SUMMARY

INTRODUCTION

Important career decisions, such as whether to attend university, polytechnic, college of education, or a technical school or enter the job force directly after secondary school are made during adolescence. These decisions affect the rest of person’s life; therefore it is important to understand the individual and the social factors that influence the process of adolescent career development. In a developing country like India where rapid social economic changes, stress, political uncertainties and the variety of jobs available to persons is limited, economic crunch/ depression is a regular phenomenon. Consequently, career counseling is a vital tool for developing the youths. The choice of a career especially among diverse options is usually a herculean task and is very important to life (Osipow, 1983). This therefore underscores the need to guide the adolescents in planning for careers and making mature decisions. The school system has the responsibility of assisting the youths in making competent career decisions that are appropriate to their abilities, aptitudes, interests and other personality characteristics. Many studies have indicated that most secondary school leavers in India made poor vocational decisions because of unrealistic vocational aspirations. It had been reported that students select occupations mainly because of the salaries, positions, glamour and prestige attached to them (Ikeme, 1991; Salami, 1997). For instance, most young people prefer medicine, engineering, law, banking, architecture and pharmacy as professions they intend to enter into upon graduation from school without adequate knowledge of what it takes to succeed and achieve in those occupations.

In support of the above findings Okafor (2004) in a recent study found that most secondary school students selected Law, Medicine, Accountancy, Engineering, Business Administration, Teaching, Nursing, Secretarial work and Military service in that order. On the factors responsible for the students’ choice of careers 80% of the students cited material gains in terms of salaries and emoluments; parental pressure (60%), peer groups (50%), interest (50%), career information (45%), prestige (40%), relatives and significant others (30%). The problems of making unrealistic
occupational choices and subsequent maladjustment on the job have been identified largely among the people already in the labour force by policy maker (Ogunsanwo, 2000). Despite the activities of the guidance counselors posted to the secondary schools by both the Central and State governments in India, to carry out vocational, educational and personal-social counseling and most secondary school students were usually not vocationally mature by the time they leave school (Salami, 2004). There are evidences that most of the students leave secondary schools quite deficient in occupational information (Ekoja and Egbochuku, 1999; Onyefia, 1985). This had been attributed to a conspicuous absence of career education either at the elementary or the secondary school level. This omission of careers education or career preparation such as technical preparation and apprenticeship programmes in the school curriculum limits the occupational experience of the youth. Related to this is the fact that students rarely go on field trips for career exploration. There are no career conferences or observational learning which would expose students to different kinds of work and situations that could aid students in their choice of occupations. Rather, choice of occupation is determined by students’ best school subjects which are in no way an index of maturity in terms of vocational development (Onyejiaku, 1985; Salami, 2005). Lack of career maturity of the Indian secondary school students might be related to the roles that discrimination, societal attitudes, cultural expectations and stereotyping play in their career development. Several researchers have noted that career development appears to be strongly influenced by social factors (Blustein et al., 1995; Hotchkiss and Borow, 1990; Mitchell and Krumboltz, 1990). Conte (1983) noted that negative cultural perceptions and social expectations can impose lower status and a devalued role on individuals which, in turn, can result in limited job or career choices, restricted opportunities and access to training programmes and narrow stereotypical employment possibilities. In the Indian situation, the tradition or cultural practice is that the family or the parents or the elders know the best and as such family or the parents dictate the type of occupation that the children will choose regardless of the children’s abilities and interests (Bojuwuye, 1987). Lower career maturity among Indian secondary school students might result from perceptions of restrictive post-graduation vocational options. Where to go next after graduation might pose problems
to the students. The quality of a nation depends upon the quality of its citizens. The quality of citizens depends on the quality of their education and quality of education besides other factors depends upon study habits and study attitude of the learners. Quality of education is reflected through academic achievement which is a function of study habits and study attitude of the students. Thus to enhance the quality of education, it is necessary to improve the study habits and study attitudes of the students. To improve study habits and study attitude, those factors are needed to be identified which affect these characteristics adversely. Identification of these factors may lead towards remedial measures. To identify factors having negative effect on study habits and study attitudes, to propose remedial measures and to employ strategies for the development of good study habits and study attitudes, well organized guidance services are needed in schools.

