

Career Maturity of Senior Secondary School Students in Relation to Academic Stream and Self-Confidence

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Abstract: The objective of the present study was to study the difference in career maturity of senior secondary school students with respect to their academic stream. Second objective was to study the difference in career maturity of senior secondary school students with respect to their self-confidence. The other objective was to study the interactional effects of academic-stream and self-confidence on career maturity of senior secondary school students. The results showed that there exists no significant difference in career maturity of senior secondary school student with respect to their academic stream. Study found that Senior secondary school students with different level of self-confidence differed significantly from each other with respect to their career maturity. Further, result showed that no significant interaction between academic stream and self-confidence with respect to career maturity of senior secondary school students.

Key words: Career Maturity, Academic Stream, Self-Confidence.

1. CAREER MATURITY

Career maturity is essential factors of individual's career development and decision-making, job and career satisfaction and retention in the modern world of work. The concept of career maturity is defined as individual's ability to make age-suitable informed career decisions and manage his/her milestone task. Selecting a suitable occupation by oneself is regarded as one of the hallmarks of career maturity that is necessary in the process of career decision making. Self-confidence plays a significant role in the development of career maturity. It refers to an individual's belief in their own ability to succeed in specific situations or fulfill a task. A confident person is more likely to search career options, take initiative in seeking guidance and effectively deal with the failures. Self-confidence promotes a sense of control and autonomy, which are pivotal for making independent career choices. Adolescents with high self-confidence often exhibit greater clarity in their career goals, show higher levels of career decision-making, self-efficacy and tend to commit more firmly to their occupational choices. They are also more proactive in occupational exploration activities, which is an integral part of career maturity. Research implies that individuals with a keen awareness of self-confidence are more likely to show positive career attitudes and behaviors. They are less liable to external pressures and are better prepared to deal with the doubt and anxieties related to career decisions. Thus, the present investigation was carried out to study the career maturity of senior secondary school students in relation to academic stream and self-confidence.

Academic Stream

The Academic Stream refers to an educational pathway that primarily focuses on theoretical knowledge, intellectual development and preparation for higher education. Students who choose this stream, generally study subjects that develop their understanding of a particular academic field and prepare them for university, college, professional courses or research.

1.2 Self-Confidence

Self-confidence means believing in yourself, your abilities and decisions. A self-confident person trusts that they can face challenges, learn from mistakes and achieve their goals in life. Self-confidence is important for students because it

helps them take part in class, communicate and interact with others, make decisions and deal with difficult situations. A confident student/person is more curious to ask questions, try new things and take responsibility for their own work.

2. LITERATURE REVIEW

Verma (2017) Self- confidences among university students: An empirical study. The study was conducted on 200 university students (Jammu) of the different departments (100 male and 100 female). For the study simple random sampling technique was used by the researcher. The results of the study revealed that there was a significant difference in self-confidence of university students in relation to their academic streams.

Uniyal and Khanduri (2020) investigated the level of self confidence among senior secondary students. The sample of the study was 473 (270 male and 203 female) students studying in government and private schools of district Dehradun (Uttarakhand). The study found that the students were significantly different in their mean scores of self-confidence on the basis of stream and students of non- science stream have less self-confidence as compared to science students.

Murisal, Hermawati, Sari (2022) conducted a study on relationship between career maturity and self-confidence of Baitul Tamwil Muhammadiyah employees during the COVID-19 Pandemic in Padang City, Indonesia. Study concluded that Baitul Tamwil West Sumatra employees have high career maturity; this revealed that employee have already strong self-confidence at the time of COVID-19. On the other hand, they have not made efforts to search the planning aspect of career maturity and lack information about capability, interests and talents as well as knowledge about careers. The results of the study also show that a significant positive relationship between career maturity and the self-confidence of employees.

Das (2023) attempted an analysis of career maturity of higher secondary school students in relation to their academic achievement in District Mayurbhanj, Odisha. Study reveals that the students having high academic achievement differ significantly with low academic achievers in career maturity. Further, students' career aspirations are predictive of their educational aspirations, as well as academic achievements. Study 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.

Mondal (2025) studied the career maturity and metacognition of higher secondary students. The study was conducted on the sample of 200 students studying in 11th and 12th class at government run Saraswati Trust Higher Secondary School, West Bengal. The investigator used a random sample technique for the study. Study found a significant difference in career maturity across different academic streams.

3. OBJECTIVES OF THE STUDY

- To study the difference in career maturity of senior secondary school students with respect to their academic stream.
- To study the difference in career maturity of senior secondary school students with respect to their self-confidence.
- To study the interactional effects of academic-stream and self-confidence on career maturity of senior secondary school students.

4. HYPOTHESIS OF THE STUDY

- There exists no significant difference in career maturity of senior secondary school students with respect to their academic stream.
- There exists no significant difference in career maturity of senior secondary school students with respect to their self-confidence.
- There exist no significant interaction between academic-stream and self-confidence with respect to career maturity of senior secondary school students.

