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RELATIONSHIP STUDY OF ELEVENTH CLASS RURAL AND URBAN STUDENTS OF JHARGRAM DISTRICT ABOUT CAREER DECISION AND EMOTIONAL MATURITY

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Abstract:

Career decision is defined as the beliefs in one's capabilities to successfully engage in the activities of selection and planning of occupation. The objectives of the paper are to measure career decision ability of the eleventh-class students and how their emotional maturity help to choose a suitable career. In the present study, career decision is measured by the scores obtained through the self-constructed scales of the researcher.

Emotional Maturity in this research refers to the refined and developed ability to understand by the rural and urban students of their controlling ability of emotions in matured way in choosing a career. Since career decision depends on the students' abilities, interests, values, choice of wish, and also how to integrate them into their life, therefore, it is seen that the emotional maturity in the rural and urban students' career is of utmost importance. Emotional maturity comes to the constructed through of everyday action of us. In the present emotional maturity is to be measured by the scores obtained the self-constructed scale by the researcher.

It is a descriptive correctional study. Through the hypothesis testing, it is found out that there are positively significant and not significant correction results in the rural and urban students. The research findings show that students are very much helped them in building their career after emotional maturity showing.

Index Terms: Career Decision, Emotional Maturity, Relationship Status, Descriptive Study.

1.1 INTRODUCTION

People make many decisions every day. Some of these decisions are made as a part of one's daily routine whereas others are perceived as being more important and crave more attention. The decisions which are related to career considered as special kind because those decisions have notable long-range implications on a person's lifestyle, the friends with whom they socialize, the vocational activities in which they involve and hence on their quality of life (Galti & Asher, 2001). A thoughtful selection of a career of an individual and satisfaction in his work inevitably affects the level and degree of his contribution to his own welfare and to that of the community. The key role of education is to enable an individual to realize one's self and make capable to decide upon one vocation to the other. Selection of a vocation as a process covers a considerable number of years, ranging from early childhood to late childhood.

Development of an emotion is an important part of growth and development of an individual. Feelings like - love, hate, anxiety etc. pays importance regarding personality development in an individual's life. Emotions not only influence bodily development, but also influence cognitive, social, moral and aesthetic development as it is also affected by emotions.

Therefore, the present research is an attempt to understand how the career related decisions are made and how a student needs to be helped by their emotional maturity factor.



1.2 SIGNIFICANCE OF THE STUDY

Like any other, this research study is also a significant one for number of reasons. These are as follows:

- This study helps to know the status of career decision and emotional maturity of eleventh class rural and urban students of Jhargram district.
- It helps to know the factors which are responsible in determining the level of emotional maturity for career decision of rural and urban students of Jhargram district.
- It may be evidence for the concern government, policy makers as well as administrators in order to make some effective measures for improvement of the students in respect to status of career decision and emotional maturity for career decision of rural and urban students of Jhargram district.

1.3 OBJECTIVES OF THE STUDY

- 1) To know the status of career decision of rural and urban students of Jhargram district.
- 2) To explore the status of emotional maturity in deciding career decision of rural and urban students of Jhargram district.
- 3) To find out the relationship among the scores of career decision and emotional maturity in respect of gender and locality.

1.4 SOURCES OF THE INFORMATION

The researcher, for this study went through-

- Thesis,
- Journals,
- Books,
- Research Abstracts, and
- Browsed Different Websites.

2.1 REVIEW OF RELATED LITERATURE

To comprehend the research objectives in a better and complete way, the relevant related literature review revitalized for this study has been stated as follows:

2.2 STUDIES CONDUCTED ON CAREER DECISION

1) Researcher: Berger et al.

Title: *“The influence of immediate feedback on adolescent’s self-efficacy of career decision and ambition alignment”*.

Sample: 211 adolescents selected for a study that lived in Western Sydney.