The construct of career maturity consists of a readiness, attitude and competency to cope effectively with the career development tasks. The assumption can be made that a career mature person is more capable of making an appropriate and realistic career choice and decision. Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to achieve their goals. The concept of career maturity was defined as the place reached on the continuum of vocational development from exploration to decline (Super 1955). Career maturity is thus the degree which one has reached in cognitive, emotional and other psychological factors whereby one acquires the capacity of making realistic and mature career choices. According to another definition, career maturity is the extent to which an individual is able to master certain career developmental 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. The highlighted aspects of career maturity includes: 1. Obtaining information about oneself and converting such information to self-knowledge; 2. Acquiring decision-making skills and applying them in effective decision-making; 3. Gathering career information and converting it into knowledge of the occupational world; 4. Integrating self-knowledge and knowledge of the occupational world; and 5. Implementing the obtained knowledge in career planning. 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 (Salami 2008). 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 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. Studies have also substantiated the beliefs concerning the role of psychosocial variables like intelligence, socio-economic status, parental influence, school influence, needs and values as motivating factors in specific career preferences of adolescents (Vasantha 1977; Yadav 1979). 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 determinant and predictor variables of career maturity, the present study is an endeavour to understand career maturity of adolescents in relation to family environment, study habits and academic achievement.

**RATIONALE OF THE STUDY**

One of the most crucial decisions a young adolescent must make is the selection of an occupation. 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. The concept of 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 childhood. Career maturity is the term, which denotes the place reached on this continuum of career development from exploratory years to decline. For selection of the right career, the researcher try to study a research on career maturity in relation to family environment, study habits and academic achievement among senior secondary
students. The study will reflect the effect of family environment, study habits & academic achievement on the career maturation. Sometime the parents have expectation form their child that our child should become doctor, engineer, etc which led pressure on the students to select a right career. The habit strength and attitude also affect the career and similarly the social competency; social environment also affects the career of the student for its proper selection.

**Significance of the Study**

Selection of career and setting in it is an important task and a source of personal gratification. In the modern age of science and technology, hundreds of vocations have been thrown open to an individual. The choice of a right vocation is becoming difficult in these days. Adolescence is the period when a major turning takes place in the life of a student because the career will depend upon the subjects selected at this level. On the recommendation of National Policy on Education 1986, school curriculum after the 10th class has been diversified into academic and vocational streams. The educational and vocational decisions at this stage pave the way for future decisions to be taken by any individual in the world of work. Any wrong decision of vocational choice due to pressure of the family or from indecisiveness on the part of adolescent can block his/her growth and development in future. Therefore, it was considered relevant to study this aspect namely career maturity among adolescents. Intelligence implies mental ability of an individual. The understanding of vocational world is vital for students as it enables them to review their career decisions in the light of their potentialities. For proper guidance in the selection of courses of studies as well as in occupation, family environment and study habits play an important role. If a person enters an occupation which requires intelligence more than what he has, he will find himself unsuitable for the type of work. The same difficulty will occur with individual whose intelligence is greater than what his/her work requires. S/he faces dissatisfaction and lack of competitive spirit in her/his job. The close relationship of family environment and study habits and achievement in vocational choice and satisfaction establishes the importance of these in guidance and education. Therefore, for the selection of a particular course of
studies as well as in occupation, family environment and the study habits testing is required.

