of career development.

Robert Hogan and Brent W. Roberts (2004) studied the maturity model of social analysis. The authors briefly review some of the data related to this comment.

Shantha T (2008) conducted a study on the maturity of high school seniors and found that high school maturity and job performance were low. In addition, there is an important relationship between student work maturity and career potential. The researcher was 40 studies collected overseas and in India.

RESEARCH GAP

The main purpose of the review of the related studies was to identify the information gap and avoid unnecessary duplication or unnecessary duplication of research. In view of the above two objectives the researcher has reviewed many research reports, the subject of many government reports, not only in this country but also in many countries around the world. Despite this, the researcher also makes an effort to understand the real process of maturity of the UG student work. The impact of different factors on attitudes towards job maturity and competence in job maturity is the explanation for that outcome has been the most complex and controversial issue in education at present.

The Need for a Study

The adulthood age is the most important time of life. It is full of stress and difficulty. Adulthood people are worried about their future. They are always trying to find a place that is special or appropriate in the community and they want to develop their own vision. They want to be recognized in the family, in the peer group, and in the community. Job maturity is another cause for concern as it relates to the efficiency of the individual. Older people suffer from mental illness when choosing any career as their future career. Choosing the right job is a lifelong process because work is not just a way of life but also a way of life for adults. Therefore, vocational education is essential for young people. They need proper guidance for their craft because their future depends on the direction of the jobs they are given. It helps to provide information about jobs and develop their interests, skills and abilities. In addition, there is a high level of anxiety in children during adolescence about their work. Job maturity prepares them for the right career goals according to their abilities, interests, and personality. Therefore, the researcher makes an effort to study the maturity of the adult function in relation to certain human variables. Also, it is envisaged that the current study will assist parents, teachers and school authorities in identifying and planning career maturity for adult students.

STATEMENT OF THE PROBLEM:

The present study is entitled as “A STUDY OF CAREER MATURITY AMONG ADULTHOOD IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES”.

Career maturity

A positive attitude about making a career decision It is obvious in this sense, and that attitude is inclusive Individual confidence in their knowledge and skillsthe forums mentioned above include self-confidence their ability to make good decisions. This always derives from previous successes experience in decision making. Time work Maturity was first announced by Donald E. super, and many writers have used it later on developing a counseling testing tool and counseling procedures.

Variables Involved

Dependent Variables:

a) Career Maturity

Independent Variables:

a) Type of Schools

b) Gender

c) Academic stream.

Research Objectives

1. Comparing the maturity of adult in government and the private sector.
2. Comparing the maturity of adult male and female public institutions.
3. Comparing the maturity of adult male and female student in the private sector.
4. Comparing the career maturity of youth in the science and arts group studying in a public institution.
5. Comparing the career growth of young people in the science and arts team studying in an private institution.

Hypotheses

Ho1 There is no significant difference between adult maturity in public and private learning.

Ho2 There is no significant difference between the maturity of adult men and female studying in a public institution.

Ho3 There is no significant difference between the maturity of an adult male and a female student in a private institution.

Ho4 There is no significant difference between the maturity of jobs among the youth in the science and arts group in public institution.

Ho5 There is no significant difference between the maturity of a career as an adult who is part of a science and art team studying in an private institution.

1.6 DELIMITATION OF THE STUDY

The study will be determined by the following consider-

1. The current study focuses on the UG student only.
2. Sample is limited to 120 male and female students.
3. Sample age group is limited to 18-21 year olds.
4. The current study is limited north 24 pgs only.

How to do it

The Normative survey method has been used in the current study. The main purpose of this work is to study job growth among UG students in relation to a certain demographics variable in the college of north 24 pgs. It involves measuring comparisons of interpretation, classification, understanding the solution of an important educational problem.

Population

The population in the current study includes all college students (Govt, Govt Aided) in west Bengal.

Sample

A sample of 120 adults (60 each from government and private institutions) of undergraduate students studying in west Bengal college were drawn using a multistage stratified random sampling method.

Tools Used

Career Maturity Inventory (CMI) developed by Dr. Nirmala Gupta (2005) to assess the career-maturity. Personal Information Sheet prepared for the researcher to collect information about the demographic variable of the respondents.

Statistical Techniques Used Means, SD's and t-test were used to compare career maturity of adulthood with respect to their type of institution, gender and academic stream.

Data Analysis and Interpretation

The objectives of the study were to compare the maturity of adult careers in terms of their institutional type, gender and subjects respectively. Data collected from students is made up of different mathematical methods. All the statistics used in the study can be divided into two parts. 1. Descriptive statistics, 2. Inferential statistics. The mean and Standard Deviation and Normal Deviations are included

in all student ‘t’ test Methods and S.D the various sub-samples are shown in Table 1 and graphically represented in Fig.1.

