

A Study of the Effect of Peer Pressure on the Career Maturity of Girls at High School Level

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CERTIFICATE OF ORIGINALITY

This is to certify, that the research paper submitted by me is an outcome of my independent and original work. I have duly acknowledged all the sources from which the ideas and extracts have been taken. The project is free from any plagiarism and has not been submitted elsewhere for publication.

Raipur

Dated: May 2019

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PREFACE

It is a great opportunity for me to complete my research on the topic "**A study on the effect of peer pressure on the career maturity of adolescent girls**"

This research work has been done on the adolescent girls of four districts of Chhattisgarh state and these districts are Raipur, Mahasamund, Janjgir-Champa and Kanker. A sample of 400 girls students of class tenth were taken for this study, Peer pressure scale and career maturity inventory were administered on them and data was analysed according to the hypothesis.

In present scenario we can experience the importance of career maturity because adolescence must be career oriented hence it is the need of present day to find out the carrier maturity level of adolescents. Peer pressure also has a great influence on adolescents which affects the adolescence in many ways and maturity of career is one of them. This study has been focused on the impact of peer pressure on the career maturity.

Researcher is hopeful that the results and findings of this study will provide some useful guidelines for the adolescent girls and also to the teachers and parents of them. Researcher is very much keen to here all the valuable suggestions which are helpful in improving this research work.

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CHAPTER -1

INTRODUCTION

1.1.0 Introduction:

Adolescents experience many developmental changes within and around them. These changes necessitate making adjustments and choices based on rational decision-making. One of the developmental transitions include making decisions pertaining to educational and career choices that can have important implications for their future. The process of career exploration and decision-making can be particularly stressful time in an adolescent's life (Taveira, Silva, Rodrigue & Maia, 1998).

A peer group is both a social group and a primary group of people. Peer group may be defined as a group of people who share similarities such as age, background, and social status. The members of this group are likely to influence the person's behavior and beliefs. Peers groups contain hierarchies and distinct patterns of behavior. The group provides the standard of behavior in form of rules and regulations, do's and don'ts attitudes and opinions to be obeyed and upheld by every member of the group. Among peers, children learn to form relationships on their own and have the chance to discuss interest that adults may not share with children, such as clothing and popular music, or may not permit, such as drugs and sex.

However, JR Harris (1977) suggests that an individual peer group significantly influences their intellectual and personal development several longitudinal studies support the conjectures that peer groups significantly affect scholastic achievement, but relatively few studies have examined the peer groups have effect on test of cognitive ability. More so, to attain ones goal in life is not an easy task, it involves a rigorous process of decision making, advice and counseling.

It is against this background that the choice of subjects for the higher school certificate examination (HSCE) by students is based on the relevance of the subjects to his or her future career, and in most cases based on the wishes of peer group and parents.

One of the goals of education is that of helping the individual not only to fit into the society properly but also, help to develop the mind of the individual to understand her environment and bring about national consciousness in the life of the individual. Apart from this general aims of education, secondary education is meant to prepare the child for life in the presence of fast growing technological age. In present age the education, which has brought with it the knowledge explosion, the society has become complex, to the extent that higher secondary school students have become exposed to the problem of choosing from a number of subjects to qualify for the course of their choice in the university. The choice of the subjects is very important because, whatever choice that is made can affect the future of the students either positively or negatively.

According to Durojaiya and Olayinka (1973), most of the time students make unrealistic choices; as such choices are based on encouragement, peer group influence, prestige, occupational value and sex. In the light of the above, it is therefore important for the students to be properly guided in their choice of career. This will help the students to choose the courses in which they have aptitude.

1.1.1 What scientific research tells us about peer influence?

"There are two main features that seem to distinguish teenagers from adults in their decision making," says Laurence Steinberg, a researcher at Temple University in Philadelphia. "During early adolescence in particular, teenagers are drawn to the immediate rewards of a potential choice and are less attentive to the possible risks.

Second, teenagers in general are still learning to control their impulses, to think ahead, and to resist pressure from others."

These skills develop gradually, as a teen's ability to control his or her behavior gets better throughout adolescence.

According to Dr. B. J. Casey from the Weill Medical College of Cornell University, teens are very quick and accurate in making judgments and decisions on their own and in situations where they have time to think. However, when they have to make decisions in the heat of the moment or in social situations, their decisions are often influenced by external factors like peers. In a study funded by the National Institute on Drug Abuse (NIDA), teen volunteers played a video driving game, either alone or with friends watching. What the researchers discovered was that the number of risks teens took in the driving game more than doubled when their friends were watching as compared to when the teens played the game alone. This outcome indicates that teens may find it more difficult to control impulsive or risky behaviors when their friends are around, or in situations that are emotionally charged.

The Positive Aspect:

While it can be hard for teens to resist peer influence sometimes, especially in the heat of the moment, it can also have a positive effect. Just as people can influence others to make negative choices, they can also influence them to make positive ones. A teen might join a volunteer project because all of his or her friends are doing it, or get good grades because the social group he or she belongs to thinks getting good grades is important. In fact, friends often encourage each other to study, try out for sports, or follow new artistic interests.