**STATEMENT OF THE PROBLEM**

A STUDY OF CAREER MATURITY IN RELATION TO FAMILY ENVIRONMENT, STUDY HABITS & ACADEMIC ACHIEVEMENT AMONG SENIOR SECONDARY STUDENTS

**OBJECTIVES OF THE STUDY**

The present study is designed to realize the following objectives:

1. To study the relationship between career maturity and family environment among senior secondary students.
2. To study the relationship between career maturity and study habits among senior secondary students.
3. To study the relationship between career maturity and academic environment among senior secondary students.
4. To study the difference between the mean scores of career maturity among male and female senior secondary students.
5. To study the difference between the mean scores of career maturity among students having good and poor study habits.
6. To study the difference between the mean scores of career maturity among students having good and not good family environment.
7. To study the difference between the mean scores of career maturity among students having high and low academic achievement.
8. To study the difference between the mean scores of career maturity among male students having good and poor study habits.
9. To study the difference between the mean scores of career maturity among female students having good and poor study habits.
10. To study the difference between the mean scores of career maturity among male students having good and not good family environment.
11. To study the difference between the mean scores of career maturity among female students having good and not good family environment.
12. To study the difference between the mean scores of career maturity among male students having high and low academic achievement.
13. To study the difference between the mean scores of career maturity among female students having high and low academic achievement.
14. To study the difference between the mean scores of career maturity among male and female students having good study habits.
15. To study the difference between the mean scores of career maturity among male and female students having poor study habits.
16. To study the difference between the mean scores of career maturity among male and female students having high academic achievement.
17. To study the difference between the mean scores of career maturity among male and female students having low academic achievement.
18. To study the difference between the mean scores of career maturity among male and female students having good family environment.
19. To study the difference between the mean scores of career maturity among male and female students not having good family environment.

**HYPOTHESES OF THE STUDY**

1. There is no significant relationship between career maturity and family environment among senior secondary students.
2. There is no significant relationship between career maturity and study habits among senior secondary students.
3. There is no significant relationship between career maturity and academic environment among senior secondary students.
4. There is no significant difference between the mean scores of career maturity among male and female senior secondary students.
5. There is no significant difference between the mean scores of career maturity among students having good and poor study habits.
6. There is no significant difference between the mean scores of career maturity among students having good and not good family environment.
7. There is no significant difference between the mean scores of career maturity among students having high and low academic achievement.
8. There is no significant difference between the mean scores of career maturity among male students having good and poor study habits.

9. There is no significant difference between the mean scores of career maturity among female students having good and poor study habits.

10. There is no significant difference between the mean scores of career maturity among male students having good and not good family environment.

11. There is no significant difference between the mean scores of career maturity among female students having good and not good family environment.

12. There is no significant difference between the mean scores of career maturity among male students having high and low academic achievement.

13. There is no significant difference between the mean scores of career maturity among female students having high and low academic achievement.

14. There is no significant difference between the mean scores of career maturity among male and female students having good study habits.

15. There is no significant difference between the mean scores of career maturity among male and female students having poor study habits.

16. There is no significant difference between the mean scores of career maturity among male and female students having high academic achievement.

17. There is no significant difference between the mean scores of career maturity among male and female students having low academic achievement.

18. There is no significant difference between the mean scores of career maturity among male and female students having good family environment.

19. There is no significant difference between the mean scores of career maturity among male and female students not having good family environment.

**Independent and Dependent Variables**

The dependent variable in this study is **Career Maturity**. The independent variables in this study are:

- Family Environment
- Study Habits
- Academic Achievement.
METHOD USED

In the present investigation descriptive survey method will be employed to find the relation of career maturity with family environment, study habits and academic achievement among senior secondary students.

The present piece of research was a descriptive survey. The main purpose of this work is to study the career maturity among senior secondary students in relation to their family environment, study habits and academic achievement in the schools of Rohtak District. It involves interpretation comparison measurement, classification, understanding a solution of significant educational problem.

Population and Sample

The male and female students of senior secondary schools of Rohtak district constituted the population of the subjects in the present study. Owing to certain problems was not feasible to study the whole population so the parameters have been estimated by the sample statistics. Various sampling methods are available to pick up a representative sample. The random sample method was used to draw the sample for the present study. The Rohtak district constituted the area of the study. The random sample method was used to draw the school sample for the present study. The selection of schools was made on random basis after processing list to all the schools in Rohtak district. While the investigator visited each school, he obtained the list of all students. Also out of this list, he randomly picked up sixteen students from each school. If a student earmarked for this study or was not found present in the school, it was later on conducted at his residence in the same way, if someone refused to co-operate with the study, another student was replaced on the random basis. But such cases were very few and rarely noticed. Thus 320 students from different schools with 16 students from each school constituted the sample for this study.

