



## EMOTIONAL MATURITY: PREDICTOR OF ADOLESCENT'S CAREER MATURITY AT SENIOR SECEONDARY LEVEL

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### Abstract

Senior secondary is the level when an individual starts thinking and exploring various career options based upon his interest. This is the time when major physical, emotional and mental transformations take place. Feelings and emotions play a significant role in choosing a career. Present study was carried out to find out the relationship between emotional maturity and career maturity and also the extent to which emotional maturity contributes to career maturity. This study was conducted by adopting survey research method. 309 adolescents studying in senior secondary schools were randomly selected for the purpose of the study. Questionnaires were used to collect data on emotional maturity and career maturity. Data analysis included correlation and regression. Results indicated significant relationship between both the variables. Results also signaled that emotional maturity is a good predictor of career maturity. Implications of the findings could be to appoint counselors at the senior secondary level to assess the emotional maturity and levels of career maturity of the adolescent, so that they can be guided at right time by creating a healthy emotional environment.

**Keywords:** emotional maturity, career maturity, senior secondary level



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## INTRODUCTION

The period of adolescence is the period of exploration, during which individuals make attempts to understand their own self and find their way in the world (Super, 1974). Senior secondary is the appropriate time for the adolescents to seek their career options. This is the time when their courses get diversified in different streams viz. Science/Arts/Commerce, hence they are supposed to choose the stream they want to build a career in, according to their abilities and interest. An individual is recognized by his work. Selecting an appropriate job and setting into it is one of the most important and crucial task in an individual's life. Career maturity has been defined as individual's ability to make age-appropriate, informed career decisions and manage his/her development task. (Super P., Savickas and Super M., 1996). Crites (1971) model of career maturity proposed that career maturity consisted of both affective and cognitive dimensions.

While speaking at the annual convention of the American Personnel and Guidance Association in 1950, Ginsberg announced that they had no real theory of vocational choice. He further added that in any case vocational choice is not a once in a lifetime phenomenon. Rather he and his colleagues (Ginzberg, Ginsberg, Axelrod and Herma 1951) suggested that vocational choice is a developmental process and this process spans from late childhood to early adulthood.

Career maturity is an important variable which needs to be assessed especially during career exploration in adolescents. At this stage in an individual's life, one has to take such decisions which are important but they may not be ready from the developmental perspective. Adolescents have to contend with a variety of physical, emotional, educational and social changes which can be stressful (Boekaerts, 1996). Most of the adolescents are not able to assimilate their interests, aspirations and abilities. According to career development theory given by Super, 1980, this falls under the stage of exploration wherein some adolescents fall short on focusing on specific career goals. So, in order to assess the difficulties which stand between an adolescent and one's development and also to help explore methods to conquer them are important as one of the goals of career maturity.

It is a commonly observed that there are individual differences in adolescents regarding their emotional maturity. Some individuals seem to be highly capable of managing their emotions at critical situations, whereas, others fail to show an emotional balance in daily chaos. Emotions are associated with mood, temperament, personality, disposition and motivation. Emotional Maturity refers to one's ability of facilitating and guiding emotional tendencies to reach intended goals (Yousoff Rahim, Pa, Mey, 2011, p.294). It is the ability to differentiate and properly identify one's emotions while granting you the freedom to experience whatever emotion is appropriate to given situation. Emotional Maturity enables an individual to create a life he desires: a life full with happiness and fulfillment. One's Emotional Maturity is observed through one's thoughts and behavior. Researchers in the past have also reported that emotions played significant roles in career development (Caruso and Wolfe, 2001). Paseluiko and Valachi (1997) emphasized on the fact that emotional intelligence energizes and motivates actions in career exploration and decision making process activities. Brown, et. al (2003) found emotional intelligence to be positively related to constructs like career commitment and decision making process.

## **OBJECTIVES OF THE STUDY**

The objective of this study is to find out the relationship between Emotional Maturity and Career Maturity of students at Senior Secondary Level and to identify predictors of Career Maturity.

## **HYPOTHESIS OF THE STUDY**

Emotional Maturity of Senior Secondary Students is significantly correlated to Career Maturity and in a multivariate analysis it is a good predictor of criterion variance.

## **METHODOLOGY AND RESEARCH DESIGN**

### **DESIGN**

The present study is descriptive in nature. The researcher has adopted descriptive survey method, using quantitative data for the study.