5. DELIMITATIONS OF THE STUDY

The Present study was delimited to the students studying in senior secondary schools of district Mandi, Kinnaur, Shimla and kullu of Himachal Pradesh.

6. METHODOLOGY

In the present study, descriptive method of research was used to achieve the objectives of the study.

6.1 Sampling

By employing random sampling technique a representative sample of 819 senior secondary school students were selected from schools of Mandi, Kullu, Kinnaur and Shimla districts of Himachal Pradesh.

6.2 Tool Used

In the present study, following research tool was used;

- Career Maturity Inventory by Nirmala Gupta (2013).
- Self-Confidence Scale by Madhu Gupta and Bindiya Lakhani (2018)

7. DATA ANALYSIS AND INTERPRETATION

For analysis and interpretation of data descriptive statistic and analysis of variance (ANOVA) were used, details of which is given below;

In order to study the main and interactional effects of gender and family climate of senior secondary school students, statistical technique of Analysis of Variance (2x3 factor design) involving two types of academic stream i.e. arts and science and three levels of self-confidence i.e. high, average and low was applied on the mean scores of career maturity of senior secondary school students. The means and standard deviations of career maturity scores with respect to academic stream and self-confidence are given in **Table 1**.

TABLE 1

Means and standard deviations of career maturity scores of senior secondary school students with respect to academic stream and self-confidence

Sr. No.	Levels of Self-Confidence Academic Stream		Mean Career Maturity Scores			
			High	Average	Low	Total
1.	Arts	Mean	73.46	68.62	64.63	68.77
		S.D.	12.609	11.325	9.753	11.566
		N	80	337	78	495
2.	Science	Mean	80.24	76.33	75.38	76.98
		S.D.	9.349	10.178	9.827	10.086
		N	63	224	37	324
3.	Total	Mean	76.45	71.70	68.09	72.02
		S. D	11.748	11.510	10.963	11.708
		N	143	561	115	819

From the mean career maturity scores of senior secondary school students with regard to academic stream and level of self-confidence, 'F'- values were calculated. The complete summary of results is given in the **Table 2**.

TABLE 2

Summary of The Results of Analysis of Variance for Career Maturity Scores of Senior Secondary School Students with Respect to Academic Stream And Self-Confidence

Sr. No.	Source of Variation	Sum of Squares	Degree of Freedom (df)	Mean Squares (Variance)	F-Ratios
1	Academic Stream (A)	8415.191	1	8415.191	72.037**
2	Self-Confidence (B)	3138.687	2	1569.344	13.434**
3	Academic Stream X Self-Confidence (AXB)	253.333	2	126.666	1.084 ^{NS}
4	Error Variance	94972.829	813	116.88	
5	Total	12121.687	818		

NS- Not significant.

** - Significant at 0.01 level of significance.

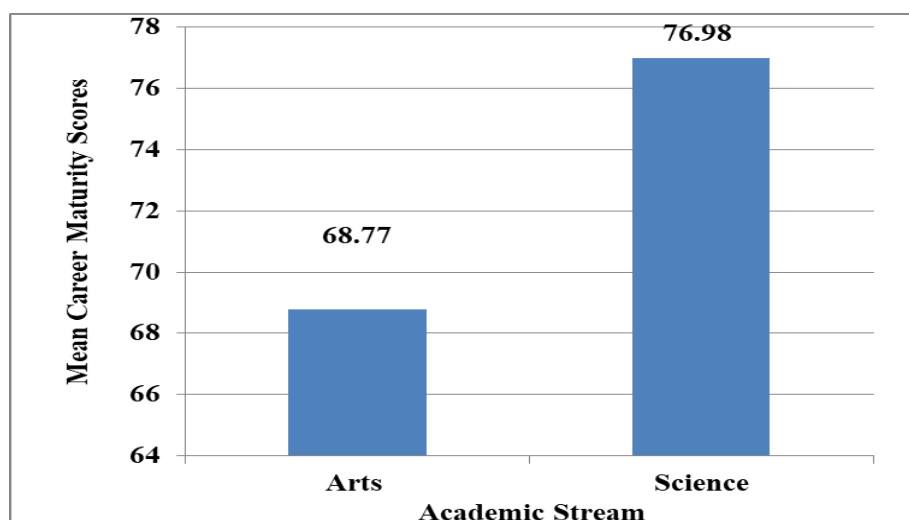
8. MAIN EFFECTS

8.1 Academic Stream (A)

Table 2 reflects that the calculated value of 'F' for the main effect of academic stream on the career maturity of senior secondary school students, for a degree of freedom 1 and 813, was found to be 72.037 which is much greater than the F-table value (6.66) even at 0.01 level of significance. Hence, the Hypothesis no.1, **"There exists no significant difference in career maturity of senior secondary school student with respect to their academic stream,"** was not retained. Therefore, it may be said that senior secondary school students belonging to arts and science stream differed significantly from each other with regard to their career maturity. The senior secondary school students of science stream had shown mean score of 76.98 and senior secondary school students of arts stream had shown mean score of 68.77. So, on the basis of mean score, it can be interpreted that senior secondary school students of science stream possessed high level of career maturity as compared to senior secondary school students belonging to arts stream. **Figure 1** shows the significant difference in the career maturity scores of senior secondary school students with respect to their academic stream.

