Chapter V

Summary and Conclusions
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SUMMARY AND CONCLUSIONS

There is growing realization all over the world that development of any nation is linked with the development of its human resource. At the grass root level, development and preparation for future utilization of human resource is prepared in the educational institutions. Today, in the twenty first century, we seem to surge towards a new phase in the development of educational system in a new perspective, where content and process of education will be directed to help the individual to discover, develop and train one's talent and abilities leading to personal and national development.

Jones (1973) views that although life goals provide the centre of all activities and give meaning to life, a satisfying and successful life is often dependent on the wise choice of a career. Sometimes, a person takes up a profession to which he or she is not suited or prepared. This results in frustration, loss of human material and lack of adequate remuneration. It is, therefore, extremely important to have proper and timely planning in helping the youth to take a decision about the selection of a vocation. This planning should always have some consideration for the resources of the family, opportunities available and aptitude of the person.

The concept of vocational choice as a developmental process has its origin in the early work of Carter (1940). He concluded that formation of interest patterns in adolescence progresses in the late childhood which ensures mature realistic solutions to problems of youth and adulthood. Ginzberg et al. (1951) introduced the idea that vocational choice is a continuous process which remains in existence for a prolonged period. In this developmental frame work, career behaviour refers to the responses that an individual makes in selecting a career and adjusting in it. It is considered as a continuous fluid process of growth and learning including self-concept, developmental experiences, personal history, and psycho-social environment as major determinants of career choice.

Today there is an increasing interest about how the adolescents choose their careers, which is not an easy task due to the complex and fluid character of the world of work. Life and work in the past were dictated by tradition and custom and thus the people
had neither the necessity nor the freedom of making career choices. The child usually adopted the profession of his/her parents. But today life of man is not the same as it used to be. An adolescent is expected to choose at the senior secondary stage, a particular stream from vocational and academic groups. The students opting for academic stream have to make decision regarding the pursuance of higher studies in the field of arts, science or commerce whereas the vocational stream aims to divert large number of students to the world of work by attracting them to need based, region specific vocational courses. These choices are ultimately viewed as career choices which determine the future role of an individual in the world of work. Right career choice thus leads to personal growth and happiness.

As Ross and Ross (1957) viewed that a well chosen vocation spells out not only efficiency but also happiness. Vocational development is therefore a necessary concomitant of overall growth and development. Super's (1957) view is that vocational development is one aspect of an individual's progress which is as essential as social, emotional and intellectual development. Like other aspects of development, vocational development must be conceived of as beginning early in the life and proceeding along a normal curve until late in life (Super et al. 1957).

The development of a person through stages of maturity parallels the educational and vocational choice process. These two processes interact with each other. In the continuity of career development, educational and vocational choices are seen as a series of acts forming crucial factors for personal development. The personality of an individual has an essential influence on decisions, as picking up a choice behaviour involves a series of inter-dependent decisions which are, to some extent, irreversible and are intimately tied to an individual. These decisions occur or are taken with determination at various stages. Super (1957) concluded, “an individual is, more or less, conscious of his vocational decision making, depending upon the stage of his development”.

There are several viewpoints regarding career development. While researchers like Holland (1973; 1985) focused on personality by attempting to illustrate the interrelation of personality, behaviour and careers, other researchers, like Roe (1956) used human genetics and early childhood experience as the basics for theories of career development. Super (1957; 1962) made a profound contribution to career development by
his introduction of the concept of career maturity. Crites (1981) supported this theory, with his development of the first measuring tool for career maturity.

According to McDaniels (2000), there are five issues that the field of career development is faced with in the 21st Century, namely:

1. The need to increase our understanding of the concept of what a career is, incorporating a shift from occupational guidance to career development.
2. The need to sharpen the focus and stimulate further research on the concept of a lifelong career.
3. The need to conduct further research with regard to career development of previously disadvantaged groups.
4. The need to conduct further research specifically in the field of skills and ability development.
5. The need to optimally utilise multimedia facilities, thereby broadening the individual’s information base.

It seems that the above issues are similar to main building blocks of career maturity. It is therefore evident that career maturity will be the focus area of the 21st century. The concept will have to be researched and current knowledge will have to be applied more effectively to address the demands of career development in the future.

**CAREER MATURITY**

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 an appropriate and realistic career choice and decision. Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to achieve their goals.

