

CORRELATION OF CAREER MATURITY AND MENTAL HEALTH OF SECONDARY SCHOOL STUDENTS OF U.T. CHANDIGARH

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ABSTRACT

The present research was undertaken to find out the relationship of career maturity with mental health of adolescents. The sample for the study comprised 200 secondary school students (100 were from government schools and 100 from private schools) of Chandigarh. An attempt was made to include equal number of boys and girls. Career Maturity Inventory (CMI) by John O'Crites (1989) and Mental Health Battery by Dr. Arun Kumar Singh and Dr. AlpnaSen Gupta (2000) were used to collect data. The results indicated significant difference in career maturity of adolescents with regard to gender and type of school. Significant differences were found in mental health of adolescents with regard to gender and type of school but there was no correlation between career maturity and mental health of adolescents.

INTRODUCTION

Greater the maturity, greater is the probability that the individual is to make wise, sincere and satisfactory decisions with regard to career choices. It enables the individual to cope with developmental tasks at different stages of vocational development. In this world of science and technology, India has been recognized as a strong and prosperous global power. It is the age of discovery and dream. The youth of country finds it difficult to choose their career. The construct of career maturity consists of a readiness, attitude and competency to cope effectively with the career development tasks. Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to achieve their goals. Changes in the economy, such as decisions, downsizing, an increased exportation of jobs, and layoffs, require that today's youth are preparing for the new realities of the 21st century labor market by building strong foundations for career decision-making across the life span. For even the most prepared, motivated, and educated young person, developing the efficacy and maturity necessary to make informed career decisions in this complex and constantly demanding world of work is challenging.

High school is a time when adolescents begin to make significant decisions about their future educational and career paths, as well as

how to identify their aspirations and how to set their educational and career goals. The many career decisions that a person makes, beginning with one's first career fantasy and continuing through the adolescents and adult years, involve a complex synthesis of persona, social, and environmental components. Therefore, it is imperative that these youth develop the personality, skills, and readiness to make adaptive career decisions and set viable career choice goals. An emotionally immature and dissatisfied individual can't reach to the expectations of the society and can't carry his burdens.

Career maturity and career decision-making and to develop personality are most important concepts for understanding adolescents' career behaviors as well as assessing their progress toward achieving viable career choice goals.

Career maturity is the extent to which an individual is able to master certain career development tasks that are applicable to his/her life stage. It is extremely important to identify an individual's state of career maturity in order to give appropriate career guidance. Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to achieve their goals. Career maturity is thus the degree which one has reached in cognitive, emotional and other

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psychological factors whereby one acquire the capacity of making realistic and mature career choices.

The construct of career maturity or vocational maturity, was introduced by Super (1957). He claimed that career maturity represented, the place reach on the continuum of vocational development from exploration to decline. He also gave birth to the "vocational maturity quotient" which was defined as the ratio of vocational to chronological age.

Career maturity is one aspect which is considered as important determinant and outcome of career development. Career maturity is an indicator of individual's attitude towards his or her readiness to make career choices appropriate in the career developmental process. The construct of career maturity consists of readiness, attitude and competency to cope effectively with the career developmental tasks.

Career maturity is generally perceived as extent to which an individual is able to master certain career developmental tasks that are applicable to his/her life stage. The term has been defined by Crites (1978), "Career maturity as the extent to which the individual has mastered the vocational development task including both knowledge and attitudinal components, appropriate to his or her state of career development. It involves forming interest, making consistent and component and competent choices and developing attitude towards career."

According to Super (1990), "Career maturity refers to the extent to which an adolescent is able to make independent and realistic career-related choices." Lundberg (1997) defined career maturity is the readiness to make appropriate career decision. Salami (2008), "Career maturity is conceptualized as an individual's readiness to make well informed, age- appropriate career decision, and to shape one's career carefully in the face of existing societal opportunities and constraints."