In this way, peer influence can lead teens to engage in new activities that can help build strong pathways in the brain. As described in the article "Teens and Decision Making: What Brain Science Reveals," neural connections that are weak or seldom used are removed during adolescence through a process called synaptic pruning, allowing the brain to redirect precious resources toward more active connections. This means that teens have the potential, through their choices and the behaviors they engage in, to shape their own brain development.

Therefore, skill-building activities—such as those physical, learning, and creative endeavors that teens are often encouraged to try through positive peer influence—not only provide stimulating challenges, but can simultaneously build strong pathways in the brain.

While we are constantly influenced by those around us, ultimately the decision to act (or not to act) is up to us as individuals. So when it comes to decision making, the choice is up to you.

1.1.2 Career Maturity:

Career maturity has been defined as the individual's ability to make appropriate career choice, including awareness of what is required to make a career decisions and the degree of which one's choices are both realistic and consistent over time. To 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 decisions. 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 defined as the place reached on the continuums of vocational development from exploration to decline (Super 1955). 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. According to another definition, career maturity is 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 orders to give appropriate career guidance.

According to Super's theory of vocational development (1955), the concept of vocational maturity denotes the individual degree of development from the time of his early fantasy choice in childhood to his decisions about retirement from work in old age.

Tiedemann and O'Hara (1963) considered career development as self-development viewed in relation with choice, entry and progress in educational and vocational pursuits.

For the last three decades a large pool of empirical studies have been undertaken to identify the factors associated with it, such as, socio-economic status, early childhood experience, educational and vocational aspirations, needs and interests, locus of control, cognitive styles etc. (Osipow, 1973) work-values (Miller, 1974), educational grade (Gupta, 1987), role models (Ondroff and Hem, 1996), residential background and sex (Hasan, Rao and Thakur, 1998), perceived problem solving (Herry, 1999), school setting (Ortleppet al., 2002), perceived work relation barriers (Patton et al., 2003), locus of control, dependence proneness and sex (Dewangan, 2004).

Career Maturity is the readiness to make appropriate career decisions. Career Maturity is central a developmental approach to understanding career behaviours and involves an assessment of an individual's level of career progress in relation to his or her career relevant development tasks. It refers, broadly, to the individual's readiness to make informed age appropriate. Career decision and cope with career development tasks. It denotes the points reached on the continuum of career development from early exploratory years (adolescent years) to decline (old age). In other words, it refers to an individual's readiness for career decision making. Several criteria have been suggested by various vocational psychologists as indicator of career maturity. One of these criteria being career maturity inventory competency test which has been taken for study in this investigation. Career competency is a mark of maturity. A mature person contributes the society through the economic process. The contribution is reasonably related to the abilities of the individual and to the needs of the social group. The result brings the person or the home unit to economic independence and offers other satisfactions. Career development is a lifelong process which includes physical, cognitive and emotional development (Seligman, 1980). There are lots of factors which influence lifelong career development process. These are generally classified as psychological and social factors.

The mentioned factors develop by affecting each other mutually. The most important feature which affects vocational development is skill that individual has. However development of these skills can only be possible with environment support. If one were permitted only a single variable with which to predict an individual's occupational status, it surely would be the socio-economic status (SES) of that individual's family of orientation. As a measurement construct, SES usually incorporates one or more of the following: parents' educational attainment and occupational status, family income. All of these factors, as well as such corresponding variables as values, opportunities, and parental encouragement, serve to enhance or limit an individual's potential occupational status.

Career preference (any definition by expert) refers to the "ability of the individual to select or commit her to a particular course of action, which will eventuate in his, preparing for and entering a specific occupation". Because the individual lacks the proper information about her-self and the world of work and thus is vocationally immature, such an individual fails to make an occupational choice, and consequently experiences anxiety given exposure to proper experience, the person should not only be able to make an occupational choice and increase in vocational maturity but also feels less anxiety. The choice of a profession is an important decision a person makes for herself.

Super (1990) generated fourteen propositions which should be cornerstones of his vocational developmental theory. According to Super (1990), individual differences exist and people choose their occupations according to these differences which are abilities, interests, and personalities, moreover, each of these occupations requires a characteristic pattern of abilities and personality traits. Vocational maturity is a constellation of physical, psychological, and social characteristics; psychologically, it is both cognitive and affective. It includes the degree of success in coping with the demands of earlier stages and sub stages of vocational development, especially with the most recent.

Contrary to the impressions created by some writers, it does not increase monotonically, and it is not a unitary trait. Development through the life stages can be guided, partly by facilitating the maturing of abilities and interests, and partly by aiding in reality testing and in the development of self-concepts. Vocational development is the implementation of the occupational self-concept. It is a synthesizing and compromising process in which the self-concept is a product of the interaction of inherited aptitudes, physical makeup, opportunity to observe and play various roles, and evaluations of the extent to which the results of role-playing meets with the approval of superiors and fellows (interactive learning).

1.2.0 Purpose of the Study:

The intent of this study was to investigate the influence of peer pressure on career maturity among students of Government secondary schools.