The concept of career maturity was introduced by Super (1955) who called it vocational maturity and defined it conceptually as “the place reached on the continuum of vocational development from exploration to decline.” Career maturity is, thus, the degree which one has reached in cognitive, emotional and other psychological factors whereby one acquires the capacity of making realistic and mature career choices.
Super and Overstreet (1960) stated that in conceptualizing career maturity, they used three of the developmental psychology principles viz:

1. Development proceeds from random, undifferentiated activity to goal-directed specific activity.
2. Development is in the direction of increasing awareness and orientation to reality, and
3. Development is from dependence to increasing independence.

With these principles as guidelines, Super and Overstreet (1960) constructed a framework for their research under Career Pattern Study which included the following dimensions:

1. **Orientation to vocational choice**: It is the degree to which the student shows concern for vocational choices and the effectiveness of his use of the resources available to him in coping with the decision-making tasks.

2. **Information and planning about preferred occupations**: It can be assessed by the student about his preferred occupation, the degree of specificity of his planning for the occupation of his choice and the extent to which the student is involved in planning activities.

3. **Crystallization of traits**: It has six indices: Interest maturity, degree of patterning of measured interests, liking for work, concern for work rewards, vocational independence and acceptance of responsibility for educational planning.

4. **Consistency of vocational preferences**: It has three indices: Consistency of vocational preferences within occupational fields, within occupational levels and within occupational families.

5. **Wisdom of vocational preferences**: It reflects the agreement between ability and preference, fantasy occupational level and socio-economic accessibility of the preferences of the students.

Later, Super and Thompson (1979) gave "six psychologically meaningful dimensions", which were arrived at using research data on Career Development Inventory Form III (1971). These dimensions are:

1. Extent of planning-referring to planfulness.
2. Use and evaluation of resources in exploration.
3. Career decision making—referring to the student’s knowledge and application of career decision making principles.

4. Career development information.

5. World of work information.

6. Information about the preferred occupation.

An individual’s vocational maturity, then, can be defined by his standing along these dimensions in relation to either chronological age and expected life stage or the behaviour of others coping with the same developmental tasks” (Super et al. 1957). An individual’s vocational or career maturity reflects his readiness to make vocational decisions, called for by society, revealed by method of coping with developmental tasks, which are occupational in nature (Super 1964).

Yost and Corbishly (1987) defined career maturity as the ability to successfully negotiate the tasks and transitions inherent in the process of career development and readiness to make age and stage appropriate career choices.

Super (1990) defined career maturity as the individual’s readiness to successfully cope with the developmental tasks at any given stage of life career and the expectations placed on him by the society.

Langley, Du Toit and Herbst (1996) defined career maturity as the extent to which an individual is able to master certain career developmental tasks that are applicable to his/her life stage. It is extremely important to identify an individual’s state of career maturity in order to give appropriate career guidance. Langley, Du Toit and Herbst (1996) highlighted the following aspects of career maturity:

1. Obtaining information about oneself and converting such information to self-knowledge.

2. Acquiring decision-making skills and applying them in effective decision-making.

3. Gathering career information and converting it into knowledge of the occupational world.

4. Integrating self-knowledge and knowledge of the occupational world.

5. Implementing the obtained knowledge in career planning.
Levinson et al. (1998) defined career maturity as the person’s ability to make a realistic and stable career choice with awareness of what is required to make an appropriate career decision.

Coertse and Schepers (2004) defined career maturity as an important prerequisite for an individual to make appropriate and accurate career decision.

Alvarez Gonzalez et al. (2007) defined career maturity as behaviour that a person manifests in the intent to carry out different career development tasks, appropriate to each stage of maturity.

Salami (2008) conceptualized career maturity as an individual’s readiness to make well informed, age – appropriate career decision, and to shape one’s career carefully in the face of existing societal opportunities and constraints.

The above descriptions highlight that career behaviour is complex like all human behaviours and is a part of the total fabric of personality development. It finds its roots in early life of a person and develops over a period of years. It is a maturing process of learning about oneself and one’s choice options.

Although educational and vocational choices are made by an individual but they are certainly influenced by many social and environmental factors which include socio-economic status of the family, home and family environment, sex, age, rural and urban background psychological factors which may include intelligence, personality, achievement, motivation, interest, aptitude, self-concept, academic achievement etc. Thus, career selection is not an exclusively intellectual process in which various possibilities are sorted out in a logical manner. Instead, decisions are based on the interaction of career maturity with various social or psychological factors. Studies have also substantiated the beliefs concerning the role of psychosocial variables like intelligence, socio-economic status, parental influence, school influence, needs and values as motivating factors in specific career preferences of adolescents (Vasantha, 1977; Yadav, 1979).