### **SAMPLING**

For the purpose of selection of the sample, the researcher adopted multistage stratified random sampling technique. The study was conducted on senior secondary students studying in different schools of Dehradun district.

### **PARTICIPANTS**

Three hundred nine senior secondary (male and female) adolescent students aged between 15 to 18 years participated in the study.

### **MEASURES**

#### **1- CARRER MATURITY SCALE**

Students Maturity was measured using the Career Maturity Inventory by Dr. Nirmala Gupta. It is divided into two parts namely attitude and competence. The attitude scale consists of 50 items and competence test consists of 70 items covering five areas of competence for career maturity.

#### **2- EMOTIONAL MATURITY SCALE**

It is a standardized tool developed by Y. Singh and M. Bhargava. The reliability of the scale was determined by test-retest method and internal consistency. The tool consisted of 48 statements covering five areas of Emotional Maturity. The higher student score on the scale reflected lower Emotional Stability and vice-versa.

### **STATISCAL TECHINQUES**

Correlation was applied to see the relationship between Career Maturity and Emotional Maturity and regression analysis was carried out to see the extent to which Emotional Maturity contributes to the career maturity.

**RESULTS AND INTERPRETATION OF DATA**

**HA1:** Emotional Maturity of senior secondary students is significantly correlated to career maturity and in a multivariate analysis it is a good predictor of criterion variance.

Summary of correlation and regression analysis treating emotional maturity as predictor and career maturity as criterion variable is shown in the tables below. Career maturity is the sum of Attitude and Competence. Before conducting correlation and regression analysis, assumptions of independence of observations, normality and homogeneity were tested. Results showed no major violations.

**Table 1 Descriptive Statistics**

VARIABLES	N	MEAN	STD. DEVIATION
EMOTIONAL MATURITY	309	112.53	26.573
ATTITUDE	309	30.98	7.628
COMPETENCE	309	28.24	10.150

It is apparent from the above table that the mean score of senior secondary students for emotional maturity, Attitude and Competence for career maturity are 112.53, 30.98 and 28.24 respectively. Similarly the standard deviations scores of students for Emotional Maturity, Attitude for career maturity and competence are 26.57, 7.628 and 10.15 respectively.

**Table: 2 Correlation Matrix Between Emotional Maturity And Career Maturity**

		ATTITUDE	COMPETENCE
EMOTIONAL MATURITY	PEARSON CORRELATION	-0.230**	-0.188**
	SIG (2 TAILED)	.000	.001
	N	309	309
** correlation is significant at 0.01 level of significance			

Table 2 shows that ‘r’ value between emotional maturity and attitude for career maturity is -0.230, which is found to be significantly correlated. Correlation value between emotional maturity and competence for career maturity is -0.188 which is also statistically significant. However, the negative sign is due to the scoring pattern in the tool used to assess emotional maturity. As explained earlier, higher the score on emotional maturity Scale, lower is the emotional maturity and vice-versa.

**Table: 3 Model Summary Between Emotional Maturity And Attitude For Career Maturity**

MODEL SUMMARY				
MODEL	R	R SQUARE	ADUSTED R SQAURE	STD. ERROR OF ESTIMATE
1	.230 <sup>a</sup>	0.053	0.050	7.435
a. Predictors: (Constant)- emotional maturity b. Outcome: attitude for career maturity				

It is evident from the results of regression analysis presented in table-3 that emotional maturity accounts for 5 percent of variance in the attitude for career maturity. The value of 'R' is statistically significant. Hence it can be inferred that emotional maturity is a good predictor of criterion variance. However, as 95 percent of overall attitude of career maturity is still unexplained, some other factors need to be identified which are contributing towards the criterion variance.

**Table: 4 Test Of Annova<sup>a</sup>**

MODEL		SUM OF SQUARES	df	MEAN SQUARE	F	SIG.
1	REGRESSION	948.736	1	948.736	17.161	.000 <sup>b</sup>
	RESIDUAL	16972.105	307	55.284		
	TOTAL	17920.841	308			
a. Predictors: (Constant)- emotional maturity b. Outcome: attitude for career maturity						

As shown in table 4 the value of 'F' is 17.161, which is significant at  $p < .001$ . This indicates the significance of the regression model.

