



## **A STUDY ON RELATIONSHIP BETWEEN CAREER MATURITY AND SELF-ESTEEM AMONG SENIOR SECONDARY STUDENTS**

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### **Abstract:**

Career maturity is crucial at every stage of life. However, secondary school students have a lot of difficulty selecting a career. The primary goal of schooling is the "improvement of vocational efficiency." Career-ready people are needed if we are to accomplish these goals. Students' self-esteem is also influenced by their career maturity. The goal of the current study was to investigate the relationship between secondary school students' self-esteem and professional maturity. The J&K Board of School Education's Dhounthly Educational Block provided a sample of 50 secondary school pupils for the study. The data was gathered using the Career Maturity Inventory by Crites and Savickas from 2011, the Self Esteem Inventory by Drs. Santosh Dhar and Upinder Dhar from 2015, and other sources. The association between career maturity and self-esteem was determined using the coefficient of correlation, and the difference in career maturity between male and female secondary school students was determined using the t-value. The study came to the conclusion that self esteem and career maturity are positively correlated. Compared to women, men are more career-savvy.

**Key Words:** Career maturity; self-esteem; Senior Secondary Students; correlation

### **Introduction:**

Education has developed into a potent social transformation weapon, particularly in societies where the majority of people are poor. The main strategy for enhancing people's wellbeing and the cornerstone of social and economic progress is education. In a nation where the majority of people live in poverty, education has emerged as a potent tool for social transformation. The main strategy for enhancing people's wellbeing and the cornerstone of social and economic progress is education. Education is a process that persists for a lifetime. It is an all-inclusive phrase.

The development of the personality in a healthy, balanced, or harmonic way is the goal of education today. It refers to the growth of one's moral, social, intellectual, emotional, and physical faculties. All the components are equally significant for personality development (Kaur and Chopra, 2021). Each person must choose a profession. Therefore, it is our social responsibility to help him prepare for a career. In India, a new kind of career education has been developing for more than ten years. It differs from everything that has come before in terms of form and finer objective, but is comparable in terms of general goals. This is the vocationalization of the educational system as a whole, with an emphasis on the upper secondary level (Kaur and Singh, 2018). Young people's professional issues have become a more significant problem in recent years. Parents are much more enthusiastic about teaching their kids and are especially interested in their children's future occupations. Both young people and their parents are aware of how crucial vocational preparation is to living a fulfilling life.

Adolescence is a crucial time when a person makes many decisions that may affect their future. In terms of cells, organs, physical and mental processes, and the overall organism, maturity refers to the point at which development has achieved its peak and growth has stopped. Maturity is inherited, but the environment's influence and potential for change can be brought about by regular motivation. The level of career development of a person is referred to as "career maturity."

The position attained along the continuum of occupational development, from exploration to decline, is what is meant by the concept of career maturity. Self-esteem can play a significant role in how you feel about yourself, how much you enjoy or worry about things, and how much you feel about yourself. Self-esteem is the perception or subjective evaluation of one's own value, together with one's feelings of regard for and confidence in oneself, and the degree to which one has positive or negative thoughts of oneself. Personal ideas regarding talents, aptitudes, and interpersonal ties are associated to self-esteem (Sedikides and Gress, 2003). Self-esteem is sometimes described as a worldwide barometer of self-evaluation that includes affective experiences of the self and cognitive assessments of general self-worth. The purpose of the current study was to examine the connection between career maturity and self-esteem. In the second section review of literature is described and

third section explained the research methodology. The fourth and fifth section explained the data analysis and conclusion part of the study.

#### **Review of Literature:**

Singh and Shukla (2015) explored the connection between senior secondary students' career maturity and self-efficacy and compared the senior secondary career maturity and self-efficacy of boys and girls. The research design used for the study was descriptive. All senior secondary students in Muzaffarpur, Bihar, who were enrolled in government and private schools, made up the study's population. Using the stratified random selection technique, 792 pupils from standard XII (370 boys and 422 girls) were chosen as the study's sample. According to the study, there is a correlation between senior secondary students' self-efficacy and their vocational maturity. The mean scores of senior secondary boys and girls on the various characteristics of professional maturity were found to be significantly different.

Katoch (2017) examined secondary school pupils' professional maturity. The population of the study consisted of all senior secondary school students in the district of Mandi. A total of 108 senior high school students were chosen at random from the chosen schools to make up the sample. Mean, standard deviation, and t-test statistical approaches were employed in the analysis and interpretation of the data in the current study. The study's conclusions showed that there are no significant differences in students' professional maturity by gender, location, or type of school.

Zahra and Malik (2018) studied the connection between high school students' self-concept and career maturity. Additionally, gender variations on both constructs were identified. Through convenient sampling with a purpose, N=62 high school boys and girls were reached from various schools in Rawalpindi and Islamabad, Pakistan. The Career Maturity Inventory - Urdu Version (Attitude scale; Zahra, 2017) and the Urdu Adjective Checklist (Ansari, Farooqi, Khan, & Yasmin, 1982) were used to gather the data. After the data was gathered, it was analysed using the t-test and Pearson product moment correlation. The findings confirmed the theories. Results indicated that self-concept and professional maturity among high school students have a considerable strong positive association, with girls outperforming boys on both measures.