1.3.0 The Significance of the Study:

This study when completed will be of great benefit to the parents, teachers, students and the society.

To the teacher and parents, the study is significant because it will provide them with an insight on how the peer pressure helps students to make wise career choice.

To the students, the study is equally significant because it will reveal to them the factors that can influence their career choice negatively or positively. In addition, the study will aid them in their career choice. Finally, the study is important to the members of the society because, it will assist them to know the amount of peer pressure taken by the young adolescent and their level of career maturity and how the peer pressure influences the career maturity in Chhattisgarh State.

1.4.0 Statement of the Problem

As stated earlier, students of secondary school are proving to a lot of problem while choosing their life career.

The major problem that they encounter is that of choosing the subjects that will qualify them for their life career. Some of them depend on either their parents or peer group to choose for them, while others are just based on their own personal decisions.

This research aims to determine the influence of peer pressure on career maturity of high school students and see if there is a significant correlation between peer pressure and career maturity.

1.5.0 Operational Definitions of the terms used:

1.5.1 Peer Pressure:

Peer pressure is social pressure by members of one's group to take a certain action, adopt certain values, or otherwise conform in order to be accepted.

1.5.2 Career Maturity

Career maturity is students' personal insight into the process of and readiness for making career choices.

1.6.0 Objectives of the Study:

Objectives of the present study are as follows

1. To find the peer pressure experienced by the girls of class X of Govt. secondary schools.
2. To find the career maturity of the girls of class X of Govt. secondary schools.
3. To compare the peer pressure between rural and urban high school girls.
4. To compare the career maturity between rural and urban high school girls.
5. To find out the effect of peer pressure on career maturity of rural high school girls.
6. To find out the effect of peer pressure on career maturity of urban high school girls.

1.7.0 Hypotheses of the Study:

This study aims to further explore the linkages between peer pressure and career maturity (i.e., career Self Appraisal, Occupational Information, Goal Selection, Planning, Problem Solving) during high school years. Demographic locations were tested as potential moderators affecting the articulation between career and peer pressure. Based on the reviewed literature and adopting a complementary position between peer pressure and career maturity, the following research hypotheses were tested:

Hypotheses of the present study are as follows-

H₀₁. There will be no significant difference between the mean scores of peer pressure experienced by rural and urban high school girls.

H₀₂. There will be no significant difference between the mean scores of career maturity of rural and urban high school girls.

H₀₃. There will be no significant positive correlation between the peer pressure score and career maturity total score of rural high school girls.

H₀₄. There will be no significant positive correlation between the peer pressure score and career maturity total score of urban high school girls.

1.8.0 Delimitations of the Study:

Delimitations of the present study are as follows:

1. The study was confined only to class X girl students of co-education Govt. Secondary Schools.
2. The study was confined to four districts only.
3. The career maturity tool contains two parts;
 - (i) Career Attitude Scale (50 statements seeking responses in yes or no)
 - (ii) Career Competence Test (70 multiple choice type questions, 14 in each part)

The research is delimited to career competence test only. The competence test also covers five areas; self appraisal, occupational information, goal selection, planning and problem solving only.

4. The study is delimited to co-education government secondary schools only.

1.9.0 Assumptions of the Study

The study is done with following assumptions;

- i. The sampled respondents were easily accessible during data collection.
- ii. Information given by the respondents was taken to be true without bias.
- iii. Peers influenced the career choice of students in Govt. Secondary Schools.

CHAPTER-2

REVIEW OF RELATED LITERATURE

2.0.0 Introduction

Friends and peer group are important for individual socialization as well as behavioral modification while such group include same-age group i.e. not necessarily friends while its formation is dependent on multiple factors including situation, an accident, or association. The development of child is initially the outcome of family, however; peer overtakes the socialization process with the selection and adoption of lifestyle, appearance, social activities and academics etc. Similarly, peer and friends are pivotal and dramatic in shaping individual's perceptions, attitudes and ideas to understand the outside world as well as decisions in future lives while accounted such relations as major supporting pillar in times of distress and comforts.

There are many studies on peer pressure and career maturity, the researcher has attempted to discuss a few studies to understand the prevailing scenario in above issues. This chapter discusses the two objectives analytically taking into account the contributions of various scholars across the world and region. The chapter entails the summary of the literature reviewed on influence peer pressure and career maturity.

2.1.0 Review of Literature of Career Maturity

Career competence and career attitude together form career maturity. When a process continues over a long period of time, there are many factors which can influence its process. Career attitude and career competence constitute career maturity (Crites, 1973). Career attitude draws out the feeling along with subjective reactions and dispositions an individual has towards making a career choice and entering into the world of work (Crites, 1978).

While choosing a career, many factors are involved which decides the course of action an individual is going to take. Career competence indicates the different cognitive variables involved in the career decision making process, which includes, occupational information, self appraisal, goal selection and problem solving.

Zakaria et al. (2013) studied the effects of gender on career maturity levels of counseling students of a public university of Malaysia. Students were evaluated by using the career maturity inventory (Crities, 1995). Results indicated higher career maturity in female participants in comparison to their male counterparts. The significant role of gender on one's career maturity was supported by the results of this study.

