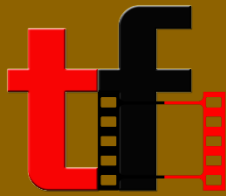


A Study of Career Decision Maturity of Under-Graduate College Students in Relation to Self-concept



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ABSTRACT

Career Maturity has its origin in the Super's developmental theory of career behaviour, which envisages that 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 choice) that are encountered across the developmental continuum from exploration stage through withdrawal. The present investigation was meant to study the career decision maturity of under graduate college students in relation to their self-concept. The study consisted of 100 under graduate college students from two different colleges of Malout (Pb.) Data was collected with the help of Career Decision making Scale by Singh (2014) and Self-Concept Scale (Ahluwalia and Singh, 2012). The data obtained were analysed statistically with the help of Mean, SD, t-ratio and correlation to arrive at the following conclusions: (i) There was significant difference between the career decision maturity of boys and girls, (ii) There was significant difference between the self-concept of boys and girls (iii) There was significant and positive relationship between career decision maturity and self-concept.

Introduction

Choosing a career is an extremely important decision that impacts an individual's entire future. Career development, for the most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Just as physical and intellectual development can be stunted if appropriate interventions are not applied, so can the normal developmental process of vocational development be stunted if appropriate

interventions are not available in a planned, systematic way. A major turning point in students' lives involves the career choice that they make while in college.

A large number of career options are available these days to the students, making it a difficult task for the youngster to make a mature choice. Moreover, their career vocational choices are certainly influenced by many social and environmental, sex, age, rural and urban background, psychological factors which may include intelligence, personality, achievement, motivation, interest, aptitude, self-concept, academic achievement etc. Thus, career selection is not an exclusively intellectual process in which various possibilities are sorted out in a logical manner. Instead, decisions are based on the interaction of career maturity with various social or psychological factors. The complex interaction of these factors affects individual's readiness to succeed in mastering the tasks appropriate to various stages of career development. It has been found to be influenced differentially in different culture, race and gender groups by certain psychological, educational and demographic factors. The present study was, therefore, undertaken to examine the career maturity and self-concept of under graduate college students.

Review of Related Literature

Kaur and Amritsa (2008) had investigated the dimensions of career maturity among adolescents in high, medium and low school climates and found that self-appraisal, occupational information and problem solving were significantly different aspects of career maturity where those adolescents demonstrated differential abilities.

Nasir and Lin (2013) studied the relationship between self-concept and career awareness among the college students. A sample 165 students age 12 was taken from an international school of Malaysia for the study. Career Awareness Inventory Test and Piers- Harris Children's Self Concept Scale were used to collect the data. Pearson correlation method was employed to find the relationship. The results revealed significant relationship between self-concept and career awareness among the students.

Jakhar (2014) studied the relationship of career maturity with the school environment of adolescents. The study found that there was a positive correlation between the career maturity and school environment of adolescents. The study revealed that school environment had a

significant influence on career maturity. The study also observed that in healthy school environment the students become more mature and could choose their career wisely.

OBJECTIVES

1. To study the career decision maturity of under graduate college students.
2. To examine the self-concept of under graduate college students.
3. To study the relationship between career decision maturity and self-concept of total sample.

HYPOTHESES

1. There exists no significant difference between boys and girls of career decision maturity.
2. There exists no significant difference between boys and girls of self-concept.
3. There exists no significant relationship between career decision maturity and self-concept of total sample.

SAMPLE

The present study consists of 100 students including boys and girls of two colleges of Malout (Pb.). The 50 students comprising of 25 boys and 25 girls each were taken from both the colleges. The sample was taken using random sample techniques.

DESIGN

In the present study descriptive survey method of investigation was utilized to know about career decision maturity and self-concept of under graduate college students.

TOOLS USED

1. Career Decision Making Scale (Singh, 2014)
2. Self-Concept Scale (Ahluwalia and Singh, 2012)

ANALYSIS, INTERPRETATIONS AND DISCUSSION OF THE RESULTS

The statistical techniques such as mean, standard deviation, t-test and correlation were used in the study. The results are given in the following tables 1, 2, & 3

Table 1:
t-ratio between boys and girls of career decision maturity of under graduate college students

Variable	Boys			Girls			t-value
	N	Mean	SD	N	Mean	SD	
Career Decision Maturity	50	5.17	1.79	50	5.98	1.63	2.36**

***Significant at 0.01 level of significance*

Table-1 reveals that the mean score of career decision maturity of boys is 5.17, which is lower than the corresponding mean scores of career decision maturity of girls is 5.98. The t-value testing the significance of mean difference between career decision maturity of boys and girls is 2.36, which in comparison to the table value was found significant at 0.01 levels of significance. Hence, the null hypothesis. **H1**: There exists no significance difference between boys and girls of career decision maturity, is rejected. The result indicates that girls are more conscious towards career decision maturity than that of boys.

Table 2: t-ratio between Boys and Girls of Self-Concept under graduate college students

Variable	Boys			Girls			t-value
	N	Mean	SD	N	Mean	SD	
Self-Concept	50	77.26	3.79	50	75.17	1.79	3.52**

***Significant at 0.01 level of significance*

Table-2 shows that the mean score of self-concept of boys is 77.26, which is higher than the corresponding mean score of self-concept of girls is 75.17. The t-value testing the significance of mean difference between self-concept of boys and girls is 3.52, which in comparison to the table value was found significant at 0.01 levels of significance. Hence, the null hypothesis **H2**: There exists no significant difference between boys and girls of self-concept, is rejected. The result indicates that boys have more self-concept than that of girls.

Table 3: Correlation between Career Decision Maturity and Self -Concept of Total Sample

Variables '	N	Value of 'r'
Career Decision Maturity and Self-Concept	100	0.797**

***Significant at 0.01 level*

Table-5 shows that positive and significant correlation of 0.797 between career decision maturity and self-concept of total sample, which in comparison to the table value was found positive and significant at 0.01 levels of significance. Hence, the null hypothesis H3: There exists no significant relationship between self-concept and career decision maturity of total sample, is rejected. The result indicates that the relationship between self-concept and career decision making of total sample is highly correlated to each other.

FINDINGS

1. There was significant difference between the boys and girls of career decision maturity.
2. There was significant difference between the boys and girls of self-concept.
3. There was significant and positive relationship between career decision maturity and self-concept.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the relationship between self-concept and career decision-maturity was examined and validated using a structural equation model. The findings show that there are significant relationships between self-concept and career decision-maturity. It is very important for students to build their self-concept in order to make them more confident in preparing themselves for their careers. The findings show that self-concept such as parental influence has a strong relationship on career decision-making among students. This highlights the importance of parental support and guidance for good career decision-making among students. Both present and previous researches have shown that self-concept is important in student's development. As a result, parents and teacher should help foster self-concept development in under graduate college students. Given that self-concept only accounted for a small variance in the career decision maturity variables under study research should be carried out to determine whether self-concept can also function as an outcome variable. The results

demonstrate that self –concept has a significant role to play in under graduate college students’ career development.

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