Considering the resources limitations, it was decided to include the co-ed types of schools: male and female students from these schools were taken. The sample of 320 students includes both males as well as females. As it was impractical to test and evaluate every school so, the sample taken is 320 students from 20 schools.
Sample [300 Students: 160 male students + 160 female students]

The present study has been conducted on a sample of 320 senior secondary male and female students of Rohtak district only. The sample has been selected by random sampling technique from the population of male and female senior secondary students. The present study was conducted on a sample of 320 senior secondary students in Rohtak district only. After implementing the family environment, study habits inventory and analyzing the scores of academic achievements scores of 320 students, 25 per cent high scorers and 25 per cent low scorers have been taken into consideration as good family environment, good and poor study habits and high and low academic achiever students. So, 80 students having good and 80 students having not good family environment, 80 students having good and 80 students having poor study habits and 80 students having high and 80 students having low academic achievements have been taken into consideration.

TOOLS USED
1. Career Maturity Inventory (CMI) by Nirmala Gupta (1989)
3. Study Habits Inventory (SHI) by M Mukhopadhyay & D. N. Sansanwal (2002)
4. Academic achievement scores of students have been taken from the previous results of their classes.

COLLECTION OF THE DATA

After looking into the nature of study, it was necessary to obtain the information of every item included in the questionnaire. The data was collected individually. The researcher went to the school to contact the teachers for the selection of the students. He established proper rapport with them and then administered the questionnaire. The selection of students was done on random basis. Thus the investigator visited the schools and collected the data himself from each school 16 students were selected.
STATISTICAL TECHNIQUES USED

The Mean and Standard Deviation is calculated of the entire test conducted on the students, t-test and Karl Pearson’s Product Moment Correlation are used to see the difference the correlation between career maturity with family environment, study habits and academic achievement by using SPSS 17 software.

MAIN FINDINGS

1. It was found that there is a significant positive relationship between career maturity and family environment among senior secondary students, which shows that family environment directly influences the career maturity among senior secondary students. The students having high career maturity live conflict free life and remain aware for their future.

2. It was found that there is positive significant relationship between career maturity and study habits which shows that study habits directly influences the career maturity among senior secondary students. The students having high career maturity are well organised in their study habits. They do their study in a well organised way and devote their time to their study in the school life and at their home.

3. It was found that there is significant positive relationship between career maturity and academic achievements among senior secondary students which shows that academic achievements directly influences the career maturity among senior secondary students. The students having high academic achievements show better career maturity.

4. It was found that there is a significant difference between the mean scores of career maturity among male and female senior secondary students. It means that the male and female students have different approach for career maturity. It shows that the female students are more mature than male students regarding their career.

5. It was found that there is a significant difference between the mean scores of career maturity among students having good and poor study habits. It shows
that the students who have good study habits are much conscious about their career than the students who have poor study habits.

6. It was found that there is a significant difference between the mean scores of career maturity among students having good and not good family environment. As we know that as score of family environment increases the career maturity score also increases and vice versa. So the students showing less mean of career maturity have fewer conflicts, lack of reward, lack of family support, less encouragement in their family and vice versa.

7. It was found that there is a significant difference between the mean scores of career maturity among students having high and low academic achievements. It shows that the students who have high academic achievements are much conscious about their career than the students who have low academic achievements.

8. It was found that there is a significant difference between the mean scores of career maturity among male students having good and poor study habits. It shows that the male students who have good study habits are much conscious about their career than the male students who have poor study habits.

9. It was found that there is a significant difference between the mean scores of career maturity among female students having good and poor study habits. It shows that the female students who have good study habits are much conscious about their career than the female students who have poor study habits.