Findings: The results highlighted that students who got automated feedback on their ambitions about career and education, could improve their self-efficacy of career decision and aspirational alignment as well. They have more confidence in collecting occupational information and selection of goals.



2) Researcher: Kaur (2018)

Title: “Study to observe the influence of anxiety about career choice and self-determination on career decision making of learning disable adolescents”.

Methodology: 42 students were selected for a sample and the data was collected with the help of Singh’s career decision making inventory, Career choice anxiety scale by Charles and self-constructed self-determination scale in this study.

Findings: predicted that career decision making and anxiety about career choices were inversely related to each other. As decidedness increased among adolescents, anxiety about career choices would be decreased in learning disabled students. Although, adolescents’ self-determination and decisions related to career were positively related. The students who believe in their abilities and capabilities more competently make their career choices. It leads to a more successful and happier life later on.

2.3 STUDIES CONDUCTED ON EMOTIONAL MATURITY

1) Researcher: Young et al. (1997).

Title: “Role of emotions in the development of a career”.

Methodology: This study underlined parent-child discussion about to a career by analyzing 14 groups of conversation.

Finding: This study found the career development associated with emotions. Emotions stimulate adolescent actions and regulate the career path. The high awareness students of their emotions have more capacity to tackle tasks concerning career decisions.

2) Researcher: Alberto (2010)

Title: “Correlation between career maturity, emotional intelligence, parental rearing style and self-identity in middle school students”

Methodology: 547 respondents were samples for the study.

Finding: It was come out that there was a significant result among emotional intelligence, parental rearing style and self-identity variables in respect to career maturity.

2.4 RESEARCH GAP

From the reviews of related literature, it is found that some research works done on emotional maturity aspects related to career decision. There is very few research work done on emotional maturity in context to an adolescent’s career decision; therefore, further research is needed to arrive at meaningful generalization about the relationship of different variables and on the aspect of eleventh class school students and on the aspect of West Bengal.

3.1 RESEARCH METHODOLOGY

3.1.1 Population of the Study

Population for the present study consists of all eleventh-class students enrolled in Bengali medium schools affiliated to West Bengal Council of Higher Secondary Education. The students are of both rural and urban area schools of West Bengal.



3.1.2 Sampling Technique

Stratified random sampling technique has been used for sample collection in the present study. The researcher has collected 300 samples for the study from the district of Jhargram. Two types of schools (Govt. aided Boys’ Schools and Govt. aided Co-ed Schools) were selected for sample collection for the study. Two Boys’ Schools, and Two Co-ed Schools are randomly taken from the district.

3.1.3 Variables of the Study

- ➔ **Dependent variable** - Career decision
- ➔ **Independent variable** – Emotional Maturity

3.1.4 Tools of the Study

The researcher has used two self-developed scales as a tool for collecting the data in the present study. These are -

- **Career Decision Scale**
- **Emotional Maturity Scale**

3.2 DELIMITATION OF THE STUDY

Area of the study

- The present study was delimited to the state of West Bengal only.
- The study has been *carried out only on Government Aided Schools* which are affiliated by West Bengal Council of Higher Secondary Education of Government of West Bengal.

Sample of the study

- The researcher has *selected only 300 students* out of 4 schools from *Jhargram district*.
- There are boys’ schools and co-ed schools.
- Only the eleventh-class students are considered for the present study.

3.3 TOOLS USED

Two self-made standardized tools have been used in the present study.

3.4 STATISTICS USED IN THE STUDY

Table – 1 : Description of Statistical Usage

Descriptive Statistics	Inferential Statistics
1) Mean 2) Median 3) Std. Deviation 4) Skewness 5) Kurtosis 6) NPC	1) Correlation (Pearson Product Moment)



4.1 HYPOTHESIS OF THE STUDY

H₀₁: There is no significant relationship between the scores of career decision and self-knowledge of emotional maturity of rural students.

H₀₂: There is no significant relationship between the scores of career decision and behavioral aspect of emotional maturity of rural students.