From the above mentioned definitions, it can be concluded that career maturity is the readiness to make appropriate career decisions and also it is a lifelong process; in which information, planning, accurate perception of ability, potential and achievement is required.

Career maturity is related with knowledge, ability, information, aspiration, planning and usability. In order to attain these desired goals, some interventions strategies are taking up for enlighten the path of success which favorably enriches the quality of man. Though career maturity depends on attitudinal and cognitive readiness to cope with the development tasks to human occupation, it is also necessary to follow the ethnicity and moral judgment.

Mental health is the process of human self-realization, self satisfaction and fully successful existence. Mental health of a person among other things is chiefly concerned with his total sense of growth and development, adjustment, peace, success, happiness and effective membership of group or community.

According to Kornhauser (1965) mental health connote those behavior, perceptions and feelings that determine a person's overall level of personal effectiveness, success, happiness and excellence of functioning as a person. It depends on the development and retention of goals that are neither too high nor too low to permit realistic successful maintenance of belief in one's self as a worthy, effective human-being (Iakshmi narayanan & prabhakaran, 1993). A mentally healthy person is firm in his intention and is least disturbed by strains and stresses of day to-day life. According to Lulla (1981), "Mental health is a combined outcomes of five types of health: - (a) physical (b) emotional (c) moral (d) spiritual (e) social. Bhagi and Sharma (1992) define mental health as "A state of mind characterized by emotional well being, relative freedom from anxiety and discipline symptoms, a capacity to establish constructive relationship and cope with ordinary demands and stresses of life."

RELATED LITERATURE

McNair and Brown (1983) found that Caucasian American tenth grade students scored higher on measures of career maturity than African. American tenth grade students; moreover, females were more career mature than males. Arbona (1990) found that career aspirations between inner-city adolescents and suburban adolescents do not differ; inner-city adolescents and youth from culturally diverse backgrounds tend to hold lower perceived outcome expectations regarding career aspirations than

suburban and White youth. Patton and Creed (2001) suggested that gender was also an important predictor, which is further evidence that young women are better informed in relation to career related knowledge. Hardin et.al. (2001) examined the cultural relativity of career maturity with both Asian American and Caucasian American students. Results indicated that as a whole, Asian Americans demonstrated less career maturity than Caucasian American students; however acculturation was found for highly acculturated Asian students' career maturity scores did not differ from Caucasian students' scores. Gupta (2002) concluded that there is a significant difference between mental health of boys and girls adolescents and between government and private schools adolescents. Kaur (2007) in her study on mental health of post graduate students in relation to their value-conflict concluded that there was a significant difference in mental health of post graduate students in relation to their value conflict. Sharma (2007) in her study on mental health of adolescents in relation to their socio-emotional school climate concluded that there were significant differences in mental health of adolescents in relation to their socio emotional school climate. Sharma (2008) in her study on mental health of adolescents in relation to their socio-emotional school climate concluded that there was significant difference in mental health of adolescent in relation to their socio-emotional school climate.

OBJECTIVES

1. To study and compare career maturity of adolescent boys and girls.
2. To study and compare career maturity of adolescents studying in government and private schools.
3. To study and compare mental health of adolescent boys and girls.
4. To study and compare mental health of adolescents studying in government and private schools.
5. To find out the relationship of career maturity and mental health of adolescents.

HYPOTHESES

1. There is no significant difference in career maturity among adolescent boys and girls.

2. There is no significant difference in career maturity of adolescents studying in government and private schools.
3. There is no significant difference in mental health of adolescent boys and girls.
4. There is no significant difference in mental health of adolescents studying in government and private schools.
5. There is no significant positive relationship between career maturity and mental health of adolescents.

DESIGN OF THE STUDY

A systematic procedure is a must to collect the necessary data which the objective of the study and to test the hypothesis formulated for the study. The descriptive survey method of research was employed to investigate self disclosure among adolescents in relation to their mental health.

