

Amandeep, Dr. Neha Vats

## Home Environment and Self-Concept as Predictors of Career Maturity among Secondary School Students

Amandeep<sup>1</sup> and Dr. Neha Vats<sup>2</sup>

<sup>1</sup>M.Ed. 2<sup>nd</sup> Year, School of Education, Lovely Professional University, India  
Assistant Professor, School of Education, Lovely Professional University, India

**Abstract:** The present study has been conducted with the purpose to explore the relationship between home environment and self-concept as a predictor of career maturity among secondary students in Punjab. The study was descriptive in the nature and constitutes the sample of Simple random sampling technique selected 300 secondary school students. Correlation followed by regression was employed to test the objectives. A significant positive relationship was found between home-environment, Self- concept and career maturity of secondary students. It was further found that, home – environment, self- concept individually as well as jointly significantly predicted career maturity of secondary students. Home – environment, self- concept jointly significantly predicted career maturity of secondary students. Implications for teachers, parents and counsellors were discussed.

**Keywords:** home environment, self- concept, career maturity

### Introduction

#### Home- Environment

Home environment apparently has an important behavior pathogenesis in the family. in malevolence of different changes that have taken place in the arrangement of Indian life in the contemporary periods, the family is unmoving and significant in the child ‘social network because the members of the family environment and the most important people throughout the early development years.it is the family environment which places an establishment for patterns of modification, attitude development and finally personality and intellectual development. It is the family that offers spirits and safety, happens, the physical and psychological needs, directors and helps in time of problems and provides to all the wishes and impulses of children. Not only this, family is a correspondingly a source of love, taking and friendship.

#### Self –Concept

The ideal self is cries / problem during adolescence because it is during this time that the person develops more independence and autonomy so that his real self can be developed fully. Individual's self-concept is reflected as one of the most basic and critical components of personality. In simple words it can be defined as the picture or image a person has of oneself i.e. awareness about oneself. The self-concept is the top of the all the social and personal experience the child has had. Self-concept is a central theme around which turns a large number of major aspects of person's thoughts, opinions, judgement and feelings, striving and hopes, fears and fantasies, his view of what he is, what he has been, what he might become and his attitudes relating to his worth (Jersild, 1960).

### **Career-Maturity**

In the modern society, due to the complicate and fluid nature of the creation of work and multiple of choices of occupational available, there is adequate scope and purpose to develop an understanding of this dynamic process of career decision- making and to have logical placement of individuals. Career decision – making has undertaken sensational change in this age of increasing industrialization and changing objectives and life values. Education, from this point of view, develops an important intervening variable in youth's determined towards professional or career goals.

### **Statement of Problem**

Home Environment and Self-Concept as Predictors of Career Maturity among Secondary School Students

### **Objectives**

1. “To study the individual contribution of home-environment and self-concept on career maturity of the secondary school students”
2. “To study the joint contribution of home-environment and self-concept on career maturity of the secondary school students”

### **Hypotheses**

1. “Home-environment will not individually predict career maturity of the secondary school students”
2. “Self-concept will not individually predict career maturity of the secondary school students”
3. “Home-environment and Self-concept will not jointly predict career maturity of the secondary school students”

## Research Methodology

The study was descriptive in the nature and constitutes the sample of Simple random sampling technique selected 300 secondary school students.

## Statistical Techniques

For analyzing & interpreting the data in the present study correlation, regression and multiple regression was used

## Analysis and Interpretation of Data

Table 1.1

Correlations				
		Home-environment	Self-concept	Career Maturity
Home-environment	Pearson Correlation	1		
Self-concept	Pearson Correlation	.419**	1	
Career Maturity	Pearson Correlation	.357**	.344**	1
**. Correlation is significant at the 0.01 level (2-tailed).				

### Relationship Among Home-Environment, Self-Concept and Career Maturity of The Secondary School Students (N= 300)

### Relationship of Home-Environment With Career Maturity

“It is clear in table 1.1 that the correlation value between home-environment and career Maturity is .357, which is significant at the level 0.01. The result indicates that home-environment is significantly positively related with career maturity of secondary school students”.

### Relationship of Self-Concept with Career Maturity

“It is clear in table 1.1 that the correlation value between self-concept and career Maturity is .344, which is significant at the level 0.01”. The result indicates that “self-concept is significantly positively related with career maturity of secondary school students”.

### Relationship of Self-Concept With Home-Environment

“It is clear in table 1.1, that the correlation value between self-concept and home-environment is .419, which is significant at the level 0.01”. The result indicates that “self-concept is significantly positively related with career maturity of secondary school students”.

Thus, the null hypothesis “There exists no significant relationship between home-environments; self-concept and career maturity of the secondary school students” is rejected leading to the conclusion that all the three variables in the study are related in the expected direction. These results are in line with the previous studies conducted by Alam (2016) and Jansi (2014).

**Table 1.2 Prediction of Career Maturity of Secondary School Students from Home Environment**

Model	R	R <sup>2</sup>	Standard Error of the Estimate	F	Constant	B	Beta	t
1	.357	.128	5.7	43.57	33.58	.046	.357	6.6

a. Predictors: (Constant), Home- environment      b. Dependent Variable: Career Maturity

From Table No. 1.2, it is evident that “home- environment significantly predicted career maturity scores of secondary school students,  $b = .357$ ,  $t(300) = 6.6$ ,  $p = .00$ ”. Home-environment also explained a significant proportion of variance in career maturity scores of secondary school students,  $R^2 = .128$   $F(1, 298) = 43.57$ ,  $p = .00$ . “There is enough evidence to conclude that the slope of the population regression line is not zero at 0.01 level of significance and hence, that home- environment is a useful predictor of career maturity of secondary school students. The regression equation for the relation between home-environment and career maturity of secondary school students can be written as Home-environment =  $33.58 + .046 \text{career maturity}$ ”.