An insight into the possible factors underlying career maturity would suggest the guidelines for planning various activities for the students. It may also help the teachers, parents and guidance workers for developing desirable attitudes in children. Keeping in mind the determinant and predictor variables of career maturity, the present study is an
endeavour to understand career maturity in relation to intelligence, self-concept, academic achievement and family environment.

SIGNIFICANCE OF THE STUDY

Selection of career and setting in it is an important task and a source of personal gratification. In the modern age of science and technology, hundreds of vocations have been thrown open to an individual. The choice of a right vocation is becoming difficult in these days. Adolescence is the period when a major turning takes place in the life of a student because the career will depend upon the subjects selected at this level. On the recommendation of National Policy on Education 1986, school curriculum after the 10th class has been diversified into academic and vocational streams. The educational and vocational decisions at this stage pave the way for future decisions to be taken by any individual in the world of work. Any wrong decision of vocational choice due to pressure of the family or from indecisiveness on the part of adolescent can block his/her growth and development in future. Therefore it was considered relevant to study this aspect namely career maturity among adolescents.

Career maturity of an individual plays a prominent role for the right selection of an occupation. Career decisions are influenced by the feelings, the subjective reactions, and the dispositions that the adolescent has while making a career choice and entering into the world of work. In what way one is involved and serious about his career and choice processes has a good indication of his attitude towards a career. What considerations are made in selecting a career is also very important determinant towards a job. As it is known through experience and researches that numerous social, environmental and psychological factors play an important role in determining the choice of a career. There is a need to explore the relationship of all these factors with the choices and decisions made with regards to career, but it was not possible to take up all the factors in a single study. Hence out of the environmental factors, family environment was selected whereas from among the psychological factors intelligence, self-concept and academic achievement were selected.
Moreover, modernization and democracy with its natural consequences of mass education and equality of opportunity have brought drastic changes in the prestige and hierarchy of occupations and career selection. Therefore, research has become essential in this field. Keeping in mind the determinant and predictor variables of career maturity, the present study is an endeavour to understand career maturity in relation to intelligence, self-concept, academic achievement and family environment.

STATEMENT OF THE PROBLEM

CAREER MATURITY OF ADOLESCENTS IN RELATION TO INTELLIGENCE, SELF-CONCEPT, ACADEMIC ACHIEVEMENT AND FAMILY ENVIRONMENT.

DEFINITION OF THE KEY TERMS

Career Maturity

Career maturity refers to the individual’s degree of readiness to choose, prepare and plan for future vocation.

Intelligence

Intelligence implies mental ability of an individual. It may be defined as a combination of general abilities and practiced skills- the kind of ability and skills that one can apply in an unfamiliar situation. But even ability develops over time and is a product of one’s life experiences. It can be defined as

- The aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment.
- The property of mind that encompasses many related mental abilities, such as the capacities to reason, plan, solve problems, think abstractly, comprehend ideas and languages and learn.

Self-Concept

Self-concept is the description or perception of oneself; including a person’s mental image of his physical self, his expectations about his own behaviour, feelings, attitudes, aspiration and values.
Academic Achievement

Academic achievement is the degree and level of success, and proficiency attained in the academic field. In the present study, it refers to the scores obtained in the annual examination of class X.

Family Environment

Family environment is the perceptions of emphasis placed on different aspects of environment in the family. It is the complex of social and cultural conditions, the combination of external or extrinsic physical conditions that affect and influence the growth and development of the members of the family, the most instinctive fundamental social group which includes parents and their children.

OBJECTIVES

1. To study and compare the level of career maturity (career attitude and career competence), intelligence, self-concept, academic achievement and family environment of adolescents studying in academic and vocational groups.
2. To study and compare the level of career maturity (career attitude and career competence), intelligence, self-concept, academic achievement and family environment of adolescents of science, commerce, arts and vocational groups.
3. To study and compare the level of career maturity (career attitude and career competence), intelligence, self-concept, academic achievement and family environment of adolescent boys and girls.
4. To study and compare the level of career maturity (career attitude and career competence), intelligence, self-concept, academic achievement and family environment of adolescents studying in rural and urban schools.
5. To study the correlation between the criterion variable of career maturity (career attitude and career competence), and the independent variables of intelligence, self-concept, academic achievement and family environment of adolescents.
6. To identify among the independent variables of intelligence, self-concept, academic achievement and family environment which cluster with the criterion variable of career maturity.
These objectives were achieved under the framework of the following hypotheses:

1. There exists no significant differences between adolescents studying in academic and vocational groups in respect of (i) Career maturity (career attitude and career competence) (ii) Intelligence (iii) Self-concept (iv) Academic achievement (v) Family environment.