Tekke (2012) examined career maturity levels based on academic levels of international students from Malaysia. Career maturity inventory was administered. It was reported that there were no significant differences between respondents of different academic semesters with regard to level of career maturity, this might reflect an educational level bias in construction of career decision making. Findings of the study were not consistent with theoretical expectations and prior researches that international undergraduate senior students would be having higher career maturity than international undergraduate fresh students. Research emphasized on the fact that the reason behind might result from dependent and collectivist Asian culture that leading to fresh international students are higher career maturity compared to senior international students.

Kaur (2012) studied the career maturity of adolescents in relation to their school climate. A sample of 800 adolescents studying in secondary schools of Amritsar district was taken. The results indicates that out of six dimensions of career maturity, only the three dimensions of self appraisal, problem solving and occupational information were found to have shown significant difference with high, average and low levels of school climate.

Byron, et al. (2011) examined the influence of perceptions of family interaction patterns which can be defined along the three dimensions of family environment- quality of family relationship, family goal orientation and degree of organization and control within the family system on prediction of career planning attributes and vocational identity among both male and female adolescents living at home. As a sample for the study, one hundred twenty three high school students were shortlisted and all the students completed the measures of the study. Results pointed out a small yet significant role of quality of family relationships in prediction career planning attitude of the students.

Obiunee (2008) investigated the effect of reciprocal peer tutoring on the enhancement of career decision making process among students of a secondary school. The study also investigated the interaction of gender with treatment on career decision making process of the students. A total of 120 students from two secondary schools (co-educational) were taken as sample for the study. Information from the students was obtained by using a five point Likert scale with forty items and the effect of treatment programmes was studied on their career decision making process. Results indicated that treatment group subjects were significantly benefited from the treatment programmes. At post-test, significant difference was found in the process of career decision making. Also, results indicated that gender played no significant role on the career decision making process of the students in the treatment group during the post test period.

Hasan (2006) empirically examined self concept, occupation aspirations and gender work independently and they Weatherly do work in interaction with each other or if the variables are capable enough to generate variance in career maturity of students. For the purpose of the study, Hindi speaking class tenth students were considered. Employing a (2)3ex-post facto, non experimental factorial design, two levels of self concept, the levels of occupational aspiration and the two levels of gender were manipulated during the study. Employing the stratified random sampling technique, finally 480 students of class tenth within the age range 14 to 16years were drawn randomly.

All the three independent variable were found to be potential enough in generating variance in career maturity. Barring few expectations, the first order inter actions were not found significant, however the second order interactions were found significant for almost all the components of career maturity.

Peter and Wendy (2006) conducted a study on 367 secondary school students across 5 years level i.e. 8 to 12. They were assessed for levels of career maturity (knowledge and attitude), work value career decidedness, work commitment, career decision making self-efficacy and self esteem. Work experience, age, gender, socio economic status and school environment of the students was also accounted for. Through two multiple regressions, predictor variable recorded 52 percent variance of career maturity attitude along with 41 percent of variance for career knowledge. The main predictors of career maturity were age, career decidedness, and self-efficacy and work commitment. Through this study the researcher brought to light the need to examine attitude and knowledge which form an important aspect of career maturity.

Chaturvedi and Khanna (2005) studied the career attitude of boys and girls of Hindi medium and English medium higher secondary schools. The results revealed that Hindi medium boys and girls are better than English medium boys and girls in regard to career attitude where as boys of both the mediums were found to be better than girls of both the medium in regard to career attitude.

Dhillon and Kaur (2005) investigated career maturity among students of public and government schools on a sample of 500 students from high school. Measures used to study the relationship among the variables were career maturity inventory, self concept scale, locus of control and achievement motivation test. The relationship between career maturity and self concept, locus of control and achievement motivation was studied during the course of the study. The results clearly stated that the students of public school possess a higher career maturity as well as self concept and achievement motivation.

Significant relationship was also obtained between all the variables in case of girls in public schools on the other hand significant relationship was found between career maturity and external locus of control along with achievement motivation and self concept in case of male students and between career maturity and achievement motivation among female students of government schools.

Achiardi (2005) investigated a new approach to assessing the construct of career maturity during period of adolescence. Eighty six tenth grade students from a community high school in the mid west participated in the study. Research design used for the purpose of the study was an experimental pre-test/ post-test design. Analysis of the results indicated that students at this developmental stage do have varied levels of career maturity and the tasks that each of the dimensions is proposed to measure. Also as it was hypothesized, when there appeared to be gender difference, females always scored higher than males in the different career maturity dimensions scores limitations and future directions to this study were also discussed.

Bernes and Carter (2004) assessed the levels of students' career maturity assuming that growth can be positive. The main purpose to undertake this study was to help counselors in examining the effectiveness of a school's career counseling program. The study provided base line data pertaining to student career development prior to implementation of a comprehensive school guidance programme. The researcher used the career maturity inventory (Crites 1995) to examine students 'career maturity by gender and grade level for students in grade ninth and twelfth in one suburban school district. Results showed that students in grade twelfth had numerically higher mean scores than students in grade ninth on each scale of CMI female scored numerically higher than males for each score.