Hence the hypothesis “Home-environment will not individually predict career maturity of the secondary school students is rejected”.

**Table 1.3**

**Prediction of Career Maturity of Secondary School Students From Self-Concept**

Model	R	R <sup>2</sup>	Standard Error of the Estimate	F	Constant	B	Beta	t
1	.344	.118	5.73	40.0	32.28	.079	.344	6.32

a. Predictors: (Constant), Self-concept

b. Dependent Variable: Career Maturity

From Table No.1.3, it is evident that “Self-concept significantly predicted career maturity scores of secondary school,  $b = .344$ ,  $t(300) = 6.32$ ,  $p = .00$ . Self-concept also explained a significant proportion of variance in career maturity scores of secondary school students,  $R^2 = .118$   $F(1, 298) = 40.0$ ,  $p = .00$ . There is enough evidence to conclude that the slope of the population regression line is not zero at 0.01 level of significance and hence, that self-concept is a useful predictor of career maturity of secondary school students. The regression equation for the relation between self-concept and career maturity of secondary school students can be written as

Self-concept =  $32.28 + .079 \text{ Career maturity}$ ”.

Amandeep, Dr. Neha Vats

Hence the hypothesis “Self-concept will not individually predict career maturity of the secondary school students is rejected”.

Dependent variable: Career Maturity

Independent variables:

1. Home-environment (X1)

2. Self-concept (X2) Multiple R value : 0.416

R Square value : 0.173

F value : 31.14

P value : 0.000

**Table 1.4**

**Prediction Of Career Maturity Of The Secondary School Students From Their Home-Environment And Self-Concept**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
<b>(Constant)</b>	28.212	2.119		13.312	.000
<b>Home-environment</b>	.033	.007	.258	4.445	.000
<b>Self-concept</b>	.054	.013	.236	4.056	.000

Multiple regression models' result shows that the R value which is “multiple correlation coefficient is 0.416, which measures the degree of relationship of career maturity's actual and predicted values, because the predicted values are obtained as linear combination of home-environment and self-concept, the coefficient value of 0.416 indicates that the relationship between career maturity and predictor variables home-environment and self-concept is moderately strong”.

“The Coefficient of Determination R-square measures the goodness-of-fit of the estimated Sample Regression Plane (SRP) in terms of the proportion of the variation in the dependent variables explained by the fitted sample regression equation. Hence the value (0.173) simply depicts that about 17.3 % variations in the dependent variable is explained the SRP using home environment and self-concept as the predictor variables”. The equation for multiple regression is as follows

$$Y = 28.12 + .033X_1 + .054X_2$$

“Here the coefficient of  $X_1$  is .033 represents the partial effect of home-environment on career maturity, holding the other variables as constant. The estimated positive sign implies that such effect is positive that educational adjustment score would increase by 0.033 for every unit increase in home-environment, the coefficient value is significant at 0.01 level of significance so it can be concluded that home-environment would predict the career maturity when other variables are constant”. The coefficient of  $X_2$  is .054 which represents the partial effect of self-concept on career maturity, holding the other variables as constant. “The estimated positive sign implies that career maturity score would increase by 0.054 for every unit increase in self-concept and this coefficient value is significant at 0.01 level of significance”.

## Conclusion

A significant positive relationship was found between home-environment, self-concept and career maturity of secondary students. Increase in home-environment and self-concept was correlated with increase in career maturity of secondary students. Home – environment, self-concept individually significantly predicted career maturity of secondary students. Home – environment, self-concept jointly significantly predicted career maturity of secondary students. Home – environment is found to be most important factor in predicting career maturity among students. Teachers are expected to train students properly regarding career choices and emphasize upon the vocational education. Parents should also encourage their children to in order to develop self-concept.

## References:

- Anakwe, A. I., & Dikko, S. (2015). —Self-Concept, Family Size and School Learning Environment as Correlates of Students Psychological Adjustment and Study Behaviour.

- Antonescu, F. M., & Virban, P. S. (2015). —Relationship Motivation-Vocational Maturity to Students To Practice Sports Contact. International Scientific Committee, 153.
- Birol, C., & Kıralp, Y. (2010). —A comparative analysis of the career maturity level and career indecision of the first grade high school students. Procedia-Social and Behavioral Sciences, 5, 2359-2365.
- Brown-Richards, C. (2011). —Authoritative parenting and the relationship to academic achievement: Views of urban African American adolescents.
- Chamundeswari, S., Sridevi, V., & Kumari, A. (2014). —Self-concept, study habit and academic achievement of students. International Journal of Humanities Social Sciences and Education (IJHSSE), 1(10), 47-55.
- Chowdhury, S., & Ghose, A. (2014). —Effects of Patterns of Parenting on Study Habits of Adolescents International Journal of Humanities and Social Science Invention, 16-19.
- Dhull, K. A Study of Career Maturity among Adolescents in relation to Their Gender and Type of Schools.
- Dodd, C. F. (2013). —The Development of Career Maturity and Career Decision Self-Efficacy among High-School Aged Youth Enrolled in the Texas 4-H Healthy Lifestyles Program (Doctoral dissertation).
- Durosaro, I., & Nuhu, M. A. (2012). —Gender as a factor in the career choice readiness of Senior Secondary School Students in Iorin Metropolis of Kwara State Nigeria. International Journal of Humanities and Social Science, 2(14), 109-113.
- Hasan, B. (2006). —Career maturity of Indian adolescents as a function of self-concept, vocational aspiration and gender. Journal of the Indian academy of applied psychology, 32(2), 127-134.