10. It was found that there is a significant difference between the mean scores of career maturity among male students having good and not good family environment. It shows that the male students who have good family environment are much conscious about their career than the male students who have not good family environment.

11. It was found that there is a significant difference between the mean scores of career maturity among female students having good and not good family environment. It shows that the female students who have good family environment are much conscious about their career than the female students who have not good family environment.
environment are much conscious about their career than the female students who have not good family environment.

12. It was found that there is a significant difference between the mean scores of career maturity among male students having high and low academic achievements. It shows that the male students who have high academic achievement are much conscious about their career than the male students who have low academic achievements.

13. It was found that there is a significant difference between the mean scores of career maturity among female students having high and low academic achievements. It shows that the female students who have high academic achievement are much conscious about their career than the female students who have low academic achievements.

14. It was found that there is a significant difference between the mean scores of career maturity among male and female students having good study habits. It shows that the female students who have good study habits are much conscious about their career than the male students who have good study habits.

15. It was found that there is no significant difference between the mean scores of career maturity among male and female students having poor study habits. It shows that the female students as well as the male students having poor study habits are less conscious about their career. They have almost the same approach regarding their career maturity.

16. It was found that there is a significant difference between the mean scores of career maturity among male and female students having high academic achievement. It shows that the female students who have high academic achievement are much conscious about their career than the male students who have high academic achievement.

17. It was found that there is no significant difference between the mean scores of career maturity among male and female students having low academic achievement. It shows that the female students as well as the male students
having low academic achievement are less conscious about their career. They have almost the same approach regarding their career maturity.

18. It was found that there is no significant difference between the mean scores of career maturity among male and female students having good family environment. It shows that the female as well as the male students having good family environment are equally mature about their career.

19. It was found that there is a significant difference between the mean scores of career maturity among male and female students not having good family environment. It shows that the female students who have not good family environment are much conscious about their career than the male students who have not good family environment.

CONCLUSION

Important career decisions, such as whether to attend university, polytechnic, college of education, or a technical school or enter the job force directly after secondary school are made during adolescence. These decisions affect the rest of person’s life; therefore it is important to understand the individual and the social factors that influence the process of adolescent career development. In a developing country like India where rapid social economic changes, stress, political uncertainties and the variety of jobs available to persons is limited, economic crunch/depression is a regular phenomenon. Consequently, career counseling is a vital tool for developing the youths. The choice of a career especially among diverse options is usually a herculean task and is very important to life (Osipow, 1983). This therefore underscores the need to guide the adolescents in planning for careers and making mature decisions. The school system has the responsibility of assisting the youths in making competent career decisions that are appropriate to their abilities, aptitudes, interests and other personality characteristics. Many studies have indicated that most secondary school leavers in India made poor vocational decisions because of unrealistic vocational aspirations. It had been reported that students select occupations mainly because of the salaries, positions, glamour and prestige attached to them (Salami, 1997). For instance, most young people prefer medicine, engineering, law,
banking, architecture and pharmacy as professions they intend to enter into upon graduation from school without adequate knowledge of what it takes to succeed and achieve in those occupations. On the basis of this research, the researcher finally concludes that the career maturity is in relation with family environment, study habits and academic achievement. Here it is also found that the students who have high and low academic achievement, study habits and family environment have difference in their career maturity. Also the male and female students having high academic achievement, good family environment or study habits have difference in their career maturity but in the case of male and female students having low academic achievement, not good environment or study habits have no difference in their career maturity. This all shows that students with high academic achievement, good family environment and study habits are more conscious about their career whereas the students with low academic achievement, not good environment and study habits are not so much conscious about their career.

The education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the hand-on activities. It has been accepted by all that education should help the student to solve the challenges of life and make successful career choice in their career. The purpose of education should not be to simply provide food for the brain but it should replenish the practical activities with vocational courses.