Figure 1

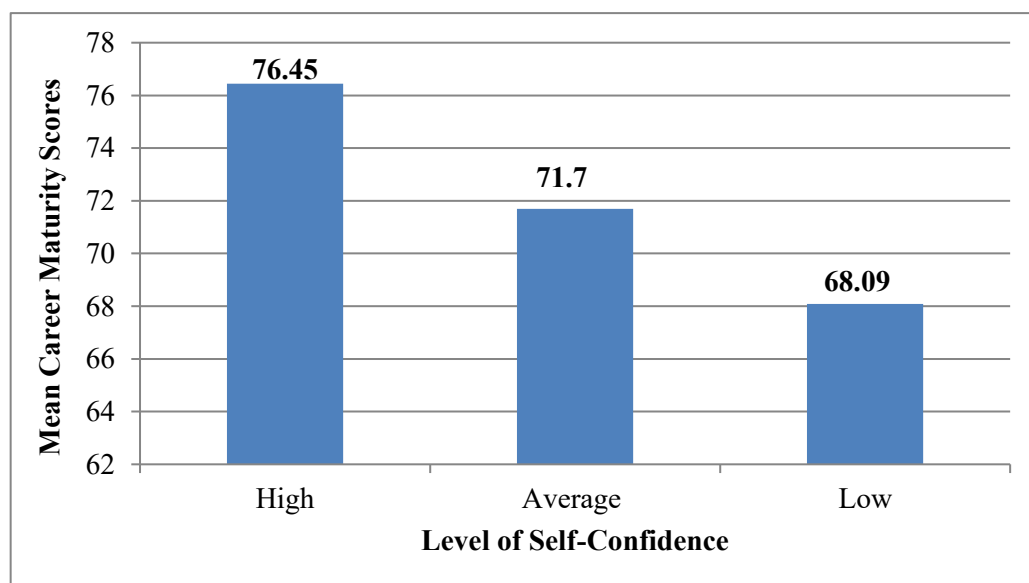
Mean career-maturity scores of senior secondary schools students with regard to their academic stream



8.2 Self- Confidence (B)

The calculated value of 'F' for the findings the main effect of self-confidence on career maturity of senior secondary school students, for degree of freedom 2 and 813, came out to be 13.434 which is greater than the F-table value (4.63) even at 0.01 level of significance. Hence, the hypothesis no.2. that, **"There exists no significant difference in career maturity of senior secondary school students with respect to their self-confidence,"** was not accepted. Therefore, it can be concluded that senior secondary school students with different level of self-confidence differed significantly from each other with regard to their career maturity. **Figure 2** shows the mean career maturity scores of senior secondary school students with respect to level of self-confidence.

Figure 2
Mean Career Maturity Scores of Senior Secondary School Students with Different Levels of Self-Confidence



8.3 Interactional Effect (AXB)

The computed value of 'F-Ratio' for interactional effect of academic stream and self-confidence on career maturity of senior secondary school students, for a degree of freedom 2 and 813, was found to be 1.048. This value is below the F-table value (3.00) even at 0.05 level of significance. Hence, the Hypothesis no. 3 that, **"There exists no significant interactional between academic stream and self-confidence with regard to career maturity of senior secondary school students,"** was accepted. This showed that there is no significant interaction between academic stream and self-confidence with respect to career maturity of senior secondary school students. Therefore, it may be interpreted that the academic stream and self-confidence taken together did not influenced the career maturity of senior secondary school students significantly.

9. CONCLUSION

Based on the analysis of data, following conclusions were drawn:-

- There exists no significant difference in career maturity of senior secondary school student with respect to their academic stream. The senior secondary school students of science stream had shown mean score of 76.98 and arts stream students had shown mean score of 68.77. Therefore, on the basis of mean score, this shows that senior secondary school students of science stream possessed high level of career maturity as compared to arts stream students.
- There existed no significant difference in career maturity of senior secondary school students with respect to their self-confidence. This shows that senior secondary school students with different level of self-confidence differed significantly from each other with respect to their career maturity.

- There existed no significant interaction between academic stream and self-confidence with respect to career maturity of senior secondary school students. This shows that there is no significant interaction between academic stream and self-confidence with regard to career maturity of senior secondary school students. Therefore, it concluded that the academic stream and self-confidence taken together did not influence the career maturity of senior secondary school students significantly.

10. SUGGESTION FOR FURTHER STUDY

The present study was delimited to only four district of Himachal Pradesh i.e Kullu Shimla Mandi and kinnaur. Similar study should be undertaken on the senior secondary school students studying in District Kangra, Hamirpur, Chamba and Sirmaur of Himachal Pradesh also.

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