



# SELF-ESTEEM, ACADEMIC ACHIEVEMENT AND VOCATIONAL ASPIRATIONS AS A PREDICTOR OF CAREER MATURITY IN ADOLESCENTS

**Dr. Neelam Kumari**

*Assistant Professor*

*Chamba Millennium B.Ed College, Chamba (HP)*

## ABSTRACT

*In the present study an attempt has been made to study the contributory role of self-esteem, academic achievement and vocational aspirations in determining the career maturity of adolescents. A Sample of 1000 adolescents studying in senior secondary schools was selected through multistage sampling. Adapted version of Career Maturity Inventory by Gupta (1989) and Self-Esteem Inventory by Prasad and Thakur (1977) were used for the data collection. Marks obtained by adolescents in tenth grade examinations conducted by H.P Board of School Education Dharamshala were considered as their academic achievement. Multiple Regression analysis was applied to find the contribution of self-esteem, academic achievement and vocational aspirations in prediction of career maturity of adolescents. The findings of the study revealed that self-esteem academic achievement and vocational aspirations were the significant predictors of career maturity of adolescents.*

**Key words:** career maturity, self-esteem, academic achievement, vocational aspirations, adolescents.

## INTRODUCTION

Adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. This period emerges from childhood and merges into adulthood. During this period, the establishment of childhood goes away and a revolutionary process of change starts. In fact, it is a period of revolutionary change. It is markedly a period of growing up, during which the child develops into a man or woman. As the term is used today, it has a broader meaning than it had in earlier years. Instead of limiting the adolescence period to the time when the individual grows to maturity sexually, it is now extended until the individual is expected to be intellectually, emotionally and socially mature.

In the present scenario the importance of the career education and career guidance programs has been recognized for adolescents especially in the context of recent changes in Indian education system which aims to bridge the gap between education and life by making education more work-oriented. It enables the individuals to be realistic and competent to cope effectively with the career development tasks and prepare them for the world of work. Career maturity refers to the individual's degree of maturity to choose, prepare and plan for vocations. 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 self-esteem, academic achievement and vocational aspirations correlates of career maturity among adolescents are studied.

Self-esteem is a term used in psychology to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem has been described as the judgement that we make about our own worth and the feeling associated with those judgements. Self-esteem encompasses beliefs (for example, "I am competent," "I am worthy") and emotions such as triumph, despair, pride and shame. Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. One's self-esteem is also closely associated with self-consciousness. Self-esteem is a disposition that a person has which represents their judgments of their own worthiness.

Academic achievement of pupils refers to the knowledge attained and skills developed in school subjects. So, academic achievement means the achievement of students in the academic subjects in relation to their knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or numbers based on pupil's performance.

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. Vocational aspirations are for young or older adults to either start a new career or enter a new vocational career that they have never done. Vocational aspirations of the students are the prospective vocational choices of the student which they intended to adopt in future.

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 and psychological factors. An insight into the possible factors underlying career maturity would suggest the guidelines for planning various activities for the students. It may also help the teachers, parents and guidance workers for developing desirable attitudes in children. Keeping in mind the various correlates of career maturity, the present study is an endeavour to understand the contributory role of self-esteem, academic achievement and vocational aspirations in determining career maturity of adolescents.

Gupta (1991) found significant relationship (but no direction is given that is positive or negative) between career maturity and vocational aspiration. Kaur (2002) revealed that career maturity had a positive and significant relationship with self-esteem. Shonda (2004) found that career maturity was significantly correlated with self-esteem. Dhillon and Kaur (2005) revealed that there was a significant relationship between career attitude and self-concept in case of boys in government school. Badoni (2006) found that there was no relationship between career maturity and self-esteem/concept. Yuthim (2001), Behera (2002) and Sandhu and Aggarwal (2013) found that there was a positive relationship between academic achievement and career maturity. Kaur (2001), Sharma (2002), Sarita (2003), Nair (2004) found that academic achievement have significant effect on career maturity. Hasan (2006) and Shukla (2014) found that occupational aspiration have effect on career maturity. Sahu

