

CAREER MATURITY AMONG ADOLESCENTS IN RELATION TO THEIR PERSONALITY TYPES

*Dr. Kiranjit Kaur

**Manpreet Kaur

Abstract

The present research was undertaken to find out the Career Maturity among Adolescents in relation to their Personality Types. The sample for the study comprised 200 students of whom 100 were from government schools and 100 from private schools of Chandigarh. An attempt was made to include equal number of boys and girls. Career Maturity Inventory (CMI) by John O' Crites (1989) and Scale for Introversion and Extroversion Dimensions by PSY (1993) were used to collect data. The results indicated significant difference in career maturity of government and private school adolescents with regard to social warmth and self sufficiency areas of personality. Adolescents differ significantly on boldness, self sufficiency areas of personality and total personality with regard to gender and enthusiasm, self sufficiency areas of personality and total personality with regard to type of school.

Keywords: Career Maturity, Personality Types, Adolescents

Greater the maturity, greater is the probability that the individual is to make wise, sincere and satisfactory decisions with regard to career choices. It enables the individual to cope with developmental tasks at different stages of vocational development. In this world of science and technology, India has been recognized as a strong and prosperous global power. It is the age of discovery and dream. The youth of country finds it difficult to choose their career. The construct of career maturity consists of a readiness, attitude and competency to cope effectively with the career development tasks. Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to achieve their goals. Changes in the economy, such as decisions, downsizing, an increased exportation of jobs, and layoffs, require that today's youth are preparing for the new realities of the 21st century labor market by building strong foundations for career decision-making across the lifespan. For even the most prepared, motivated, and educated young person, developing the efficacy and maturity necessary to make informed career decisions in this complex and constantly demanding world of work is

challenging.

It is clear that in our modern world, making a career choice is not a single decision made at one point in time, but a process involving many decisions, great and small, that combine to set one on an individualized trajectory or career development. The process of vocational decision-making begins from an early age; it is evident in the young child who has a ready answer to the question, "What do you want to be when you grow up?" and continues in some developmentally appropriate form throughout the lifespan. High school is a time when adolescents begin to make significant decisions about their future educational and career paths, as well as how to identify their aspirations and how to set their educational and career goals. The many career decisions that a person makes, beginning with one's first career fantasy and continuing through the adolescents and adult years, involve a complex synthesis of persona, social, and environmental components. Therefore, it is imperative that these youth develop the personality, skills, and readiness to make adaptive career decisions and set viable career choice goals. An emotionally immature and dissatisfied individual

*Assistant Professor, Dev Samaj College of Education, Sector 36 – B, Chandigarh

**Alumnus (M.Ed.), Dev Samaj College of Education, Sector 36 – B, Chandigarh

can't reach to the expectations of the society and can't carry his burdens. Career maturity and career decision-making and to develop personality are most important concepts for understanding adolescents' career behaviors as well as assessing their progress toward achieving viable career choice goals.

CAREER MATURITY

Career maturity is one aspect which is considered an important determinant and outcome of career development. Career maturity is an indicator of an individual's attitude towards his or her readiness to make career choices appropriate in the career developmental process. 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 appropriate and realistic career choices and decisions. Career mature individuals have the ability to identify specific occupational preferences and implement activities in order to achieve their goals. Career maturity is an indicator of individual's attitude towards his or her readiness to make career choices appropriate in the career developmental process. The construct of career maturity consists of readiness, attitude and competency to cope effectively with the career developmental tasks. Career maturity is generally perceived as extent to which an individual is able to master certain career developmental tasks that are applicable to his\her life stage. The term has been defined as:

According to Super (1990), "Career maturity refers to the extent to which an adolescent is able to make independent and realistic career-related choices."

Career maturity is related with knowledge, ability, information, aspiration, planning and usability. In order to attain these desired goals, some interventions strategies are taking up for enlighten the path of success which favorably enriches the quality of man. Though career maturity depends on attitudinal and cognitive readiness to cope with the development tasks to human occupation, it is also necessary to follow the ethnicity and moral judgment.

