



Impact of Self-Esteem, Academic Achievement and Vocational Aspirations on Adolescents Career Maturity

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Abstract: Present study is related to examine the Impact of Self-Esteem, Academic Achievement and Vocational Aspirations on Adolescents Career Maturity. Using 2x2x2 research design, the two levels of self-esteem, i.e. positive and negative, the two levels of academic achievement, i.e. high and low and the two levels of vocational aspirations, i.e. high and low were manipulated in the study. Multistage random sampling technique is used and finally 1000 students of class 11th were drawn randomly from different government and private senior secondary schools of Himachal Pradesh (India) to serve as the sample in the present study. Analysis of Variance (ANOVA) statistical technique is used in this study. Findings of the study revealed that self-esteem, academic achievement and vocational aspirations have significant main effect on career maturity of adolescents. The effect of double interactions was not found significant, whereas the effect of triple interaction were found significant for the career maturity of adolescents.

Key Words: Career Maturity, Self-Esteem, Academic Achievement, Vocational Aspirations and Adolescents.

1. INTRODUCTION:

The concept of career maturity was introduced by Super (1955) who called it vocational maturity and defined it conceptually as the place reached on the continuum of vocational development from exploration to decline. Crites (1978) defined 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 competent choices and developing attitude towards career. Career maturity has come to be used as a pre-requisite to the ability to make occupational based on the level of vocational job individual. Better and successful performance in a particular field of work leads to better social economic and emotional self. Although educational and vocational choices are made by an individual but they are certainly influenced by many social and environmental factors which include socio-economic status of the family, home and family environment, sex, age, rural and urban background and psychological factors which may include intelligence, self-concept, personality, achievement, motivation, vocational aspirations interest, aptitude, and academic achievement etc. In this study career maturity of senior secondary school students is studied as a function of self-esteem, academic achievement and vocational aspirations.

Self-esteem is a disposition that a person has which represents their judgments of their own worthiness. Self-esteem is the way one feels about oneself, including the degree to which one possess self-respect and self-acceptance. As, such self-esteem is related to the individual's views of his competences, both intellectual and social, and these views in turn are related to the way he will act in social situations. A positive self-concept, as reflected in self-esteem, is important for the individual's general outlook and mental health.

The academic achievement may be referred as achievement in a separate subject or total scores of several subjects combined. Hence academic achievement is concerned with the quantity and quality of learning attained in a subject or group of subjects, after a period of instructions. Academic achievement of an individual is so far considered to be influenced, in part by his ability to make adjustment to his environment, in part by his special abilities, intelligence and aptitudes.

Vocational aspirations refer to decision made by a student on his/her future work, occupation or career or profession. Vocational aspirations are attitudes of likes and dislikes towards things and attitudes of vocational significance. These attitudes influence the life adjustments in general and vocational adjustments in particular, which in turn lead to satisfaction with one's life and a person engaged in a vocation, not directly or indirectly satisfying his/her needs, dispositions, fail to fulfil the vocational expectations.



2. LITERATURE REVIEW :

Kaur (2000) found significant difference in career maturity of the students in relation to their Self-Esteem. Further, some researchers (Kaur, 2002; Wu, 2000 ; Sandhu, 2013) found significant difference in career maturity of students having different levels of academic achievement whereas Tekke and Ghani (2013) found no significant difference in the career maturity of students having different levels of academic achievement.

Career maturity has been also investigated in relation to Occupational Aspirations. Hasan, (2006) found significant difference in career maturity of the students in relation to their occupational aspirations, whereas Kumari (2009) found no significant difference in vocational maturity of students having different levels of occupational aspirations.

3. NEED AND SIGNIFICANCE OF THE STUDY :

Adolescence is a period when the children experience stress and strain on account of career and occupational choices they have to make. They need proper guidance to enable them to make career choices. The present study has significance in the new system of education where students have a variety of courses to choose from. It is important for teacher and the counsellor to know if their students have achieved the desired level of career maturity to survive in the world of competition. The study will provide useful information about career maturity, self esteem, academic achievement and vocational aspirations of students studying in senior secondary schools. Selection of a stream at adolescent stage is a very crucial decision. The decision of the child is influenced by the parents who may sometimes try to fulfil their unfulfilled ambitions precariously through their children. Also common trends prevailing in school circle affect the career choice. The students who score more than 60% marks opt for science and commerce even if they do not have innate abilities to study the above said courses. If they fail in the competitive entrance tests they face frustration and develop complexes. So it is very important to help them select the stream for which they are fit, by keeping in view the principles of career maturity, self esteem, academic achievement and vocational aspirations. Hence, the investigator tried to study the impact of self-esteem, academic achievement and vocational aspirations on adolescents career maturity.