(2013) conducted a study on alienation, career maturity and study habits of adolescents in relation to academic achievement, locus of control and socioeconomic status. Sample of the study consisted of 400 adolescents of age group of 13- 16 years, studying in 10+1 class of Haryana State. The results of the study revealed that there was a positive effect of academic achievement and socio economic status on career maturity of adolescents. The interaction effect of academic achievement, locus of control and socio-economic-status on whole career maturity was found to be significant. Tekke and Ghani (2013) examined career maturity of Malaysian students in relation to gender and academic achievement. The sample of the study consisted of 229 students from the different faculties. The results of the study revealed that there were no significant differences in the career maturity of students having different levels of academic achievement, Female students were high in career maturity to that of male students and Positive relationship was found between career maturity and grade points.

### **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 cut throat 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 senior secondary 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 investigators tried to study that self-esteem, academic achievement and vocational aspirations as a predictors of career maturity of adolescents.

The results of this research would provide guidance to the adolescents and would in a way help to steer their vocational and educational career in a rewarding direction. This would also benefit educational planners and administrators.

### **OBJECTIVES OF THE STUDY**

To study the contributory role of self-esteem, academic achievement and vocational aspirations in determining the career maturity of adolescents.

### **HYPOTHESIS OF THE STUDY**

Self-esteem, academic achievement and vocational aspirations do not contribute significantly in determining the career maturity of adolescents.

## RESEARCH METHODOLOGY

The present study is descriptive in nature and survey method had been used. All the adolescents, who were studying at standard XI 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 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 15-20 students of class 11<sup>th</sup> are selected through systematic random sampling technique. Approximately 1000 11<sup>th</sup> class adolescents of government and private senior secondary schools of H.P constitute the sample.

## TOOLS USED

To measure the career maturity of adolescents, *Career Maturity Inventory (CMI) by Gupta (1989) was used. Further, to measure the self-esteem of adolescents, Self-esteem Inventory by Prasad and Thakur (1977) was used. This inventory consisted of two parts, each part have 30-30 items in it. First part contained items related to personally-perceived self and second part contained items related to socially-perceived self. Marks obtained by adolescents in tenth grade examinations conducted by H.P Board of School Education Dharamshala considered as their academic achievement. To measure the vocational aspirations of adolescents the vocational aspirations scale was construct by researcher herself.*

## FINDINGS OF THE STUDY

Present study sought to explore whether or not self-esteem, academic achievement and vocational aspirations will predict the career maturity of senior secondary school students. To examine these objectives, multiple regression analysis was carried out to determine to what extent these three variables predict the career maturity of senior secondary school students. The regression results discussed below:

**Table 1.1**

**Summary of Multiple Regression Analysis to Predict the Career Maturity using Self-Esteem, Academic Achievement and Vocational Aspirations of Senior Secondary School Students**

Variables	F	B	SE	Beta	t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
Career Maturity	.086	31.190				
Self-esteem		.041	.006	.201	6.631	.01
Academic achievement		.015	.004	.114	3.694	.01
Vocational aspirations		.252	.049	.159	5.158	.01

R=.293, Adjusted R square =.083



Table 1.1 shows that F is 31.190 which is significant at .01 level of significance and self-esteem had a regression coefficient of .201; with t-value 6.631, which is significant at .01 level of significance. Academic achievement had a regression coefficient of .114; with t-value is 3.694 which is significant at .01 level of significance. And the vocational aspirations had regression coefficient of .159; with t-value is 5.158 which is significant at .01 level of significance. So, it is interpreted from the table 1.1 that self-esteem, academic achievement and vocational aspirations significantly predict the career maturity of senior secondary school students. The value of .086, which shows that self-esteem, academic achievement and vocational aspirations predict 8.6% of career maturity of senior secondary school students. Hence the hypothesis that "Self-esteem, academic achievement and vocational aspirations do not contribute significantly in determining the career maturity of adolescents", was rejected.