2. There exists no significant differences in adolescents from science, commerce, arts and vocational groups in respect of (i) Career maturity (career attitude and career competence) (ii) Intelligence, (iii) Self-concept (iv) Academic achievement (v) Family environment.

3. There exists significant differences in adolescent boys and girls in respect of (i) Career maturity (career attitude and career competence) (ii) Intelligence (iii) Self-concept (iv) Academic achievement (v) Family environment.

4. There exists no significant differences in adolescents studying in rural and urban schools in respect of (i) Career maturity (career attitude and career competence) (ii) Intelligence (iii) Self-concept (iv) Academic achievement (v) Family environment.

5. There exists significant positive correlation between the criterion variable of career maturity (career attitude and career competence), and the independent variables of intelligence, self-concept, academic achievement and family environment.

6. The criterion variable of career maturity (career attitude and career competence) share significant loadings constellating with the independent variables of intelligence, self-concept, academic achievement and family environment.

DELIMITATIONS OF THE STUDY

1. The study was delimited to adolescents studying in government schools (academic and vocational groups) of Amritsar District.

2. The study was delimited to 640 students (including boys and girls).

3. The study was delimited to students of eleventh class only.
TOOLS USED

For the collection of data, following tools were used:

1. Indian adaptation of Career Maturity Inventory (CMI) (Originally prepared by Crites) adapted by Gupta (1989).
4. Tenth class final examination scores of the students.

DESIGN OF THE STUDY

The present study was designed to find the relationship of career maturity with intelligence, self-concept, academic achievement and family environment of senior secondary students of plus one. It was a correlational study. In order to study this relationship the descriptive survey method of investigation coupled with techniques of descriptive, differential, correlation and factor analysis was used.

SAMPLE

In the present study, the sample comprised of 640 students of government secondary schools. Out of which 320 students (160 boys and 160 girls) from urban schools and 320 students (160 boys and 160 girls) from rural schools of Amritsar district were taken. Further stratification was done with respect to the course of study viz. science, commerce, arts and vocational. The stratified random technique of sampling was employed in the present study.
Break up of the sample from academic and vocational groups
The representativeness of the sample was ensured with respect to the type and stature of the school in accordance with the objectives of the study. As the sample was taken from the subgroups of academic (science, commerce, arts) and vocational streams, the sampling was stratified in nature. Within each subgroup or strata, the sampling was random as nearly as possible.

CRITERIA OF SELECTION OF SCHOOLS
1. Only government senior secondary schools were selected.
2. Only those government senior secondary schools were selected which offered all the streams viz. academics (arts, science, commerce) and vocational stream courses.

CRITERIA OF SELECTION OF STUDENTS
1. Students were selected from eleventh class.
2. From the academic stream, students from different academic courses (science, commerce, arts) were selected.

STATISTICAL TECHNIQUES
To arrive at certain conclusions, regarding the hypotheses advanced in the present investigation, the following statistical analysis of data were employed:
1. Descriptive Analysis
   Measure of central tendency such as means, standard deviations, skewness and kurtosis were worked out to study the nature and distribution of scores on various variables.
2. Differential Analysis
   The t-test were employed:
   (i) To compare the academic and vocational groups on the variables of career maturity, intelligence, self-concept, academic achievement and family environment.
   (ii) To make comparisons among adolescents from science, commerce, arts and vocational groups on the variables of career maturity, intelligence, self-concept, academic achievement and family environment.
   (iii) To compare boys and girls on the variables of career maturity, intelligence, self-concept, academic achievement and family environment.
To make comparisons among adolescents from rural and urban schools on the variables of career maturity, intelligence, self-concept, academic achievement and family environment.

3. Bivariate Analysis

Product moment coefficients of correlation were worked out to obtain the relationship between the criterion variable of career maturity and the independent variables of intelligence, self-concept, academic achievement and family environment in adolescents.

4. Factor Analysis

Principal axis method of factoring and Varimax rotation of factors was employed to study the factor structure of variable and to see how the variables contribute to the variable.

All calculations were done using SPSS program

(Statistical Package for Social Sciences)

FINDINGS

The major findings of the study are

- The sample in this study, exhibited average level of career maturity, intelligence, self-concept, and family environment. However, academic achievement of the total sample was above average. Further, a wide range of distribution of scores (ranging from below average to average and above average) was found in the subgroups on the variables of career maturity, intelligence, self-concept, academic achievement and family environment.