4. OBJECTIVES OF THE STUDY :

To study the main and interaction effect of:

- self-esteem and academic achievement
- self-esteem and vocational aspirations
- academic achievement and vocational aspirations
- self-esteem, academic achievement and vocational aspirations, on career maturity of adolescents.

4.1 HYPOTHESES OF THE STUDY

There exists no significant main and interaction effect of:

- self-esteem and academic achievement
- self-esteem and vocational aspirations
- academic achievement and vocational aspirations
- self-esteem, academic achievement and vocational aspirations on career maturity of adolescents.

5. RESEARCH METHODOLOGY :

The present study is descriptive in nature and survey method had been used. In this study all the senior secondary students, those who were studying at standard 11th in government and private senior secondary schools of Himachal Pradesh constitute the population of the study. In this study, multistage random sampling technique has been used to draw appropriate representative sample from the population. In the first stage 12 districts of H.P are arranged in chronological order on the basis of their literacy rate. After that 12 district of Himachal Pradesh are divided into four strata having three districts in each stratum. From each stratum, one district is selected using simple random sampling technique. In this way, researcher selects four districts i.e., Hamirpur, Bilaspur, Mandi and Sirmour for her study. From these four selected districts, out of total senior secondary school (government and private), 10% schools are selected randomly. Lastly from the selected senior secondary, schools 15-30 students of class 11th are selected through systematic random sampling technique. 1506 11th class boys and girls of government and private senior secondary schools of H.P constitute the initial sample.



5.1 RESEARCH TOOLS USED

To measure the career maturity of adolescents, *Career Maturity Inventory (CMI)* by Gupta (1989) was used. To measure the self-esteem of adolescents, *Self-Esteem Inventory* by Prasad and Thakur (1977) was used. Further to measure the vocational aspirations of adolescents, *Vocational Aspirations Scale* was developed by researcher herself was used. Marks obtained by adolescents in tenth grade examinations conducted by H.P Board of School Education Dharamshala considered as their academic achievement.

5.2 SELECTION OF CASES IN RESEARCH DESIGN

To achieve objectives of this study, from the initial sample eight homogenous groups according to the three specific characteristics of population, i.e., self-esteem, academic achievement and vocational aspiration, which were varied to two levels, were determined. Thus the analysis of data was carried out with 2x2x2 research design with two groups each of self-esteem (positive and negative), academic achievement (high and low) and vocational aspirations (high and low). Self-esteem was classified into two groups, viz. positive and negative self-esteem. The high and low academic achievement and vocational aspiration groups were classified with Mean + 1/2 SD. The numbers of cases were different in each cell but it is advisable to apply analysis of variance with equal number in each cell, to have more valid results. So, 125 cases in each cell were selected randomly with the help of random number table. Thus three way analysis of variance was used with N=1000(125 cases in each cell).

Table 1.1

Mean Scores and SD of Career Maturity of Adolescents with respect to Self-Esteem, Academic Achievement and Vocational Aspirations

	Self –Esteem (A)				Academic Achievement (B)	Vocational Aspirations (C)
	Positive(A1) N=500		Negative (A2) N=500			
	Mean	SD	Mean	SD		
High Academic Achievement(B1) N=500					(B1) N=500 M=70.14 SD=11.347	(C1) N=500 M= 70.46 SD=11.946
High Vocational Aspirations(C1)	71.20	12.190	70.68	20.79		
Low Vocational Aspirations(C2)	71.30	10.00	67.35	11.145		
Low Academic Achievement(B2) N=500					(B2) N=500 M=68.89 SD=12.116	(C2) N=500 M= 68.57 SD=11.483
High Vocational Aspirations(C1)	72.77	10.856	67.16	12.487		
Low Vocational Aspirations(C2)	68.55	10.766	67.05	13.221		
Total	(A1) 70.96	11.100	(A2) 68.06	12.204		