On the basis of the above findings, it may be concluded that self-esteem, academic achievement and vocational aspirations were the significant predictors of career maturity of adolescents. Further, Self-esteem, academic achievement and vocational aspirations jointly contributed 8.6% of the variance in career maturity.

## DISCUSSION OF THE RESULTS

The purpose of the present investigation was to study the contributory role of self-esteem, academic achievement and vocational aspirations in prediction of career maturity of adolescents. The results of the analysis of data showed that the career maturity of adolescents was determined to a considerable extent by self-esteem, academic achievement and vocational aspirations. That is, self-esteem, academic achievement and vocational aspirations were significant predictors of career maturity. The results of the study affirm the role of self-esteem, academic achievement and vocational aspirations in the determination of career maturity of adolescents.

## REFERENCES

- Badoni, S.C. (2006). Career maturity, Self-concept and gender differences of adolescent at high School stage. Unpublished M.Ed. Dissertation Panjab University, Chandigarh.
- Behera, A.K. (2002) Intelligence, achievement motivation and personality of vocational students in relation to academic achievement. Ph.D Thesis, Panjab University, Chandigarh.
- Dhillon, U., and Kaur, R. (2005). Career maturity of school children. *Journal of the Indian Academy of Applied Psychology*, 31 (1-2), 71-76.
- Gupta, N. (1991). Career Maturity of school students: a study of related factors, New Delhi: Anupama Publications.
- Hasan B. (2006). Career Maturity of Indian Adolescents as a Function of Self-Concept, Vocational Aspiration and Gender. *Journal of the Indian Academy of Applied Psychology*, 32(2), 127-134.
- Kaur, M. (2001) Study of emotional maturity of adolescent in relation to intelligence, academic achievement and environmental catalysts. Ph.D Thesis, Panjab University, Chandigarh.
- Kaur, J. (2002). Career maturity in relation to intelligence, self-esteem and academic achievement of senior secondary students. Unpublished Ph.D thesis, Chandigarh: Panjab University.
- McLaughlin, Shonda. (2004). The relationships between race, disability, career maturity, and self-esteem among high school students. Ph.D, University of Arkansas, dissertational Abstracts International, 64(7), 2439-A.
- Nair, V. (2004). Study of career maturity and vocational interests on relation to sex and academic achievement, (Unpublished Ph.D.). Rani Durgawati Vishwavidyalaya, Jabalpur.
- Sahu, S. (2013). Alienation, career maturity and study habits of adolescents in relation to academic achievement locus of control and socio-economic status, Ph.D thesis, Maharashi Dayanand University, <http://hdl.handle.net/10603/7929>.
- Salami, S.O. (2008). Gender, identity status and career maturity of adolescents in South-West Nigeria. *Journal of Social Science* 16(1), 35-49.

- Sandhu, Simran Kaur and Aggarwal, Vandana (2013). A Study of vocational maturity of commerce stream adolescent students in relation to personality and academic achievement. *International journal of research in commerce ,economics and management*, 3(8),1-3.
- Sarita (2003) Psycho-social problems, family environment and academic achievement of the adolescent children. Ph.D Thesis, Panjab University, Chandigarh.
- Sharma, N. (2002) Effect of parental involvement and aspirations on academic achievement and aspirations of plus two students. Ph.D Thesis, Panjab University, Chandigarh.
- Shukla,S.(2014).Career maturity of adolescents as a function of self concept, occupational aspiration and sex. Pt. Ravishankar Shukla University, Department of Home Science, <http://hdl.handle.net/10603/30325>.
- Tekke Mustafa, Ghani,Muhammad Faizal A. (2013). Examining the level of career maturitamong Asian foreign students in a public university: Gender and academic achievement. *House of Pakistani Educationist Journal of Research*, 1(1),100-121.
- Yuthim, O. (2001) Evaluation of academic achievement in Bloom's taxonomic categories in relation to instructional design and achievement motivation. Ph.D Thesis, Panjab University, Chandigarh.

