INTRODUCTION

Successful completion of college study represents a channel for greater earnings and upward career mobility, and also increases the likelihood that one's offspring will have better prospects for earning and employment (Havinghurst and Levine, 1979). Additional benefits found to be concomitant with advanced education include greater occupational choice, political participation, and better mental health (Levin et. al. 1971). Advanced education is also a means for personal achievement, for a role providing service to others in the community and to participate in admired and rewarding professions in contemporary culture.

Originated from developmental theory of vocational behaviour, career maturity, as the maturity of attitudes and competencies pertaining to career decision making, has been defined normatively in terms of congruence between individual's career behaviour and his expected behaviour at that age. The closer the correspondence between the two, the greater the individual's career maturity. It envisages that choice of an occupation is a process spanning throughout the life. Operationally, it is the maturity of attitudes, knowledge and competencies that are realistic in career decision making at the particular developmental stage reached on the continuum of career development from early exploratory years to decline (Crites, 1973, 73a, 74b).
Career maturity refers broadly to the individual's readiness to make age appropriate career decisions and cope with career developmental tasks. It is the individual's ability to make appropriate career choice, including awareness of what is required to make a career decision and the degree to which one's choices are both realistic and consistent over time. Vondracek and Reitzle (1998) emphasized the practical utility of career maturity data particularly for work with adolescents, a view echoed by Raskin (1998). Ohler and Levinson (1994) supported the relevance of assessing career maturity in preparation for developing and improving both counselling and educational programs for adolescents. In essence, career maturity is a measure of readiness to make career decisions on the basis of attitudes towards and knowledge of career decision-making (Powell and Luzzo, 1998).

Everyday we engage ourselves in many decision-makings. From the moment we wake up till we turn off the light at night to go to bed, we make decisions. We make decisions as to what clothes to wear, what to eat for breakfast, whether to attend class, whether to speed up so that we can get through the amber traffic light etc. We also face important decisions - What school to attend, what course to select, what house to buy, whether to end a long term relationship or not etc. Thus all behaviour involves at least simple decisions. There are few other decisions that exert as profound an influence on people's
lives as the choice of a field of worker career. Bandura (1995) states: "The new realities of the information era require advanced cognitive and self-management competencies to fulfil complex occupational roles and to manage to maze of demands of contemporary Life".

NEED AND SIGNIFICANCE OF THE STUDY

It is well documented that students experience difficulties in getting employment/job after completing their education.

The need of hour is to prepare better citizen through education. So, it has become necessary to provide career guidance through formal or informal means for their career maturity and better academic performances. Keeping in view, the objectives of the education the present study will play a significant role in developing career knowledge, attitude and competencies towards the career choices and thus solving the socio-national problem of unemployment and corruption.

On the basis of problem area and population selected, following title is finalized:

"Multivariate Analysis of Career Maturity for Academic Performance, Career Decision Making, Locus of Control & Dependence Proneness among 10+2 Level Students"
KEY TERMS USED

1. **Career Maturity:** Career maturity refers to the individual's readiness to make age appropriate career decisions including awareness of what is required to make a career decision, the degree to which one's choices are both realistic and consistent over time and to cope with career developmental task.

2. **Academic Performance:** It is defined as specific level of attainment or proficiency in academic works as evaluated by the teachers, by standardized test or by combination of both.

3. **Career Decision-Making:** Career decision-making is defined as the process by which a person chooses his/her career.

4. **Locus of Control:** Locus of control can be defined as an extent to which people perceive their lives as internally controllable by their efforts and actions or as externally controlled by chance or outside forces.

5. **Dependence Proneness:** Dependence proneness is a kind of response disposition characterized by looking others for order, seeking favour of persons having a higher status, under conformity to standards of behaviours, avoiding responsibility etc.

OBJECTIVES OF THE STUDY

The following will be the objectives for the present study:
(i) To study the relationship between high achievers and low achievers with career maturity.

(ii) To study the relationship between students showing certainty in decision-making and uncertainty in decision-making with career maturity.

(iii) To study the relationship between students showing internal locus of control and external locus of control with career maturity.

(iv) To study the relationship between students showing high dependence proneness and low dependence proneness with career maturity.

(v) To analyse the main and interaction effect of academic performance, career decision-making, locus of control and dependence proneness on their career maturity.

HYPOTHESES OF THE STUDY

Following hypotheses will be formulated and tested to realize the above objectives:

A. DIFFERENTIAL HYPOTHESES

1. There is significant difference in career maturity of high achievers and low achiever students at 10+2 level.

   (i) There is significant difference in career maturity of high achiever male & high achiever female students at 10+2 level.
(ii) There is significant difference in career maturity of low achiever male & low achiever female students at 10+2 level.