SAMPLE OF THE STUDY

The sample of the present study consists of 200 students of both government and private schools of Chandigarh studying in class 9th. The sample included 100 boys and 100 girls.

TOOLS USED

1. Career Maturity Inventory (CMI) developed by John O'Crites (1989)
2. Mental Health Battery (MHB) by Arunkumar Singh and AlpanaSen Gupta (2000).

STATISTICAL TECHNIQUES

The 'statistical techniques were employed to give concise picture of the whole data for better comprehension and in this study; suitable statistical procedure and technique were employed to analyze the data. The statistical techniques used in this study were mean, standard deviation, Pearson correlation (2-tailed) and t-test.

RESULTS AND CONCLUSIONS

Table 1

Mean Differentials in Career Maturity of Adolescent Boys and Girls.

Career maturity	Mean	S.D.	t-value	Level of significance
Boys	65.82	11.03	2.148	0.05
Girls	62.63	9.93		

Table 1 shows that the mean scores of the boys and girls were 65.82 and 62.63 respectively. The Standard Deviation scores of boys and girls were 11.03 and 9.93 respectively. To test the difference between the two, t-ratio was 2.148 which was significant at 0.05. Hence, it is interpreted that there was significant difference in career maturity of boys and girls.

Table 2
Mean Differentials in Career Maturity (total) of Adolescent studying in Government and Private schools

Career maturity	Mean	S.D.	t-value	Level of significance
Government	66.41	11.23	2.973	0.01
Private	62.04	9.47		

Table 2 shows that the mean scores of the adolescents studying in government and private schools were 66.41 and 62.04 respectively. The standard deviation was 11.23 and 9.47 respectively. To test the difference between the two, t ratio found to be 2.973 which was significant at 0.01 level of significance. Hence, it is interpreted that there was significant difference in career maturity (total) of adolescents studying in government and private schools.

Table -3 Mean Differentials between Adolescent Boys and Girls with regard to Mental Health

Mental health	Mean	S.D.	t-value	Level of significance
Boys	69.35	13.81	2.649	0.01
Girls	74.27	12.41		

Table 3 shows that the mean scores of the adolescent boys and girls were 69.35 and 74.27 respectively. The standard deviation was 13.81 and 12.41 respectively. To test the difference between the two, t ratio found to be 2.649 which was significant at 0.01 level of significance. Hence, it is interpreted that there was significant difference in mental health of adolescents boys and girls.

Table-4 Mean Differentials between Adolescents Studying in Private and Government schools with regard to Mental Health.

Mental Health	Mean	S.D	t-value	Level of significance
Government	76.07	12.61	4.75	0.01
Private	67.55	12.70		

Table 4 shows that the mean scores of the adolescents studying in government and private schools were 76.07 and 67.55 respectively. The standard deviation was 12.61 and 12.70 respectively. To test the difference between the two, t ratio found to be 4.75 which was significant at 0.01 level of significance. Hence, it is interpreted that there was significant difference in mental health of adolescents studying in government and private schools.

Table-5 Coefficient of Correlation between Career Maturity and Mental Health of Adolescents

Career maturity	N	Coefficient of correlation
mental health	200	.072

Table 5 reveals that the coefficient of correlation of career maturity and mental health of adolescents was 0.072. The coefficient of correlation was not statistically significant. It indicates that there is no correlation between career maturity and mental health of adolescents.

EDUCATIONAL IMPLICATIONS

The study will help to understand the level of career maturity and mental health of adolescents. Some students do not seriously consider many alternative choices in career selection. Sources of influence, such as parents could be brought into a circle counseling and discussion to help the students to form a comprehensive career plan or outline. Industry could see where, why, and when it could be beneficial for them to invest resources for the purpose of training also mental health leads to better understanding of life as whole and inclines

the individual to formulate his goals and not follow any idealistic pattern. Good mental health fosters better teacher pupil relationships.

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