Group	N	Mean	SD	‘t’-Value
Adulthood studying in Government collage	60	27.36	6.31	4.777*
Adulthood studying in private collage	60	33.40	7.47	

*= significant at 0.05 and 0.01 levels.

Table 1 shows that the ‘t’-value maturity of youth jobs in government and private institutions is 4.777 which is significant at both 0.05 and 0.01 levels. It shows that students in both the public and private institutions are very different in terms of the maturity of their careers. Thus, the null hypothesis, [HO] ₁, “There is no significant difference in the maturity of young people in public and private institutions” is rejected. In addition, the mean scores indicate that adults who study in a private institutions (33.40) have a higher rate of job maturity than older adults who study in a public institution (27.36). The current findings are consistent with studies conducted by Migunde, Qthuon&Mbagaya (2015) [6] and Sirohi (2013) [11] who found that students in a public institution were more mature in the workplace than those studying in a public institution. .

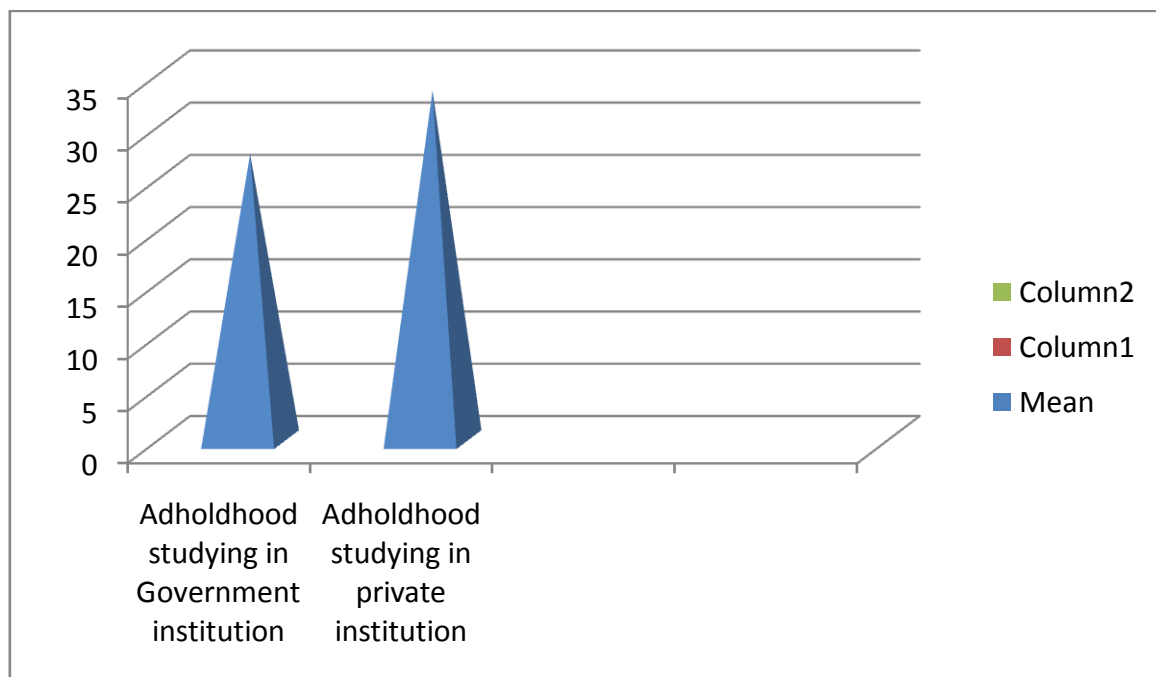


Fig 1: Mean Scores of Career Maturity of Adulthood studying in Govt. And Private institution

Table 2: ‘t’-values for the mean scores Career Maturity of Adulthood study at a Government institution in relation to Gender & Academic Stream

Variables	Group	N	Mean	S.D	‘t’-value
Career Maturity of adulthood studying in Govt.Institution	Male	30	28.10	7.27	0.898(NS)
	Female	30	26.63	5.20	
	Arts	36	26.24	6.51	1.974*
	Science	24	29.25	5.55	

NS= Not Significant at 0.05 and 0.01 levels *= Significant at 0.05 and 0.01 levels.