Nair (2004) studied career maturity and vocational interest of students and the effect of academic achievement and gender on them.

A sample of eight hundred students was selected from government and private schools randomly. Career maturity inventory and vocational interest record were used. Results revealed that academic achievement has a significant positive effect on the level of career maturity of girl as and boys of both government and private schools. It was also found that type of school (government/private) affects the career maturity of students. Students of government school were found to have better career maturity levels in comparison to private school students. Results also revealed a significant gender difference in career maturity level of students. Girls were found to be more career wise mature than boys. However, high achiever students showed greater interests in scientific and social areas whereas average students displayed interest in commercial areas.

Buracca and Taber (2002) explored the relationship between occupational choice and career maturity among the students of a high school. The sample consisted of one hundred and fifty seven high school students. It was reported by the results that the occupational choices made by the students who were more mature career-wise, were better and appropriate. A marked gender difference was shown and female students displayed a better career maturity than the male students. Students of different grade showed different level of career maturity.

Mathur and Sharma (2001) studied career maturity of adolescents in relation to gender. The purpose of the study was to see whether gender has any impact on the career maturity of boys and girls. It was reported in the results that boys showed amore develop approach towards career selection than girls. They showed a better career competency than female adolescents. It was reported that average amount of career maturity was displayed by the students.

Lee (2001) conducted a cross cultural study on the career maturity level of high school students from Korea and United States in order to examine the impact of cultural differences on the level of career maturity.

Results indicated that career maturity of constructs shown by both the cultures were same for the same age group of students. No gender differences were found in both the cultures, but the level of career maturity for both the cultures was different.

Powell and Duzzo (1998) analyzed the career maturity and the various factors related to career maturity of higher secondary school. Students from the age group of fifteen to nineteen years of age were selected for the sample in order to study the career decision making styles of both male as well as female adolescents during the study. The career maturity of the subjects was assessed and alongside the career decision making attribution styles were also studied. It was indicated by the results that optimistic attribution style had a significant positive relationship with career maturity. It was also indicated that female adolescents were less sure about their choice of career than male adolescents. Therefore significant gender differences were found.

Bhatnagar and Gulati (1998) studied the relationship of high and low creative adolescent girls to career maturity and their vocational development. It was reported in the study that girls who have high creative attitude show above average vocational maturity and high career aspirations in comparison to the girls with low creative attitude. Creative girls indicated their non-reference towards traditional career choices which were thought appropriate for women previously however the girls with low creativity preferred the tradition stereotype and conventional choices in their career. The results also indicated that highly creative girls were more independent in choosing a matured and appropriate choice of their career which was compatible to their nature, interest, abilities and personality. Girls with low creative attitude were found to be less sure and less appropriate in their choice of career and more inspected by their parents.

Lee and Chul (1997) studied career competence, career attitude (career maturity) and gender difference of academic/ vocational stream high school students. The purpose of the research was to study the effect vocational subjects and academic subjects have on students.

Students of both the genders from High Schools were selected for the study. The result showed that higher level of career maturity was shown by the female students, rather than males. Higher level of career maturity was found in students from the vocational stream in comparison to the students' from the academic stream.

Westbrook (1996) studied the construct validity of the cognitive vocational maturity test (CVMT) on class eleventh and twelfth students. The tests administered on the students were, CVMT duties subtest, the career choice questionnaire (CCQ) and the self-knowledge scale. The tenth grade students were also rated on term appropriateness by the teachers. Students from sample B were retested in class twelfth with CVMT duties and self-knowledge scores. Significant correlation was found between the CVMT scores and teachers evaluation of student's career choices, education level planned and self reported grade average. No correlation was found between CVMT and self report measures; self knowledge scale and career choice thinking. The data provided support for the convergent discriminate validity of the CVMT duties sub test.

Bhargava and Sharma (1995) studied high and low achievers and their relationship to career maturity. Students of class eleventh and twelfth were selected for the study and career maturity inventory was used as the measuring tool. The results showed that academic achievement had significant effect on career competency of the students (career competency is a component of career maturity). It was indicated that higher academic achievers have a higher level of career competency whereas lower level of academic achiever had a low level of career competency.

Westbrook, et al. (1993) investigated the relationship between self appraisal and appropriateness of career choices made by adolescent students in order to study the effect of self appraisal on correct and mature career choices. Self appraisal and appropriateness of career choices are subscales of career maturity inventory. Results indicated a relation between appropriate career choice and self appraisal among girl students.

However, opposite was found to be true in case of male students. The self appraisal subtests was found to have no gender differences.

Kelly (1992) studied the career maturity of young gifted adolescents. It was a replicate study of work already done best with a better research design. Young adolescents of class seventh and class eighth grade were selected for the study. It was shown by the results that students who were gifted perceived fewer obstacles than the students who were of the average capabilities. It was also observed that gender differences existed in the need of occupational information. Boys seemed to have a greater need of occupational information than girls. It was also concluded in the study that gifted boys have an interest in wider range of occupational aspirations than gifted girls.