PERSONALITY

Psychologically personality is all that a person is, it is

the totality of one's behavior towards one self and others as well. It includes everything about the person his physical, emotional, social, mental and spiritual make up. Personality is very vast term which refers to total behavior of the individual and encompasses number of factors like, the way you look, the way you dress, the way you talk, the way you listen, the way you act, your habits, your philosophy of life, your willingness to help others. Personality is revealed in behavior. It implies the relation of the people to the persons. The tendency to make any response depends upon the innate tendencies especially in modified form capacity to make response depends upon the physique of the individual. It is a characteristic, fairly consistent pattern of individual person.

Review of literature related to above variable was made and it was found that Super and Nevill (1984) argued that socio economic status may indirectly influence career maturity by exerting influence on commitment to work roles, an important factor in the development of career maturity. Socio Economic status was found to play an important role in the intensity of adolescents. Lee (1984) compared Native American, Caucasian American, and African American high school students to predict the effects of ethnicity, sex, parental influence, degree of certainty, and self-concept on career maturity. Hartman (1985) reported that career maturity has been a predictive of a number of important career decision making skills and career decision-making attitudes for adolescents, including locus of control, career commitment, career exploration and career decision making. Niles and Herr (1989) investigated whether the amount of part-time works in high school is able to predict career maturity and career certainly in a sample of high school student in grades 9 to 12. Contrary to prediction, their results demonstrated that individuals who did a large amount of part-time work did not have higher levels of career maturity than those students who did not engage in part-time employment during high school. Arbona (1990) found that career aspirations between inner-city adolescents and suburban adolescents do not differ; inner-city adolescents and youth from culturally diverse backgrounds tend to hold lower perceived outcome expectations

regarding career aspirations than suburban and White youth. Nevill (1990) reported that socio economic status has been found to be positively correlated with adaptive career behaviors (e.g., work commitment, work participation, work values, and work salience) known to influence career maturity. Kelly (1991) emphasized that choosing a career is a life long process that demands accurate perception of ability, potential and achieving. Parker (1991) investigated relationship among selected personality and job satisfaction in 150 marry land public school, band directors. Other objectives including determining which personality factor was the best predictor for job satisfaction, whether significant differences existed among personality factor for band directors at different levels of instructions whether there was a significant difference among job satisfaction and the other personality variables and the different levels of instructions. Tharp (1992) found that high grades were earned by students stronger in the traits of introversion (I) and judgment (J) whereas the extroverts (E) and perceptive (P) types had lowest grades and dropped outs of the course in largest number. Hardin (2001) examined the cultural relativity of career maturity with both Asian American and Caucasian American students. Results indicated that as a whole, Asian Americans demonstrated less career maturity than Caucasian American students; however acculturation was found for highly acculturated Asian students' career maturity scores did not differ from Caucasian students' scores. Swati (2009) conducted a study of job satisfaction among secondary school teachers in relation to personality types and found that there is no significant difference between total adjustment of teachers working in government and private secondary schools.

On the basis of above related literature, it can be concluded that there are differences in personality factors in terms of extroversion and introversion traits, but on the other hand opposite results are reported by some other researchers. Vocational choice of the individual has been affected by many variables like his intelligence, parental support, his attitude towards different vocations and personality

traits. Therefore, it has been felt that personality might affect their career choices and career decisions. Moreover very few research studies have been reported examining the relationship between the two variables. The result of the study will throw light upon the career maturity of adolescents and their personality types.

OBJECTIVES

- To study career maturity among adolescents in relation to their personality.
- To study and compare personality of adolescent boys and girls.
- To study and compare personality of adolescents studying in government and private schools.

METHOD

DESIGN

Descriptive method of research has been employed for the study.

SAMPLE

A representative sample was taken randomly from population. The sample of 200, IX class students of government and private schools was included in this study.

MEASURES

- Career Maturity Inventory (CMI) by John O' Crites (1989)
- Scale for Introversion and Extroversion Dimensions by PSY (1993)

RESULTS AND DISCUSSION

In order to interpret the data scientifically and to arrive at a conclusive result, the collected data have been treated statistically to present a meaningful picture and also to draw valid inferences and conclusions. The investigator intended to study the career maturity and personality types of government and private school students. For this purpose data was collected and analyzed.