So, family environment, study habits and academic achievement have direct influence on career maturity of the senior secondary students. Adolescence is a stage of stress and strain. They may easily drag themselves on a wrong way if they are not properly guided for their right career options. So, this study was very much useful for these students. As it was found in this study that those students who have a good and healthy family environment, good and organise study habits are more aware about their career and they are considered as mature about their career. The male and female students have difference in the mean score of their career maturity. The result shows that there is difference between the mean of career maturity and family environment among male and female senior secondary students. Whereas, there was no significant differences were found in the mean scores of career maturity where the students have
low academic achievement, poor study habits and not good family environment. Career maturity is a good predictor of success in getting a job.

**DISCUSSION OF THE RESULTS**

The present study was conducted on adolescent students with respect to career maturity in relation to their family environment, study habits and academic achievements. In the present, study career maturity and family environment were studied as inter-related and there was found a positive and significant correlation between career maturity and family environment. This shows that as the scores of family environment increase, the score of career maturity are also increase. It means that the students who have high career maturity have good family environment in their life. The finding of the present study is in consonance with the finding of Rebecca (2006) who posits a significant correlation between career maturity and family environment. Noble (1990) also reported a significant relationship between individuation and career indecision, but it only accounted for 3% of the variance in indecision. In the present study significant correlation was found in career maturity and study habits. The findings of our study is supported with the studies of (O’Hare, 1990 and Langley, 1989) who found that study habits and a positive study and work orientation have consistently been found to be associated with career maturity. This shows that as the scores of study habits increases, the score of career maturity also increases. It means that the students who have high career maturity have good study habits. The students having high career maturity are well organised in their study habits. They do their study in a well organised way and devote their time to their study in the school life and at their home. It is also found a significant difference between the mean scores of career maturity among students having good and poor study habits.

Further the finding of the present study show the positive relationship between career maturity and academic achievements of adolescent students, this finding is also supported by Bal (1998) who observed the significant and positive correlation between career maturity and academic achievements of students. Further study of Rani and Gupta (2011) also found significant main effect of academic performance
and dependence proneness on career maturity. The two interactional effects could not turn out to be statistically significant main effect of academic performance and dependence proneness on career maturity. The two interactional effects could not turn out to be statistically significant. A study was done in the year Dennis K. West (1998) on Comparisons of Career Maturity and Its Relationship with Academic Performance Factors other than ethnicity have been found to influence career maturity scores in students, including rural or urban background of the students, age, educational grade level and gender. Initially a research project was conducted at Eastern Montana College to investigate the relationship of some of these factors to academic achievement (West, 1986). In a sample of college students comprised of both Indian and non-Indian students from this school, career maturity was found to be positively related to age and GPA but not to gender. This present study employs that same sample of students and is an attempt to investigate and compare the career maturity of the American Indian and non-Indian students and to determine if the positive correlation between career maturity and academic performance found in other college populations exists in this group of Indian students.

In the present study, significant difference was found among male and female students. Female students were found better in career maturity as compared to male students. This finding is supported with the finding of Tekke and Faizal (2013) who observed that female students are fairly high in career maturity than male students on the CMI. The results also showed that the higher the career maturity, the higher the grade point average. However, the level of significance is slightly weak; this result should be viewed with caution. But findings of Mathur and Sharma (2001) not in consonance with the present investigation, they have found that boys have a more favourable attitude towards career choice in comparison with girls. Boys have better career competency than the girls. It means that the male and female students have different approach for career maturity. The influence of family environment on career maturity is also found significant in the present study. The families in which there is less conflict, high reward, good cohesion and the families give importance to the views of their ward towards their career are more accommodable in the society and their children are more mature about their career. A study was done in the B. Hasan
on Career Maturity of Indian Adolescents as a Function of Self-Concept, Vocational Aspiration and Gender. Originated from the developmental theory of vocational behaviour, career maturity has been defined as the maturity of attitudes and competencies pertaining to career decision making. It has been found that family environment influenced differentially in different culture, race and gender groups by certain psychological, educational and demographic factors (Lawrence and Brown, 1976; Pound, 1978).

