ABSTRACT

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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 close relationship of career maturity, family environment and study habits establishes the importance of these in guidance and education. The present study titled “A STUDY OF CAREER MATURITY IN RELATION TO FAMILY ENVIRONMENT, STUDY HABITS AND ACADEMIC ACHIEVEMENT AMONG SENIOR SECONDARY STUDENTS”, attempted to find out the impact of family environment, study habits and academic achievements on career maturity of senior secondary students. Main objectives of the study were to find out the relationship between career maturity and family environment, relationship between career maturity and study habits; and career maturity and academic achievements of senior secondary students. To attain the objectives null hypotheses were framed.

Descriptive survey method of research was used in executing the present study. The investigator went through the sample of 320 senior secondary students studying in various senior secondary schools of district Rohtak of Haryana. In order to keep to study manageable enough, a random sampling procedure adopted in the study. The tools selected by the investigator for collecting authentic information from the respondents were: (i) Career Maturity Inventory (CMI) by Nirmala Gupta (1989); (ii) Family Environment Scale (FES-BC) by Dr. Harpreet Bhatia & Dr. N. K. Chadha (2002); (iii) Study Habits Inventory (SHI) by M Mukhopadhyay & D. N. Sansanwal (2002); and academic achievement scores of students have been taken from the
previous results of their classes. The data was analysed by implying Karl Pearson’s Product Moment Correlation and ‘t’ test.

The findings of the study revealed that: (i) There is a significant positive relationship between career maturity and family environment among senior secondary students; (ii) there is positive significant relationship between career maturity and study habits; (iii) there is significant positive relationship between career maturity and academic achievements among senior secondary students; (iv) 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; (v) the students who have good study habits are much conscious about their career than the students who have poor study habits; (vi) 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: (vii) the students who have high academic achievements are much conscious about their career than the students who have low academic achievements; (viii) the male students who have good study habits are much conscious about their career than the male students who have poor study habits; (ix) the female students who have good study habits are much conscious about their career than the female students who have poor study habits; (x) the male students who have good family environment are much conscious about their career than the male students who have not good family environment; (xi) the female students who have good family environment are much conscious about their career than the female students who have not good family environment; (xii) the male students who have high academic achievement are much conscious about their career than the male students who have low academic achievements; (xiii) the female students who have high academic achievement are much conscious about their career than the female students who have low academic achievements; (xiv) the female students who have good study habits are much conscious about their career than the male students who have good study habits; (xv) 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; (xvi) the female students who have high academic achievement are much conscious about their career than the male students who have high academic achievement; (xvii) 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; (xviii) do significant difference was found among male and female students having good family environment are equally mature about their career; and (xix) 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.