The analysis of Table 2 shows that the growth of male and female studying in a public institution is not significantly different in terms of their maturity in the workplace as ‘t’- value of 0.898 is not significant at both 0.05 and 0.01 levels. Therefore, hypothesis H02, "There is no significant difference between the maturity of adult male and female public institutions" is generally accepted. by Ottu& Idowu (2014) [7] and Salami (2008) [10] that gender was not an important predictor of career growth.It is also revealed in the table above 't'-value 1.974 for the mean scores of career maturity of adulthood belonging to science and arts stream of public institution both 0.05 and 0.01 levels. Therefore, the null hypothesis H03, "There is no significant difference between the maturity of an adult male and female student in private institution " is not retained. Further,the comparison of mean scores reveals that the adulthood belonging to the science stream(29.25) outsourced their counterparts(26.24) with respect t their career maturity. The mean scores of career maturity of adulthoodstudying in the government institution with respect to gender and academic stream have been presented graphically in Fig.2

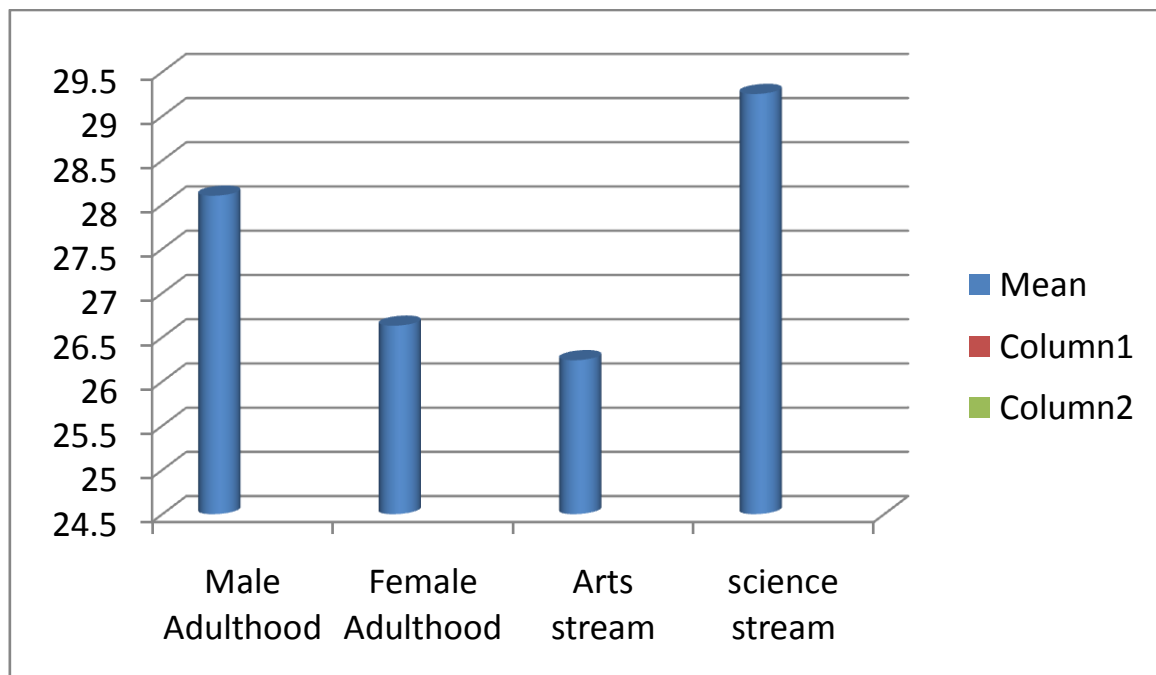


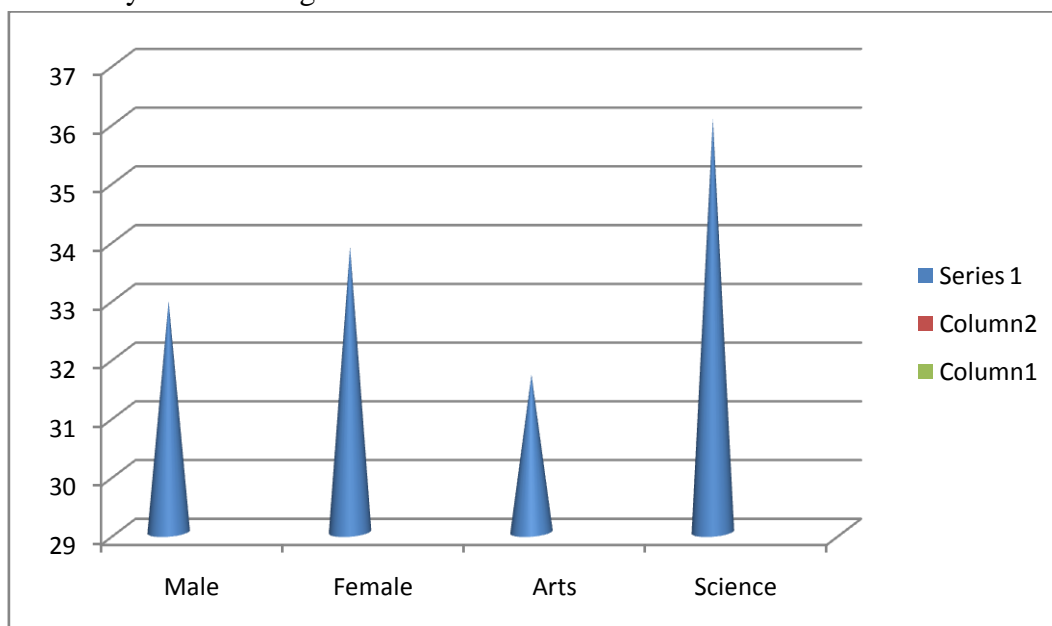
Fig 2: Mean Scores of Career Maturity of Adulthood studying in Govt. institution with respect to their Gender and Academic Stream.

Table 3: ‘t’-values for the mean scores of Career Maturity of Adulthoodstudying in Private institution with respect to their Gender & Academic Stream.

Variables	Group	N	Mean	S.D	‘t’- Value
Career Maturity of Adulthood Studying in Private Institution	Male	30	32.93	5.31	0.481 (NS)
	Female	30	33.86	9.20	
	Arts	35	31.68	7.47	2.251*
	Science	25	36.04	7.04	

NS= Not Significant at 0.05 and 0.01 levels *= Significant at 0.05 and 0.01 levels.

Table 3 tests show that the growth of men and women studying in the private sector is not significantly different in terms of their job maturity as ‘t’-value 0.481 is not important at both 0.05 and 0.01 levels. Therefore, hypothesis H04, “There is no significant difference between the maturity of jobs among the youth in the science and arts group in public institution” is accepted. However, women adulthood are found to have a higher maturity function than their male counterparts. These findings are supported by Kaur & Dhillon (2005) [4] who stated that female students in a public institution were found to have higher job maturity than their male counterparts. It is also reported from the table above that the ‘t’-value 2.251 for the mean score of the adult maturity function which is part of the science and the arts of the private sector is significant at both 0.05 and 0.01 levels. Thus, the null hypothesis H05, “There is no significant difference between the maturity of adult belonging which is part of the arts and sciences of a private institution” is not retained. In addition, a comparative rating of points shows that the science stream (36.04) surpassed that of its arts stream (31.68) in terms of their professional maturity. The average maturity rates for adult education in the public sector in terms of gender and educational succession are clearly shown in Fig.3.