Hypothesis 1: There is no significant difference in career maturity among adolescents in relation to their personality types.

It was assumed in the present study that there exists no significant difference in Career Maturity among Adolescent in relation to Personality types. For this purpose, Table 1 has been prepared.

Table 1 Mean Differential of Career Maturity of Adolescents with High and Low scores in different dimensions of Personality

Areas of Personality	M1	M2	SD1	SD2	t-value	Level of Significance
Boldness	64.61	63.48	9.70	13.29	1.510	Not significant
Competition	65.44	65.24	8.68	8.70	0.122	Not significant
Enthusiasm	64.75	64.50	12.90	8.98	0.121	Not significant
Social Warmth	66.94	62.46	12.76	8.89	2.117	0.05
Self-sufficiency	67.16	62.55	12.83	8.88	2.171	0.05
Personality (Total)	64.57	62.87	9.85	9.69	0.906	Not significant

M1= Mean scores of career maturity of adolescents with high scores in different dimensions of personality

M2= Mean scores of career maturity of adolescents with low scores in different dimensions of personality

SD1= Standard Deviation of career maturity scores of adolescents with high scores of different dimensions of personality

SD2= Standard Deviation of career maturity scores of adolescents with low scores of different dimensions of personality

DISCUSSION OF RESULTS

Table 1 represents Mean scores, Standard Deviation and t-values calculated between the mean scores of career maturity among adolescents with high and low scores in different dimensions of personality.

Boldness (Bo): Table 1 shows that the mean scores of career maturity among adolescents with high and low scores were 64.61 and 63.48 respectively. Standard Deviation of score were 9.70 and 13.29 respectively. The calculated t-value was found to be 1.510, which is not significant. This shows that there is no significant difference in the mean scores of career maturity of adolescents with high and low scores with regard to boldness (Bo) dimension of personality.

Competition (Co): Table 1 shows that the mean scores of career maturity among adolescents with high and low scores were 65.44 and 65.24 respectively. Standard Deviation of scores were 8.68 and 8.70 respectively. The calculated t-value was found to be 0.122, which is not significant. This shows that there is no significant difference in the mean scores of career maturity of adolescents with

high and low scores with regard to competition (Co) dimension of personality.

Enthusiasm (En): Table 1 shows that the mean scores of career maturity among adolescents with high and low scores were 64.75 and 64.50 respectively. Standard Deviation of scores were 12.90 and 8.98 respectively. The calculated t-value was found to be 0.121, which is not significant. This shows that there is no significant difference in the mean scores of career maturity of adolescents with high and low scores with regard to enthusiasm (En) dimension of personality.

Social Warmth (Sw): Table 1 shows that the mean scores of career maturity among adolescents with high and low scores were 66.94 and 62.46 respectively. Standard Deviation of scores was 12.76 and 8.89 respectively. The calculated t-value was found to be 2.117, which is significant. This shows that there is significant difference in the mean scores of career maturity of adolescents with high and low scores with regard to social warmth (Sw) dimension of personality.

Self-Sufficiency (Ss): Table 1 shows that the mean scores of career maturity among adolescents with high and low scores were 67.16 and 62.87 respectively. Standard Deviation of scores were 12.83 and 8.88 respectively. The calculated t-value was found to be 2.171, which is significant. This shows that there is significant difference in the mean scores of career maturity of adolescents with high and low scores with regard to self-sufficiency (Ss) dimension of personality.

Personality (Total): Table 1 shows the mean scores of career maturity among adolescents with high and low scores in total personality were 64.57 and 62.87

respectively. Standard Deviation of scores were 9.85 and 9.69 respectively. The calculated t-value was 0.906, which is not significant. Because there exists significant difference in mean scores of career maturity with regard to high and low scores in social warmth and self-sufficiency dimensions of personality and no significant difference in the mean scores of career maturity of adolescents with regard to high and low scores in boldness, competition, enthusiasm dimensions of personality. Hence hypothesis 1 "There is no significant

difference in career maturity among adolescents in relation to their personality types", has been partially accepted.