Onivehu (1991) explored the impact of gender and self concept on career maturity of adolescents from Nigeria. The purpose of the study was to see whether different gender and different self concept has any influence on the career maturity of Nigerian adolescents. It was found as result of this study that career maturity was significantly and directly influenced by gender. It also showed that self concept has an indirect significant influence on career maturity as a result of this it was suggest that if a child has better self concepts he is liable to make correct appropriate and mature choice of career.

Bhargava (1991) investigated the interest and difficulties faced by the students studying in vocational education stream. The study investigated into the interest of students in vocational education, society and employment and their anxiety for employment. It also identified the difficulties faced by the student's and the possible solutions. The objectives of the study were to ascertain the selection procedure and criteria for admission to vocational courses, to list the efforts made by the schools to enroll students in the vocational stream, to judge the interest of students in vocational education, to evaluate the efficacy of the vocational education programme, to know the physical resources available in vocational school and offer suggestions for further improvement.

Thirty two schools having vocational streams were randomly selected five major districts of Rajasthan - Jaipur, Jodhpur, Udaipur, Kota and Churu. Separate questionnaire were distributed to principals and vice principals and vocational teachers. It was found that eighty three percent students choose vocational education out of their own interest, while a smaller section found it because they could not get admission in academic stream. The majority of students felt that vocational education was interesting and important for enhancing employability and national development. The majority of parent's opened that their wards were interested in vocational education and that it was better than academic stream as it prepared them for employment and self dependence.

Kelly and Colangelo (1990) studied the effect academic ability and gender has on career maturity of students. Purpose of the research was to study the various effects of academic capabilities and different gender on the vocational maturity of the individual. The result showed that career maturity is positively influenced by the academic ability of an individual. However, no effect of gender differences was found among the students. It was observed that gifted students were more readily involved with career development task than non- gifted and further it was also found that gifted children also started career development tasks earlier than non-gifted. Thus results suggested that early guidance activities should be started for adolescent boys and girls as well as for gifted children.

Suzzane (1989) studied to find out whether various characteristics of different sexes have any impact on the career maturity of an individual. The sample consisted of boys and girls of grade tenth and twelfth. The results indicated that significant sex differences were found even though basic casual pattern for boys and girls were found to be same. The result showed that career maturity has a positive correlation with age in boys. Sense of family cohesion and internal locus in girls also has a positive correlation with career maturity.

Mangat (1988) studied the relationship of vocational maturity with intelligence, achievement and socio economic status of the students. Results revealed a significant relation of intelligence to self-appraisal, occupational information goals selection and total competency and maturity. The various measures of career competency depended on intelligence, achievement and socio-economic status, however, vocational identity was found to be independent of them. Total career maturity depended significantly on intelligence, academic achievement and socio-economic status.

Prior research has also identified variations in career and academic processes across demographic characteristics. In general, girls demonstrate more favorable academic and career progress than boys (e.g., Bandura et al., 2001; Ferreira et al., 2007; Peetsma and van der Veen, 2011; Weis et al., 2013). The literature has also indicated that gender seems to moderate the child-in-context experiences and resulting career paths (Araújo and Taveira, 2009). On the other hand, the geographic location of children, although less addressed in the literature, has been shown to predict differences in life styles, income, occupational and employment opportunities (Rafecas, 2013), which in turn might contribute to differences in children's career preparedness and academic achievement (e.g., Howard et al., 2009). Previous exploratory studies in Portugal have also indicated that northern children are more motivated to solve social conflicts than their central peers (Pereira, 2014).

2.1.1 Review of Literature on Peer Pressure

DeFillippi & Arthur (1994) explained that interpersonal relationships through networking (i.e., peer relationship) are considered to be a specific career competency vital for managing one's career. According to Harter (1999), developmental psychologists confirm that peers and friends have a significant influence on an individual's development and social adjustment. Epstein (1983) supports that high performance achieving friends have a strong impact on the friends' satisfaction with school, educational expectations, examination results, and standardized achievement test scores when they are in their early years.

In 1997, Hartup & Stevens' study explained that most of the young adults spent 29% of their awake times with their peers. As a result, the chances for them to discuss about their career management with their closer friends are relatively higher as compared to those who discuss with their parents. Berndt (1996) supported peer support as an important factor to assist individuals when they face career indecision problem. Bandura (1997) also explained that when the individual is encouraged and motivated by others, they are capable to accomplish a task successfully. Hence, this kind of support will enhance an individual's self-efficacy belief.

Lindholm and associates (2002) conducted a survey on a group of college students in 2002. The findings concludes that the socialization process affects one's perceived career opportunity which ultimately can lead to changes in one's career choice and development (Astin, 1984). Later in 2004, Forret and Dougherty's (2004) empirical study explained that peer influence as part of networking relationship showed perceived career success among 1180 business school graduates from a Midwestern State University, United States. Thus, we expect peer influence to have positive relationships with undergraduates' perceived career management. Based on the above discussion, this study hypothesized that

Middleton & Loughhead (2003) claims that peers affect young people only when they have a negative parental relationship or lack of support in choosing a career from their parents. However, Palinscar, Stevens & Gavelek (2009) note that knowledge is effectively acquired through social or group interactions in which students engage in knowledge-building. Peer interaction therefore influences the expertise and academic skills. The social or relational environment of the institution and the interaction of students with other students influence the acquisition of knowledge and academic skills. A recent study by Kuh, Pace & Vesper (2007) shows that friendly, engaging and helpful relationships with peers have a positive impact on students' self-report when it comes to acquiring educational skills, understanding of art and artistic skills

Literature and humanities understanding. Collaborative Learning Studies by Bandura (2001), Pummel et al. (2008) and Taylor et al. (2004) show that participating in collaborative learning has a positive impact on the student. It improves problem solving, design and understanding of. Science, Arts and Humanities.