**Table: 5 Cofficients**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	38.410	1.843		20.837	.000
	Emotional Maturity	-0.066	0.016	-0.230	-4.143	.000
a. Predictors: (Constant)- emotional maturity b. Outcome: attitude for career maturity						

Table-5 indicates that emotional maturity significantly contributes to attitude for career maturity. The higher the beta coefficient more is the contribution of variable in explaining attitude for career Maturity. As presented in table-5, attitude for career maturity is influenced by emotional maturity with the beta value of -0.230.

**Table: 6 Model Summary Between Emotional Maturity And Competence For Career Maturity**

MODEL SUMMARY				
MODEL	R	R SQUARE	ADJUSTED R SQUARE	STD. ERROR OF THE ESTIMATE
1	0.188 <sup>a</sup>	0.035	0.032	9.986
a. Predictors: (Constant)- emotional maturity b. Outcome: competence for career maturity				

It is apparent from the table-6 that emotional maturity accounts for 3.5% of variance in competence for career maturity. The value of ‘R’ is statistically significant. This confirms that emotional maturity is a good predictor of criterion variable. Yet there are other factors that need to be identified and tested in order to find out remaining predictors of career maturity.

**Table: 7 Test Of Annova<sup>a</sup>**

ANOVA <sup>a</sup>						
MODEL		SUM OF SQUARES	df	MEAN SQUARE	F	SIG.
1	REGRESSION	1120.360	1	1120.360	11.236	.001 <sup>B</sup>
	RESIDUAL	30611.918	307	99.713		
	TOTAL	31732.278	308			
a. Predictors: (Constant)- emotional maturity b. Outcome: competence for career maturity						

As shown in table -4 the value of F’ is 11.161, which is significant at p< .001. This indicates the significance of regression model.

**Table: 8 Coefficients**

COEFFICIENTS <sup>a</sup>						
MODEL		UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	‘t’	Sig.
		B	Std. Error	BETA		
1	(CONSTANT)	36.317	2.476		14.669	.000
	EMOTIONAL MATURITY	-0.072	0.021	-0.188	-3.352	.001
a. Predictors: (Constant)- emotional maturity b. Outcome: competence for career maturity						

Table-8 depicts that Emotional Maturity significantly contributes to Competence for Career Maturity. Competence for Career Maturity is influenced by Emotional Maturity with the beta value of -0.188.

## **DISCUSSION**

The present study was designed with the objective to know the relationship between Career Maturity and Emotional Maturity as well as the extent to which Emotional Maturity contributes to Career Maturity. The first half of the objective was achieved by applying correlation, results from which disclosed that the above two variables were significantly correlated. The findings were found in line with many studies. Nyangaga, (2007) opted a baseline study of adolescents in school leadership. The study documented that students' impetus, experience and emotions play a major role in becoming school leaders. Results of O'Boyle's (2012) work indicated the presence of a relationship between people high on Emotional intelligence and strong job performance. Regression analysis was applied to achieve the second half of the objective. Findings from regression analysis revealed that greater emotional maturity was associated with greater career maturity proving emotional maturity to be a good predictor of career maturity. These findings were consistent with the existing literature which had suggested that high career maturity would be linked to greater ability to perceive and depict emotion, assimilate emotions, understanding and regulate emotions (Emmerling & Cherniss, 2003; Goleman, 1995; Salovey, Bedall, Detweiler & Mayer, 2000).

## **CONCLUSION**

In concluding the present study, it is to be noted that career not only provides livelihood to an individual, it also defines an individual, thus choosing an appropriate career at right time is said to be one of the most crucial decisions of life. Psychologists have always suggested that adolescents should reflect upon their vocationally identified needs and get clarity, so as to develop a secure and successful future for themselves (Nandni, 2015). Schools are often negligent in providing students with career-related activities (Lim, 2009). In particular, the attention focused on young adolescents in junior secondary (middle) school is becoming increasingly important (Helwig, 2004). Adolescents at this age are required to make critical career and educational decisions that affect their lifelong career trajectories. Adolescence is the time which is important not only from career perspective but from emotional and physical developmental point of view as well. It is evident from the results of this study and the previous studies that Emotional Maturity plays a significant role in Career related decisions. Cooper (1997) argued that people who trust and use their feelings effectively are more likely to achieve successful career. Thus there is a requirement of immediate attention from family, schools and peers to improve upon the emotional environment of the child. A healthy  
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emotional environment should be created so that the adolescents can feel secured and stress free in order to make them develop the right attitude towards life and career. This will eventually enhance their competency in various careers and they will become more career matured which ultimately lead them to the career of their choice, suitable to their abilities and fit to their interest.

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