A study was done by Thomas M. Sawyer (1981) on Indian students’ study habits and attitudes and the overall results of this study can produce some limited inferences about the study habits and attitudes of Indian college students. First, the motivation for male Indian students may not be clear and this can affect how hard they study. On the other hand, male Indian students do not seem to suffer very much from test anxiety or study stress. Second, female Indian students may have some problems in budgeting time and some emotional problems related to worrying about studying. Third, Indian and white students from primarily rural backgrounds (and consequently small high schools) are probably not experienced or skilled in taking notes in lecture situations. However, this area needs more research and study before such conclusions can be definitely applied to all Indian college students because study habits and attitudes may vary widely from location to location or tribe to tribe. A significant difference was also between the mean scores of career maturity among students having high and low academic achievement. The mean score of career maturity of students having high academic achievement is higher than the mean score of career maturity of students having low academic achievement. It shows that the students who have high academic achievement are much conscious about their career than the students who have low academic achievements. Also significant difference was found in the mean career maturity scores of male students and female students having high and low academic achievements. These findings are also supported with the findings of Dhillon and Kaur (2005), who also found significant difference in the mean career maturity scores of male and female students.
It is also found in the present study that the career maturity is directly depending on the family environment, study habits and academic achievements. It shows that the students who have good family environment, study habits and academic achievement are much conscious about their career whether the students are male or female. A study was done by Mona & Jasdeep Kaur (2010) on career maturity of adolescents in relation to intelligence. This study investigates the career maturity in relation to intelligence among the adolescents of plus one stage. The findings revealed that academic group students had higher career maturity and intelligence as compared to their vocational counterparts. Girls, in the present sample, possessed greater career maturity and intelligence as compared to boys. Here in this study it also reveals that the students who have higher academic achievement have well aware about their career. These students are very sensitive about their career.

The findings of the study further revealed significant among male and female students regarding their study habits. Female students were found to have good study habits as compared to male students. The findings of the study done by Moses C. Ossai (2012) also supported our findings. He found that female students reported better study habits than males. This implies that proactive counselling against poor study habits should start at the basic level of education and diligent attention should be given to male students. How target-oriented counselling techniques should be utilized to help students improve their academic achievement was discussed.

The present study revealed significant difference among adolescent having good and not good family environment. The students having good family environment have better career maturity as compared to the students having not good family environment. But the findings of Sharma and Gaur (2012) revealed that there is no significant impact of various aspects of parental modelling and vocational maturity of adolescents. The findings of Badola (2013) also revealed significant impact of home environment on career maturity of the students.

The education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the hand-on activities. It has been accepted by all that education should help the student to solve the challenges of life and make successful career choice in their career. The purpose of education should not be to
simply provide food for the brain but it should replenish the practical activities with vocational courses.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

The most outstanding characteristic of any research is that it contributes something new towards the development of the area concerns. The finding of the present study revealed some significant issues that are beneficial in multiple ways. The study has an important bearing on education in our country, where students are taught through the traditional approach. It demonstrates that students can be taught better through new approaches of teaching like the visual and modular approach. The construct of career maturity consists of a readiness, attitude and competency to cope effectively with the career development tasks. The assumption can be made that a career mature person is more capable of making an appropriate and realistic career choice and decision. As in case of planning the career, cognitive level of person is of paramount importance, one cannot ignore this aspect while opting for a career. As for every type of occupation, different types of cognitive structuring is required, students should be made aware of this and guided accordingly.

Gender is a significant factor in the career choice of senior secondary school students. As in this study it has been observed that there was difference in male and female students with respect to career maturity. It is suggested that all stakeholders in education should continue to encourage both male and female to offer subjects of their choice, which invariably influences their career choice readiness. Therefore suitable career counseling programmes catering to individual differences should be designed. It is also suggested that series of programmes that will encourage both gender to go in for careers of their choice should be put in place. Although the responsibility of tailoring the minds of the students towards a particular career option lie on the school counselor, other school personnel should cooperate with the school counselors in fronting effective career choice readiness.