- There was significant difference between adolescents studying in academic and vocational groups in respect of career maturity, intelligence, self-concept, academic achievement and family environment.

- There was significant difference in adolescents from science, commerce, arts and vocational groups in respect of career maturity, intelligence, self-concept, academic achievement and family environment.

- There was significant difference in adolescent boys and girls in respect of career maturity, intelligence, self-concept, academic achievement and family environment.

- There was significant difference in adolescents studying in rural and urban schools in respect of career maturity, intelligence, self-concept, academic achievement and family environment.
• There was positive correlation between the criterion variable of career maturity (career attitude and career competencies), and the independent variables of intelligence, self-concept and academic achievement. Career attitude had positive correlation with family environment, whereas, only two subscales of career competence viz. occupational information and planning had positive correlation with family environment.

• The criterion variable of career maturity (attitude and competence) shared significant loadings constellating with all the variables viz. intelligence, self-concept and academic achievement except family environment.

CONCLUSIONS

On the basis of analysis, interpretation and discussion of the data collected from 640 students studying in various government schools of Amritsar district, the following conclusions have been drawn:

CONCLUSIONS BASED ON DIFFERENTIAL ANALYSIS

The main purpose of this analysis was to find whether significant differences existed between different groups viz. academic vs vocational; science vs commerce; science vs arts; science vs vocational; commerce vs arts; commerce vs vocational; arts vs vocational; boys vs girls, and rural vs urban on the variables of career maturity (career attitude, career competence), intelligence, self-concept, academic achievement and family environment.

Conclusions based on comparison between Academic and Vocational Groups

• Adolescents of academic group had higher level of career maturity i.e. attitude towards career, knowledge about their job related capabilities and world of work, matching personal characteristics to occupational requirement, foresightedness in selecting and planning for a career and ability to sought out the difficulties coming in the way of its accomplishment in comparison to their counterparts in vocational group.

• Students from academic group had better intellectual ability, self-concept, academic performance and family environment. They appeared to be more capable in making assessment of their capabilities and limitations than the students from vocational group.
Conclusions based on comparison among Science, Commerce, Arts and Vocational Groups

From the discussion based on the comparison among adolescents at senior secondary stage from different groups i.e. science, commerce, arts and vocational, following conclusions were drawn:

- Science students exhibited greater level of career maturity (career attitude and career competencies), intelligence, self-concept, academic achievement and family environment in comparison to their counterparts in commerce, arts and vocational groups.
- Commerce students manifested higher level of career maturity, intelligence, self-concept, academic achievement in comparison to arts and vocational students. However, arts and vocational students perceived healthy family environment in comparison to students from commerce group.
- Arts students were better in intelligence as compared to their vocational counterparts, whereas, vocational group students were better than arts group in academic achievement and in all the measures of career maturity except occupational information and goal selection.
- However, arts and vocational students did not differ significantly in respect of self-concept and family environment.

Conclusions based on comparison between Boys and Girls

On the basis of discussion based on gender differences on the variables of career maturity, intelligence, self-concept, academic achievement and family environment it may be concluded that:-

- Girls were found to be more mature in respect of career attitudes and competencies. They exhibited more decisiveness and certainty about their future course of action so far as vocational placement was concerned.
- Girls, in the present sample, possessed higher level of intelligence and academic achievement. Girls had higher level of self-concept. They were better able to evaluate personal qualities and weaknesses, in comparison to boys.
- However, boys, in the present sample perceived better family support to gear their educational and vocational goals in comparison to girls.
Conclusions based on comparison between Rural and Urban Students

On comparing the adolescents from rural and urban schools it was concluded that:

- Adolescents from urban schools had more maturity in respect of career attitude and career competencies. They had higher occupational information, self-appraisal ability and problem solving ability as compared to their counterparts in rural schools.
- Students from urban schools had higher intellectual ability.
- Urban school students had better knowledge of self and better academic performance.
- Urban students perceived better environment of the family in comparison to rural students.

CONCLUSIONS BASED ON BIVARIATE ANALYSIS

The discussion on the relationship between career maturity (career attitude and career competence) and the variables of intelligence, self-concept, academic achievement and family environment enables us to reach at the following conclusions based on the total sample.