Research Findings 1. Significant differences were found in the maturity of the public and private sector learning profession. Students in private institutions were found to be more mature in their work compared to their counterparts 2. No significant differences were reported between the maturity of working men and older women studying in a public institution. However, in the case of middle points it was found that older men had a higher level of job maturity than their female counterparts. 3. Research has shown that the growth of men and women studying in a private institution is not very different from each other. 4. Significant differences were found between the maturity of the adult profession in the arts and sciences of public institution. A comparative rating of points shows that the scientific growth of public institution was more mature in terms of their work than the age of the arts. 5. Significant differences have been identified between the maturity of adult work in the arts and the science of the private sector. In terms of total points, it was reported that science students were more mature in their work than their arts counterparts.

Educational implication

This current study has its implications for education especially for high school seniors. It has shown that gender, type of schools, and the distribution of courses have an impact on the maturity of young people in the workplace. The fact that age is an important part of society cannot be denied. Therefore, teachers and parents should be careful enough to provide vocational / professional guidance to adults as it is very much needed for their future and for improving the maturity of careers among them. They should be given appropriate guidance and counsel from the school authorities. They need to be encouraged by teachers and their parents to develop a clear understanding of the various activities. All efforts and contributions of older people from a growing group should be acknowledged and thanked by the teacher during counseling as the main purpose of helping young people with low job maturity. But adults in the high-tech age group should not be ignored at the same time. A high age of career maturity should be encouraged by teachers and their parents to maintain and improve their quality of work. Therefore, group discussions and job interviews should be organized together, bringing together well-matured youth at the highest and low levels. This will help elite adults to use their power effectively and close the gap between the teacher and the important part of society. In other words, the findings of the current study are of great importance to parents, teachers, institutional authorities and counselors.

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