The development of cognitive abilities and intellectual growth of students is influenced by the quality of participation in activities within or outside the class in connection with interaction with colleagues. Karabe & Colline Eaglin (2006) point out that through collaborative learning, students can develop overall cognitive and intellectual development during their studies, as students enjoy using higher-level learning strategies to work out, understand, and think critically. Qin & Johnson (2005) performed a meta-analysis that found that cooperative learning offers a greater advantage over individualistic or competitive learning in problem-solving skills that require cognitive representation. Peers have greater impact on cognitive and intellectual development than classes. Galambos & Silbereisen (2007) analyzed data from the National Study of Student Learning. They found that peer-to-peer interaction, including peer-to-peer and college-club discussions, peer-to-peer involvement, and diversity activities, positively influenced standardized measurements of critical thinking skills during their studies. Students' self-reported cognitive or intellectual abilities are significantly impacted by interacting with colleagues outside the classroom.

Wattles (2009) notes that the interaction of peers with peers plays a crucial role in how students think about themselves. It is the predominant force that generally affects personal development. Berdicket (2004) postulates that students who interact with peers of different interests, races, and backgrounds have the potential to spark a reflection on the students' knowledge and their critique of the beliefs and values they represent. This leads to new ways of thinking about and understanding the world, other people, and oneself. McCabe & Trevino (2003) found that students were less likely to admit academic dishonesty when they found that close colleagues would reject the fraudulent behavior.

The behavior of colleagues has created a normative context for fraud. According to Baker (2009), the teaching of basic moral thinking skills initially addresses the issue of moral problem solving with peers, with a strong incentive to grow in the principled thinking.

Pascarella, Wolniak & Pierson (2003) suggested that aspirations by peers significantly affect student persistence. Students living in campus dormitories facilitate peer social inclusion and increase the likelihood that they will complete their studies. Arbona et al. (2001), however, found that peers' perceptions of racial-ethnic prejudice, discrimination or tensions clearly negatively impact the attainment and perseverance of minority students. To counter these negative influences, it is important to integrate the community of living learners and ethnic racial organizations, groups or theme houses.

Some studies (Arthur, 2005 & Baker, 2009) have found that the student's career choices may be influenced by the direction of the dominant peer groups in college. A study by Arthur (2005) has shown that a certain dimension of out-of-school participation can contribute to career choice in law and business, while others may hamper this decision. Cooperative learning in the classroom significantly influences the career choices of seniors and increases the likelihood of choosing a company or engineering, but hinders the choice of a career in law or higher education. A study by Baker (2009) showed that membership in a Brotherhood played a role in choosing a career or a legal career. Participation in diversity activities, however, had a negative effect on the career choices of seniors.

Astin (2003) and Kezar & Moriarty (2000) found that undergraduate students involved in student clubs and organizations and in group-class projects learned job-related skills such as leadership skills, public speaking skills, and personal charisma. Evidence from Bandura (2001) shows that cooperative collaborative learning experiences have a positive impact on the ability to work efficiently in groups. Peers who interact with other races and ethnic groups have a positive impact on student growth in terms of work-related skills.

Whitt et al (1999) cited that students who did not interact with peers in group discussions with religious, political, national, and philosophical students had a positive outcome impact on self-reported gains in terms of career preparation. In summary, students who interact with like-minded individuals in various activities, both within and outside the classroom, are influenced in both career choice and job-related skills.

Anisha Khan, Manisha Jain, Chhaya Budhwani (2015) concluded that adolescent teens have multiple layers and groups of friendships. More than often teens tend to choose those who are similar to them. Although, it may appear that teens are influenced by their peers, parents continue to be the most influential persons in their lives. Parents who continue to communicate with their teens, despite the increasing conflicts, actually maintain closer relationships with their wards. Peer friendships though often rated as all negative impact can also have a healthy and positive effect on youth development.

There are few studies done focused more on career aspirations of secondary students in India and abroad. The most recent study on students and career choice was Kaur (2012) studied the career maturity of adolescents in relation to their school climate. The results indicates that out of six dimensions of career maturity, only the three dimensions of self appraisal, problem solving and occupational information were found to have shown significant difference with high, average and low levels of school climate. Anisha Khan, Manisha Jain, Chhaya Budhwani (2015) found that though, it may appear that teens are all influenced by their peers, parents continue to be the most influential persons in their lives. Peer friendships although thought of as all negative impact, can also have a positive effect on youth development.