- Career maturity attitude had significant and positive relationship with all the measures of career maturity competence scale viz. self-appraisal, occupational information, goal selection, planning and problem solving. The positive and significant correlation between career attitude and career competence explains that career attitude helps the individual towards gathering information about various jobs and occupations, choosing and planning a job according to one's abilities and overcoming the problems that arise in decision making and vice versa.
- Intelligence was significantly and positively related with career maturity attitude and all the measures of career maturity competence scale. This is indicative of fact that higher level of the mental ability is associated with mature decision making in the choice of a career.
- Self-concept was positively correlated with both the measures of career maturity i.e. career maturity attitude and career maturity competence. It is revealed that positive self-concept gives rise to higher attitude towards career and influences the ability to evaluate one's own career related capabilities. Those who have higher ideas and
feelings about themselves are more capable in solving problems in the process of decision making.

- Academic achievement had positive relationship with career maturity attitude and all the measures of career maturity competence scale. So, it is concluded that the higher academic performance of an individual leads to more mature career behaviour. This confirms the fact that career mature students make better use of their abilities, and can effectively use knowledge and information in order to achieve good academic grades.

- Family environment had positive relationship with career maturity attitude and two of the subscales of career maturity competence i.e. occupational information and planning. Positive correlation between family environment and career attitude indicates that students who perceived family where the environment prevails in favour of intellectual and cultural pursuits, where there is less conflict and family members provide help and support for one another instill in career choice and entering the world of work. Further, positive relationship of family environment with occupational information and planning implies that better the environment of the family greater is the awareness to the adolescents regarding jobs and occupations and planning a career best fitted to one’s capacities.

**CONCLUSIONS BASED ON FACTOR ANALYSIS**

The results of the Factor analysis in case of total sample revealed that the criterion variable of career maturity constellate with independent variables of intelligence, self-concept and academic achievement. However, the criterion variable of career maturity was not found to share significant factor loadings constellating with the family environment. These results of the factor analysis provide statistical support to the results advanced by Bivariate analysis.

**EDUCATIONAL IMPLICATIONS**

On the basis of results and conclusions under mentioned implications can be drawn:

The results on the variables of career maturity reflect that students, even till senior secondary stage are not very much exposed to various kinds of information and the possibilities of career choices. Although the prevalent conditions are much more conducive
to these explorations, but these are not sufficient or appropriate to enable the young students to think and decide for themselves. Consequently, these results suggest that various occupational programmes should be provided in the schools to create awareness among the students. The parents should also be made the part of audience in these occupational programmes. These results indicate the imperative need for guidance and counseling facilities in schools and exposing the young people to the world of work with varied aspects and dimensions. While designing the career programmes for their clients, the counselors should be sensitive to sex differences.

It was observed that location of the school (rural or urban) significantly influenced career maturity of adolescents. It is recommended that increased opportunities should be made available for pupils especially in rural areas right from primary schools through post primary education to explore the world of work.

It is evident from the results of the present study that in choosing and planning the career, intelligence level of a person is of paramount importance. Thus, parents and teachers should help their children in assessing their career related capabilities and collecting information about various jobs and occupations. Students should be prepared to make adequate career choices according to their intellectual capacities.

Since career maturity has significant positive relationship with self-concept, in order to become vocationally mature, one should choose a career or vocation in the context of one's real abilities and potentialities. In order to enhance their self-concept students should be involved in career exploration, seeking career related information and developing proper attitude towards career.

Career maturity is positively and significantly related with academic achievement. So it is important on the part of parents and teachers to ensure that their children should be academically strong and they should get good grades, as higher academic performance of an individual leads to more mature career behaviour.

It has been found from the results that family environment has positive correlation with career attitude, occupational information and planning so it is suggested that parents should offer some autonomy to their children that will them to grow independently, make them assertive, self-sufficient and improve their decision-making ability.
Since the career maturity has significant positive relationship with intelligence, self-concept, academic achievement and family environment of adolescents, sincere efforts should be made to enhance these, which in turn cultivate career maturity.

SUGGESTIONS FOR FURTHER RESEARCH

Some of the suggestions for undertaking further research are as follows:
1. A replica of study may be conducted at other regions for wider generalization of results.
2. Studies similar to the present one may be taken by involving the variables other than those included in the present one as aptitudes, interests, socio-economic status, achievement motivation, locus of control etc.
3. Comparative studies on career maturity may be conducted across government/private/public school students.
4. Experimental studies on career maturity may be taken up, which involves the process of guidance and counseling.
5. In-depth research needs to be conducted to study the relationship between career maturity with each of the components of family environment.