HYPOTHESIS 2: There is no significant difference in personality of adolescent boys and girls.

It was assumed in the present study that there exists no significant difference in personality of adolescent boys and girls. For this purpose, Table 2 has been prepared.

Table 2: Mean Differentials of Personality of Adolescent Boys and Girls.

Areas of Personality	M1	M2	SD1	SD2	t-value	Level of Significance
Boldness	7.0	6.14	2.0	1.74	3.23	0.01
Competition	6.20	6.61	2.20	1.69	1.47	Not Significant
Enthusiasm	6.33	6.07	2.0	2.0	0.91	Not Significant
Social Warmth	5.97	5.90	1.90	2.0	0.25	Not Significant
Self sufficiency	11.70	10.43	3.63	3.38	2.558	0.05
Personality (Total)	36.72	35.72	6.01	5.17	1.978	0.05

M1= Mean scores of personality of Boys.

M2= Mean scores of personality of Girls.

SD1= Standard Deviation of scores of personality of Boys.

SD2= Standard Deviation of scores of personality of Girls.

Discussion of Results

There are five different dimensions of personality i.e. boldness (Bo), (Co), enthusiasm (En), self-sufficiency (Ss), social warmth (Sw).

Boldness (Bo): Table 2 shows that the mean scores of personality of boys and girls were 7.0 and 6.14 respectively. Standard Deviation of scores of boys and girls were 2.0 and 1.74 respectively. The calculated t- value was found to be 3.23, which is significant. This shows that there is significant difference in the mean scores of boys and girls with regard to boldness (Bo) dimension of personality.

Competition (Co): Table 2 shows that mean scores of personality of boys and girls were 6.20 and 6.61 respectively. Standard Deviation of scores of boys and girls were 2.20 and 1.69 respectively. The calculated t is no significant difference in the mean scores of boys and girls with regard to competition (Co) dimension of personality.

Enthusiasm (En): Table 2 shows that the mean scores personality of boys and girls were 6.33 and 6.07 respectively. Standard Deviation of scores of boys and girls were 2.0 and 2.03 respectively. The calculated t value was 0.91, which is not significant. This shows that there is no significant difference in the mean scores of boys and girls with regard to enthusiasm (En) dimension of personality.

Social Warmth (Sw) Table 2 shows that the mean scores of personality of boys and girls were 5.97 and 5.90 respectively. Standard Deviation of boys and girls were 1.90 and 2.0 respectively. The calculated t-value was 0.25, which is not significant. This shows that there is no significant difference in the mean scores of boys and girls with regard to social warmth (Sw) dimension of personality.

Self-sufficiency (Ss) Table 2 shows that the mean scores of personality of boys and girls were 11.70 and 10.43 respectively. Standard Deviation of scores of boys and girls were 3.63 and 3.38 respectively. The calculated t-value was 2.558, which is significant. This shows that there is significant difference in the mean scores of boys and girls with regard to self sufficiency (Ss) dimension of personality.

Personality (Total): Table 2 shows that the mean scores of total personality of boys and girls were 36.72 and 35.15 respectively. Standard Deviation of scores were 6.01 and 5.17 respectively. The calculated t-value was 1.978, which is significant. Because there exists significant difference in enthusiasm and self-sufficiency the dimensions of personality but no significant difference in competition, enthusiasm, social warmth dimensions of personality in the mean scores of adolescents boys and girls. Hence hypothesis 2

“There is no significant difference in personality of adolescent boys and girls”, has been partially accepted.

HYPOTHESIS 3: There is no significant difference in Personality of adolescent studying in Government and Private schools.

It was assumed in the present study that there exists no significant difference in personality of adolescents studying in Government and Private schools. For this purpose, Table 3 has been prepared.

Table 3: Mean Differentials of Personality of Adolescents studying in Government and Private schools.