2. There is significant difference in career maturity among 10+2 students showing certainty in decision-making and uncertainty in decision-making.
   (i) There is significant difference in career maturity among 10+2 level male students showing certainty in decision-making and female students showing certainty in decision-making.
   (ii) There is significant difference in career maturity among 10+2 level male students showing uncertainty in decision-making & female students showing uncertainty in decision-making.

3. There is significant difference in career maturity among 10+2 level student showing internal locus of control and external locus of control.
   (i) There is significant difference in career maturity among 10+2 level male & female students showing internal locus of control.
   (ii) There is significant difference in career maturity of male & female students showing external locus of control among 10+2 level.
4. There is significant difference in career maturity among 10+2 level students showing high dependence proneness and low dependence proneness.

(i) There is significant difference in career maturity among 10+2 level male students showing high dependence proneness and female students showing high dependence proneness.

(ii) There is significant difference in career maturity among 10+2 level male and female students showing low dependence proneness.

B. TWO FACTOR INTERACTIONAL EFFECT HYPOTHESES

1. There is significant interaction effect of academic achievement and locus of control on career maturity among 10+2 level students.

2. There is significant interaction effect of academic achievement and career decision-making on career maturity among 10+2 level students.

3. There is significant interaction effect of academic achievement and dependence proneness on career maturity among 10+2 level students.

4. There is significant interaction effect of locus of control and career decision-making on career maturity among 10+2 level students.
5. There is significant interaction effect of locus of control and
dependence proneness on career maturity among 10+2 level
students.

6. There is significant interaction effect of career decision-making
and dependence proneness on career maturity among 10+2 level
students.

C. THREE FACTOR INTERACTIONAL EFFECT HYPOTHESES

1. There is significant interaction effect of academic achievement,
locus of control and career decision-making on career maturity
among 10+2 level students.

2. There is significant interaction effect of academic achievement,
locus of control and dependence proneness on career maturity
among 10+2 level students.

3. There is significant interaction effect of locus of control, career
decision-making and dependence proneness on career maturity
among 10+2 level students.

4. There is significant interaction effect of academic achievement,
career decision-making and dependence proneness on career
maturity among 10+2 level students.

D. FOUR FACTOR INTERACTIONAL EFFECT HYPOTHESIS

1. There is significant interaction effect of academic achievement,
career decision-making, locus of control and dependence
proneness on career maturity among 10+2 level students.
RESEARCH METHODOLOGY

RESEARCH METHOD:

Ex-post facto (non-experimental) method of research will be chosen for achieving the objectives of the study and for testing the hypotheses formulated in the study.

POPULATION:

The population of the study consists of all XI class students of government aided schools of Meerut district.

SAMPLE:

The sample of the study consisted of 600 students studying in class XI in different schools of Meerut district. The school will be selected from the population defined by Simple Random Sampling Technique using Lottery Method. Thereafter by using Stratified random sampling method, the total sample of about 600 students will be selected.

VARIABLES:

(a) Independent Variables: There are four independent variables in the present study i.e., academic performance, career decision making, locus of control and dependence proneness.

(b) Dependent Variable: Career Maturity
TOOLS USED:

For the present study, the following tools will be used for the data collection:

1. Career Maturity Inventory (CMI) by Nirmala Gupta (1989) will be used to measure the career maturity.

2. Internal-External Locus of Control the appropriate standardized tools will be used for measuring locus of control.

3. Dependence Proneness Scale (DPS) modified and standardized by Sinha (1979) will be used to measure dependence proneness.

4. An appropriate Career Decision Making Scale (CDMS) will be used to assess the decision making ability of students about their career.

5. The result of High School (U.P. Board) will be used to measure academic performance of the students.

STATISTICAL TECHNIQUES

The following parametric statistical techniques will be used to analyze, interpret and draw the conclusions from the data:

(i) Mean
(ii) S.D.
(iii) 't' test
(iv) 'F' test (ANOVA)
DELIMITATIONS OF THE STUDY

In research, we study only a segment of reality. Working on single problem is only possible when the design imposed certain restriction on the researcher and for obtaining an accurate result, it becomes essential to delimit the problem.

Keeping in the view the resources of investigator, the present study will be limited to:

1. Meerut District only
2. 10+2 level students of U.P. Board
3. Nearly 600 students from the defined population
REFERENCES