H₀₃: There is no significant relationship between the scores of career decision and locus of control dimension of emotional maturity of rural students.

H₀₄: There is no significant relationship between the scores of career decision and emotional problem dimension of emotional maturity of rural students.

H₀₅: There is no significant relationship between the scores of career decision and self-knowledge of emotional maturity of urban students.

H₀₆: There is no significant relationship between the scores of career decision and behavioral aspect of emotional maturity of urban students.

H₀₇: There is no significant relationship between the scores of career decision and locus of control dimension of emotional maturity of urban students.

H₀₈: There is no significant relationship between the scores of career decision and emotional problem dimension of emotional maturity of urban students.

4.2 ANALYSIS OF NULL HYPOTHESIS TESTING

H₀₁ : There is no significant relationship between the scores of Career Decision and Self-knowledge dimension of Emotional Maturity of rural students.

Table –2
 Relationship between Career Decision and
 Self-knowledge Dimension of Emotional Maturity of Rural Students

Groups	N	df	r	p-value	Significance
Career Decision	300	298	0.166	0.044	Significant at the 0.05 level
Self-knowledge Dimension of Emotional Maturity					

Interpretation: A significant correlation is found from the scores of Career Decision and Self-knowledge dimension of Emotional Maturity of rural students at 0.05 level as the p-value of 0.044 is less than 0.05 for df 298. The correlation value (r) is 0.166 which is positive indicating that Career Decision increases significantly when Self-knowledge dimension of Emotional Maturity increases. Hence the null hypothesis is rejected.

H₀₂ : There is no significant relationship between the scores of Career Decision and Behavioural Aspect dimension of Emotional Maturity of rural students.



Table –3
Relationship between Career Decision and
Behavioural Aspect Dimension of Emotional Maturity of Rural Students

Groups	N	df	r	p-value	Significance
Career Decision	300	298	-0.12	0.037	Significant at the 0.05 level
Behavioural Aspect Dimension of Emotional Maturity					

Interpretation: A significant correlation is found from the scores of Career Decision and Behavioural Aspect dimension of Emotional Maturity of rural students at 0.05 level as the p-value of 0.037 is less than 0.05 for df 298. The correlation value (r) is -0.12 which is negative indicating that Career Decision decreases significantly when Behavioural Aspect dimension of Emotional Maturity increases. Hence the null hypothesis is rejected.

H₀₃ : There is no significant relationship between the scores of Career Decision and Locus of Control dimension of Emotional Maturity of rural students.

Table –4
Relationship between Career Decision and
Locus of Control Dimension of Emotional Maturity of Rural Students

Groups	N	df	r	p-value	Significance
Career Decision	300	298	-0.052	0.366	Not Significant
Locus of control Dimension of Emotional Maturity					

Interpretation: No significant correction is found from the scores of Career Decision and Locus of Control dimension of Emotional Maturity of rural students at 0.05 level as the p-value of 0.366 is greater than 0.05 for df 298. The correlation value (r) is -0.052 which is negative indicating that Career Decision decreases when Locus of Control dimension of Emotional Maturity increases but not significantly. Hence the null hypothesis is accepted.

H₀₄ : There is no significant relationship between the scores of Career Decision and Emotional Problem dimension of Emotional Maturity of rural students

Table –5
Relationship between Career Decision and
Emotional Problem Dimension of Emotional Maturity of Rural Students

Groups	N	df	r	p-value	Significance
Career Decision	300	298	0.108	0.062	Not Significant
Emotional Problem Dimension of Emotional Maturity					

Interpretation: No significant correction is found from the scores of Career Decision and Emotional Problem of Emotional Maturity of rural students at 0.05 level as the p-value of 0.062 is greater than 0.05 for df 298. The correlation value (r) is 0.108 which is positive indicating that Career Decision increases when Emotional Problem dimension of Emotional Maturity increases but not significantly. Hence the null hypothesis is accepted.