From the mean scores of career maturity of adolescents with respect to self-esteem, academic achievement and vocational aspirations, 'F' values were calculated. The results are given in Table 1.2

Table 1.2

Summary of the Results of Analysis of Variance (2x2x2) for Career Maturity of Adolescents

Source of Variance	Sum of Squares	Df	MS	F-Ratio
Self-Esteem (SE)	2096.704	1	2096.704	15.580 **
Academic Achievement (AA)	546.376	1	546.376	4.060*
Vocational Aspirations (VA)	894.916	1	894.916	6.650 *
SExAA	107.584	1	107.584	.799 NS
SExVA	7.396	1	7.396	.055 NS
AAxVA	19.044	1	19.044	.142 NS
SExAAxVA	887.364	1	887.364	6.594 *



Error(within treatment)	133497.472	992	134.574	
Total	138056.856	999		

**Significant at .01 level

*Significant at .05 level

NS-Non Significant

6. FINDINGS OF THE STUDY :

2x2x2 ANOVA was used to study the main and interactional effects of the self-esteem, academic achievement and vocational aspirations on career maturity of the students. It is evident from the table 1.2 that the computed value of 'F' for the main effect of self-esteem on career maturity of adolescents, is 15.580, which is greater than the table value 6.69 at 0.01 level of significance. So it may be interpreted that the adolescents with positive and negative self-esteem differ significantly from each other in their career maturity. Further, mean score of adolescents having positive self-esteem on career maturity is 70.96., which is higher than 68.06 i.e. mean score of adolescents having negative self-esteem. Hence, adolescents having positive self-esteem has greater career maturity than their counterpart adolescents having negative self-esteem. This study was supported by Kaur (2000), who found significant difference in career maturity of the students in relation to their self-esteem.

The obtained 'F' value for the main effect of academic achievement on career maturity of adolescents is 4.060, which is greater than the table value 3.86 at 0.05 level of significance. So it may be interpreted that the adolescents with high and low academic achievement differ significantly from each other on their career maturity. Further, mean score of adolescents having high academic achievement on career maturity is 70.14, which is higher than 68.89 i.e. mean score of adolescents having low academic achievement. Hence, adolescents having high academic achievement has greater career maturity than their counterpart adolescents having low academic achievement. Results of the study were supported by Sandhu (2013), who found significance difference in the career maturity of high and low achievers.

Table 1.2 further shows that the calculated value of 'F' for the main effect of vocational aspirations on career maturity of adolescents is 6.650, which is significant at 0.05 level of significance. So it may be interpreted that the adolescents with high and low vocational aspirations differ significantly from each other in their career maturity. Further, mean score of adolescents with high vocational aspirations on career maturity is 70.46, which is higher than 68.57 i.e. mean score of adolescents with low vocational aspirations. Hence, adolescents with high vocational aspirations have high career maturity to that of adolescents with low vocational aspirations. Results of the study partially supported by Hasan (2006) found significant difference in career maturity of the students in relation to their occupational aspirations.

It is also revealed from the table 1.2 that the two factor interactions was not found to be significant at acceptable level of confidence. Since, all the three factors are potentially enough in generating significant variance upon career maturity, when the two independent variables were put to interact each other, because of their own potentiality they nullified the interactional effects of each other and their interactional differences were found to be almost equal, but as and when the third variable was put to test, the interaction effect, because of the potentiality of the third variable the interaction effect became significant. Regarding double and triple interaction effects of self-esteem, academic achievement and vocational aspirations on career maturity of adolescents , no such study was available that extend its support to any of these findings.

7. CONCLUSION :

On the basis of the above findings, it may be concluded that career maturity of adolescents influenced by their self-esteem, academic achievement and vocational aspirations. It may be concluded that the self-esteem, academic achievement and vocational aspirations are important factors that can influence career maturity of adolescents. Hence the school should play a important role in developing the positive self-esteem of students and increase their academic achievement and vocational aspirations.

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