Home environment also plays an important role in the career maturity or career preferences of the students. The present study revealed the significant
difference in students belonging to good and not good family environment. The increase of control at home can cause a hindrance in their independence, as children in this age want independence and to explore the world. Parents should provide more rewards, nurturance and permissiveness and should allow the adolescent to express his views freely. There should be a provision of opportunities with no interference from parents, which may help in proper development of the child. Parents should try to avoid the factors that can cause stress and frustration in the adolescents like punishment, deprivation of privileges and rejection etc. This implies that conditional love of parents for the child and imposing sanctions on children by isolating them from the beloved ones or putting their (parents) expectations to comply by their actions is in fact detrimental for a child’s harmonious development. Parents who are democratic in their dealings with children and provide reasonable freedom to them can pave a path for making their wards emotionally mature.

Study habits also play an important role in enhancing career maturity in the students. It our study, it was found that there is a significant difference in career maturity of the students belonging to good and poor study habits. Strong supporting evidence indicates that the student who have good study habits are very much conscious about their career, avoid delaying important tasks and are able to effectively manage their time in order to complete academic tasks. They have better adapted study habits and strategies, more positive attitudes towards education and well established work methods. This confirms research done by Crites (1978) when he developed the Career Maturity Inventory. He focused on the measurement of competencies or skills that individuals require when making sound career decisions (e.g. planning, problem solving and self-appraisal skills) as well as on their attitude towards career decision-making (e.g., orientation towards work and willingness to be realistic and make compromises).

A major finding of this study was that the students having high academic achievement differ significantly with low academic achievers in career maturity. Students’ career aspirations are predictive of their educational aspirations, as well as academic achievements. These findings indicate that students who have higher
academic achievements are more likely to have higher educational aspirations and very conscious about their career and perform better in school than the students with lower academic achievements. As can also be seen in the results of this study that academic achievements is determined by career-related construct, which is indicated by career maturity, career self-efficacy and career interest. This linking can give practical contribution to educational practices. However, this requires quite an extensive explanation. This input would gradually help students to develop some awareness of their potentials and choose the right academic or vocational specialization. They can also excel in any level of education they are required to attain in order to accomplish the career they wish to have.

This study will help to understand the level of career maturity, type of home environment, level of study habits and academic achievement of secondary school students. This study also will help the teacher to know about the career problems and career interests of the secondary school students and will help to give career guidance to the secondary school students according to their home environment, study habits and level of academic achievement.

**SUGGESTIONS FOR FURTHER STUDIES**

- This study can be applied on a large sample of senior secondary students of government and private schools students.
- The study can be applied on a large sample of senior secondary students of rural and urban schools students.
- The study can be done to observe the effect of EQ or IQ on career maturity level among secondary school students.
- Correlation between career maturity & Academic achievement with respect to general intelligence can be studied.
- Correlation between Stress and Adjustment with respect to career maturity among college going students may be explored.
- Effect of career maturity on the personality traits among graduate and undergraduate students can be studied.
• Relationship between self-concept, self-esteem and career maturity among urban and rural students may be explored.
• Correlation between study habits and attitudes with Social Intelligence may be studied.
• Significant difference between IX grade students & the undergraduate student’s with respect to career preferences may be explored.
• The relationship between career advancement and personality of primary school teachers can be studied.
• The study can also be done on graduate and postgraduate students on different universities.
• Nature of human behavior with relation to studying styles can be effectively studied.
• The study can be done to explore the relevance of SQ and EQ (Emotional Quotient) with leadership trait in their professions chose.
• The study can be done to see the effectiveness of social quotient in the modification of study habits and professional ethics.
• The study can be done to explore the vocational education: Analytic change in the curriculum.
• Quality education in private and government school in respect of career choice may be explored.

DELIMITATIONS OF THE STUDY
1. The present study is confined to senior secondary school students of class eleventh.
2. The sample is restricted to 320 male and female students.
3. The age group of the sample is restricted to 16-20 years.
4. The present study is confined to Rohtak district schools only.