H₀₅ : There is no significant relationship between the scores of Career Decision and Self-Knowledge dimension of Emotional Maturity of urban students.

Table –6
Relationship between Career Decision and Self-knowledge
Dimension of Emotional Maturity of Urban Students

Groups	N	df	r	p-value	Significance
Career Decision	300	298	-0.145	0.012	Significant at the 0.05 level
Self-knowledge Dimension of Emotional Maturity					

Interpretation: A significant correlation is found from the scores of Career Decision and Self-knowledge dimension of Emotional Maturity of urban students at 0.05 level as the p-value of 0.012 is less than 0.05 for df 298. The correlation value (r) is -0.145 which is negative indicating that Career Decision decreases significantly when Self-knowledge dimension of Emotional Maturity increases. Hence the null hypothesis is rejected.

H₀₆ : There is no significant relationship between the scores of Career Decision and Behavioural Aspect dimension of Emotional Maturity of urban students.

Table –7
Relationship between Career Decision and Behavioural Aspect
Dimension of Emotional Maturity of Urban Students

Groups	N	df	r	p-value	Significance
Career Decision	300	298	-0.026	0.654	Not Significant
Behavioural Aspect Dimension of Emotional Maturity					

Interpretation: No significant correction is found from the scores of Career Decision and Behavioural Aspect dimension of Emotional Maturity of urban students at 0.05 level as the p-value of 0.654 is greater than 0.05 for df 298. The correlation value (r) is -0.026 which is negative indicating that Career Decision decreases when Behavioural Aspect dimension of Emotional Maturity increases but not significantly. Hence the null hypothesis is accepted.

H₀₇ : There is no significant relationship between the scores of Career Decision and Locus of Control dimension of Emotional Maturity of urban students.

Table –8
Relationship between Career Decision and
Locus of Control Dimension of Emotional Maturity of Urban Students

Groups	N	df	r	p-value	Significance
Career Decision	300	298	0.027	0.636	Not Significant
Locus of control Dimension of Emotional Maturity					

Interpretation: No significant correction is found from the scores of Career Decision and Locus of Control dimension of Emotional Maturity of urban students at 0.05 level as the p-value of 0.636 is greater than 0.05 for df 298. The correlation value (r) is 0.027 which is positive indicating that Career Decision increases when Locus of Control dimension of Emotional Maturity increases but not significantly. Hence the null hypothesis is accepted.



H₀₈ : There is no significant relationship between the scores of Career Decision and Emotional Problem dimension of Emotional Maturity of urban students.

Table –9
Relationship between Career Decision and Emotional Problem Dimension of Emotional Maturity of Urban Students

Groups	N	df	r	p-value	Significance
Career Decision	300	298	0.099	0.087	Not Significant
Emotional Problem Dimension of Emotional Maturity					

Interpretation: No significant correction is found from the scores of Career Decision and Emotional Problem of Emotional Maturity of urban students at 0.05 level as the p-value of 0.087 is greater than 0.05 for df 298. The correlation value (r) is 0.099 which is positive indicating that Career Decision increases when Emotional Problem dimension of Emotional Maturity increases but not significantly. Hence the null hypothesis is accepted.

5.1 FINDINGS OF RESULT

Finding - 1

H₀₁ : There is no significant relationship between the scores of career decision and self-knowledge dimension of Emotional Maturity of rural students.

It is found that career decision and self-knowledge dimension of emotional maturity correlate significantly among higher secondary rural students. Obtained r-value (0.166) is positively indicating that career decision increases significantly when self-knowledge dimension of emotional maturity increases.

Finding - 2

H₀₂ : There is no significant relationship between the scores of career decision and behavioural aspect dimension of Emotional Maturity of rural students.