Areas of Personality	M1	M2	Sd1	Sd2	t-value	Level of Significance
Boldness	6.57	6.42	2.13	1.69	0.35	Not significant
Competition	6.17	6.64	1.99	1.93	1.69	Not significant
Enthusiasm	6.57	5.83	1.99	1.98	2.62	0.01
Social Warmth	6.14	5.73	1.95	1.93	1.49	Not significant
Self sufficiency	9.64	12.49	2.84	3.63	6.16	0.01
Personality (Total)	34.61	37.26	5.611	5.40	3.402	0.01

M1= Mean scores of personality of adolescents studying in Government schools

M2= Mean scores of personality of adolescents studying in Private schools

SD1= Standard Deviation of scores of personality of adolescents studying in Government schools

SD2= Standard Deviation of scores of adolescents studying in Private schools

Discussion of Results

There are five different dimensions of personality i.e. boldness (Bo), competition (Co), enthusiasm (En), self-sufficiency (Ss), social warmth (Sw).

Boldness (Bo): Table 3 shows that the mean scores of adolescents studying in government and private schools were 6.57 and 6.42 respectively. Standard Deviation of scores was found to be 2.13 and 1.69 respectively. The calculated t-value was found to be 0.35, which is not significant. This shows that there is no significant difference in the mean scores of adolescents studying in government and private schools with regard to boldness (Bo) dimension of personality.

Competition (Co): Table 3 shows that the mean scores of adolescents studying in government and

private schools were 6.17 and 6.64 respectively. Standard Deviation of scores was found to be 1.99 and 1.93 respectively. The calculated t-value was found to be 1.69, which is not significant. This shows that there is no significant difference in the mean scores of adolescents studying in government and private schools with regard to competition (Co) dimension of personality.

Enthusiasm (En): Table 3 shows that the mean scores of adolescents studying in government and private schools were 6.57 and 5.83 respectively. Standard Deviation of scores was found to be 1.99 and 1.98 respectively. The calculated t-value was found to be 2.62, which is significant. This shows that there is significant difference in the mean scores of adolescents studying in government and private schools with regard to enthusiasm (En) dimension of personality.

Social Warmth (Sw) Table 3 shows that the mean scores of adolescents studying in government and private schools were 6.14 and 5.73 respectively. Standard Deviation of scores was found to be 1.95 and 1.93 respectively. The calculated t-value was found to be 1.49, which is not significant. This shows

that there is no significant difference in the mean scores of adolescents studying in government and private schools with regard to social warmth (Sw) of personality.

Self-sufficiency (Ss) Table 3 shows that the mean of the scores of adolescents studying in government and private 9.64 and 12.49 respectively. Standard Deviation was found to be 2.84 and 3.63 respectively. The calculated t-value was found to be 6.16, which is significant. This shows that there is significant difference in the mean scores of adolescents studying in government and private schools with regard to self-sufficiency (Ss) dimension of personality.

Personality (Total) Table 3 shows that for total personality, the mean scores of adolescents studying in government and private schools were 34.61 and 37.26 respectively. Standard Deviation of scores was 5.611 and 5.40 respectively. The calculated t-value was 3.402, which is significant. Because there exists significant difference in enthusiasm and self-sufficiency the dimensions of personality but no significant difference in boldness, competition, social warmth dimensions of personality in the mean scores of adolescents studying in government and private schools. Hence hypothesis 3 "There is no significant difference in personality of adolescents studying in government and private schools", has been partially accepted.

EDUCATIONAL IMPLICATIONS

- The study will help to understand the level of career maturity and personality of adolescents.
- The study will help to give vocational guidance to the adolescents according to their personality types.
- Students can be encouraged to follow a vocation which is appropriate on the basis of career maturity and personality types.
- Some students do not begin to 'real' career possibilities until after high school graduation. Technical colleges might more aggressively inform students earlier in their schooling of information, knowledge, and skills they could apply their daily studies.
- Some students do not seriously consider many alternative choices in career selection. Sources of influence, such as parents or members, could be brought into a circle of counseling and

discussion to help the students to form a comprehensive career plan or outline.

- Industry could see where, why, and when it could be beneficial for them to invest resources for the purpose of training.

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