Kaur and Chopra (2021) investigated how secondary school students' self-esteem relates to their career maturity. A sample of 50 secondary school pupils from the Punjabi district of Mohali was used in the study. The self-esteem inventory by Rosenberg (1965) and the career maturity inventory by Dr. Nirmala Gupta (2013) were used to gather the data. The association between career maturity and self-esteem was determined using the correlation coefficient, and the gender differences in career maturity among secondary school students were determined using the t-value. The study came to the conclusion that self-esteem and career maturity are positively correlated. Males have greater experience in their careers than females do.

#### **Operational Definition of the Key Terms:**

##### **Career Maturity:**

Career maturity refers to the individual's degree of readiness to choose, prepare and plan for future vocation. It comprises of five competencies (self-appraisal, occupational information, goal selection, planning, and problem solving) and five attitudes (decisiveness, involvement, independence, orientation, and compromise).

##### **Self-Esteem:**

Self-esteem is the description or perception of oneself; including a person's mental image of his physical self, his expectations about his own behavior, feelings, attitudes, aspiration and values.

##### **Objective of the Study:**

Following are the objectives of the study

- To study the relationship between government senior secondary students' self-esteem and career maturity.
- To compare the Self-esteem of senior secondary students with respect to their Gender.

##### **Research Hypotheses:**

The hypotheses for the study are as under:

H1: There exist significant relationship between career maturity and self-esteem of senior secondary students

H3: There is significant difference between the self-esteem of Boys and Girls of Government senior secondary.

##### **Research Methodology:**

The current study will employ a cross-sectional, co-relational design with questionnaires as its primary data collection tool. Therefore, the quantitative technique, in the researcher's opinion, will provide good data to test the aforementioned research hypotheses. The population of the study consisted of all standard XI senior secondary students enrolled in government schools affiliated to the J&K Board of School Education. In this study, a representative sample of the population has been selected using the stratified random sampling technique. First, the Dhouonthly Educational Block was chosen. Next, ten schools were chosen at random from among all of the government senior secondary schools. Finally, fifty pupils were chosen at random from among the schools that had been chosen. Finally, 25 male and 25 female secondary school pupils were chosen from a group of 50 students.

**Tools Used:**

- Career Maturity Inventory - Form C - CMI Form C has been developed by Crites and Savickas in 2011. This scale has 24 items to measure Career Maturity and it has four sub dimensions - Concern, Curiosity, confidence and consultation.
- Self Esteem Scale developed by Dr. Santosh Dhar and Dr. Upinder Dhar (2015). Then 151 items were developed which were envisaged to contribute towards the concept of self esteem. Six factors in the scale are Positivity, Openness, Competence, Humanity, Self-Worth, Learning orientation.

**Analysis and Findings of the Study:**

The analysis and findings of the study, objective wise and as per hypothesis of the study are presented below:

Objective 1: To study the relationship between government senior secondary students' self-esteem and career maturity.

Table 1: Pearson Correlation Coefficient (r) between Career Maturity and self-esteem of Senior Secondary Students

Variables	Career Maturity	Self-Esteem	Degree of Freedom
Career maturity	1.00	0.70	790
Self-esteem	0.70	1.00	

Source: Primary Survey\* Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows that there is a 0.48 correlation coefficient between senior secondary students' career maturity scores and their self-esteem scores, which is significant at the 0.01 level of significance. According to Cohen and Holliday (1982), a correlation coefficient value of 0.70 to 0.89 may be regarded as having a significant positive correlation. This demonstrates the strong relationship between senior secondary students' self-esteem and professional maturity.

Objective 2: To compare the Self-esteem of senior secondary students with respect to their Gender.

Table 2: Mean, SD and 't' value of Senior Secondary Students' Self-esteem with Respect to their Gender.

Gender	N	Mean	SD	't' Value
Boys	25	72.48	19.86	17.58
Girls	25	65.20	14.55	

Source: Primary Survey

According to Table 2, the 't' value (17.58) for the difference in mean self-esteem scores between senior secondary boys and girls was significant at the 0.01 level of significance. It showed that there is a sizable gender gap in the self-esteem of secondary school students. Thus, according to our hypothesis, "There will be a significant difference between Secondary School Students' Acceptance of Their Gender." Average male and female student mean scores (65.20). As a result, men are more self - esteem than women. The findings of Hacket and Betz (1983), which hypothesized that there are internal and external hurdles to students' job adjustment, gender inequalities in socialization and uneven access to opportunities, have been shown to support this conclusion.

**Conclusions and Recommendations:**

The results presented above allow us to draw the conclusion that professional maturity and self-esteem were positively connected among senior secondary students. On a dimension-by-dimension basis, senior secondary pupils' professional maturity varied significantly depending on their gender. Boys made more thoughtful professional decisions than did girls. Additionally, it was shown that senior secondary pupils' self-esteem varies greatly depending on their gender. Boys had more self-esteem than girls did. Based on the study's findings and recommendations, it would be appropriate to develop interventions to raise the career maturity and self-esteem of those students who are low in these areas and in the low self-esteem group, especially for senior secondary girls who are less advanced than their counterparts. These results have significant implications for practitioners, counselors, educators, and parents who seek to understand how to help students. Therefore, for learners who have poor self-esteem, school should play a crucial role in helping them build good vocational skills and attitude.

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