It is found that career decision and behavioural aspect dimension of emotional maturity correlate significantly among higher secondary rural students. Obtained r-value (-0.12) is negatively indicating that career decision decreases significantly when behavioural aspect dimension of emotional maturity increases.

Finding - 3

H₀₃ : There is no significant relationship between the scores of career decision and locus of control dimension of emotional maturity of rural students

It is found that career decision and locus of control dimension of emotional maturity correlate not significantly among higher secondary rural students. Obtained r-value (-0.052) is negatively indicating that career decision decreases when locus of control dimension of emotional maturity increases but not significantly.

Finding - 4

H₀₄ : There is no significant relationship between the scores of career decision and emotional problem dimension of Emotional Maturity of rural students



It is found that career decision and emotional problem dimension of emotional maturity correlate not significantly among higher secondary rural students. Obtained r-value (0.108) is positively indicating that career decision increases when emotional problem dimension of emotional maturity increases but not significantly.

Finding - 5

H₀₅ : There is no significant relationship between the scores of Career Decision and Self-knowledge dimension of Emotional Maturity of urban students.

It is found that career decision and self-knowledge dimension of emotional maturity correlate significantly among higher secondary urban students. Obtained r-value (-0.145) is negatively indicating that career decision decreases significantly when self-knowledge dimension of emotional maturity increases.

Finding - 6

H₀₆ : There is no significant relationship between the scores of Career Decision and Behavioural Aspect dimension of Emotional Maturity of urban students.

It is found that career decision and behavioural aspect dimension of emotional maturity correlate not significantly among higher secondary urban students. Obtained r-value (-0.026) is negatively indicating that career decision decreases when behavioural aspect dimension of emotional maturity increases but not significantly.

Finding - 7

H₀₇ : There is no significant relationship between the scores of career decision and locus of control dimension of Emotional Maturity of urban students.

It is found that career decision and locus of control dimension of emotional maturity correlate not significantly among higher secondary urban students. Obtained r-value (0.027) is positively indicating that career decision increases when locus of control dimension of emotional maturity increases but not significantly.

Finding - 8

H₀₈ : There is no significant relationship between the scores of career decision and Emotional Problem dimension of Emotional Maturity of urban students.

It is found that career decision and emotional problem dimension of emotional maturity correlate not significantly among higher secondary urban students. Obtained r-value (0.099) is positively indicating that career decision increases when emotional problem dimension of emotional maturity increases but not significantly.

5.2 IMPLICATION FOR CAREER DEVELOPMENT OF SCHOOL STUDENTS

The results have shown that mostly negative results found out in between two variables of career decision ability and emotional maturity among eleventh class rural and urban students of Jhargram district. There are some implications for the school students. These are -

- *School administrators and counselors have to provide career counseling during the transition of adolescents from high school to senior secondary school, so that they can decide about the career of their choice as per their capabilities.*
- *School administrators can emphasize on organizing different activities related to guidance, educational fairs, counseling sessions for parents as well as students.*



- *Students personally should pursue guidance to find out in which field they can excel rather than depend on peer choices. Students can identify their likings and abilities and what their future should look the same.*

The findings of this study have lays important implications for parents, teachers, counselors and school administrators. As school administrators and counselors can guide the school students about the main obstacles in career decision.

5.3 RECOMMENDATION FOR FURTHER STUDY

Research is an act of organized learning; it searches new facts and add in existing information. Useful research must aim to propagate questions for further research. Future research may extend the results of this present study, which is essential to identify the association between career decision and emotional maturity. Depending on the findings and limitations of the present study the following suggestions may dawn for future research. These are –

- (1) This study can be repeated with a larger sample size of either higher secondary or secondary school students to get more reliable and valid results.
- (2) This study was bound only to the higher secondary school students of West Bengal state only. The study may be extended to the other states of India.
- (3) The longitudinal study may be done such as case studies of the actual process of choosing a career or teacher assisted career choice.
- (4) Similar study may be done on college level students and university level students etc.

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