2.2.0 TO SUM-UP

There are no documented studies that have been done regarding the peers influence on career choice among public secondary students in Chhattisgarh. The study sought to fill this gap.

The review of literature however reveals insufficient data regarding impact of peer pressure and career maturity. Furthermore, Indian studies in this area are comparatively fewer. In this investigation a modest attempt has been made to understand the correlation between peer pressure and career maturity. Taking into consideration the dearth of knowledge in this field, this step by the researcher will contribute in fulfilling the research gap and give way to future researches in this area by incorporating the suggestions and findings present in this review of literature.

CHAPTER -3

RESEARCH METHODOLOGY

3.0.0 Introduction-

The chapter discusses research methods which were used in the research. In the present chapter, the method, design, sample, tools, techniques of analysis and the procedure of data collection are presented under different captions, separately.

3.1.0 Research Methodology

Research design is about the type of data that is needed to be collected so as to appropriately" address the research hypothesis (Kothari, 2009). In this study, descriptive survey design was employed. This design is suitable for collecting information that describes the existing phenomenon (Mugenda, 1999). The information collected through this method can be used for various purposes by various practitioners. Studies that are concerned with what people think and what they do, and different types of educational fact finding, have been noted as appropriate in utilizing this research design. Thus, the study preferred this method to collect information on influence of peer on career maturity among secondary students in the adjacent districts.

3.2.0 Target Population:

3.2.1 The target population is the group that offers field information to the researcher during the data collection period. The total number of secondary schools in Raipur, Mahasamund, Kanker and Janjgir-Champa are 95, 102, 97 and 100 respectively. The researcher chooses two schools from each districts, one from urban and one from rural locations. The population of the study is the girl students of class X, belonging to the Government secondary Schools.

The schools are co-educational in nature and the medium of instruction is Hindi. Class X is the level where students select subjects possibly related to their future career.

3.2.2 Reasons for conducting the study in the Govt. Schools are:

- i. There is no religious bias in the school
- ii. There is no caste bias in the school
- iii. Majority of the students belong to fixed income group
- iv. The schools are co-educational in nature and hence there is no sex bias.

3.3.0 Sampling Technique and Sample

3.3.1 Sampling involves selecting of appropriate number of students from a particular population. The study conducted in one rural and one urban location school from Raipur, Mahasamund, Kanker and Janjgir-Champa districts. From each school 50 girl students were selected by random sampling method.

Table 3.1: Sample Size

S.No.	District	Location	Name of the school	No. of students
1.	Mahasamund	Rural	1.Govt. Hr. Sec. School Bemcha	52
		Urban	2.Govt. DMS Hr. Sec. School	50
2	JanjgirChampa	Rural	3.Govt. Hr. Sec. School. Sivni	50
		Urban	4. Govt. Hr. Sec. School, Barpali&Bhojpur	50
3.	Raipur	Rural	5.Govt. Hr. Sec. School Mana	50
		Urban	6.Govt. Hr. Sec. School, Mowa	45
4.	Kanker	Rural	7.Govt. Hr. Sec. School, Kokpur	50
		Urban	8.Govt. Hr. Sec. School, Govindpur	47
TOTAL				394

3.3.0 Tools

3.3.1 The following standardized tools are used to collect the data for present research-

1. Career Maturity Inventory (Attitude Scale and Competency Test) by Dr. Mrs. Nirmala Gupta (National Psychology Corporation, Agra)
2. Peer Pressure scale by Sushil Saini and Sandeep Singh (Prasad Psycho Corporation, New Delhi,)

3.3.2 Description of Tools:

3.3.2.1 Career Maturity Inventory -

The scale has been developed by Dr. Nirmala Gupta in 1989 to measure the maturity of attitude and competences that are critical in realistic career decision making. To assess the maturity of these career behaviors, the CMI provides two types of measures attitude scale, and the competence scale.

The attitude scale alerts the feelings, the subjective reactions and the disposition that the individual has towards making a career choice and entering the world of work. The attitudinal variables in an individual are the conceptual or dispositional response tendencies of career maturity, enabling him to make a career choice to enter the world of work. The attitudinal factor is non intellectual in nature and may mediate both career choice consistency and realism as well as career choice competence

This consists of five parts, each of which assesses a component in the career decision making process. Individuals should answer the question on the basis of information contained in the question stem using their knowledge and deductive ability. Self appraisal, Occupational Information, Goal Selection, Planning and Problem Solving are five parts of the competence test. This test has 70 items in five parts, fourteen in each.

Reliability: Split half reliability has been calculated for all the five parts for the three grade levels with N=40. The obtained coefficient ranges from 0.54 to 0.88.

Validity: Most of the items of the adapted competence test are original competence test items with only slight modification in terminology. The modified items have also been discussed at length with experts in the guidance area regarding their suitability for Indian students. Therefore, it has content validity. Findings on the Indian sample for adapted competence test support the construct validity of the test.

Scoring: To provide maximum consistency in scoring, the scoring stencils are provided for accurate scoring. Plus one is given for every correct response. Anomitted or multiple marked items is treated as wrong and 0 is assigned.

**Table: 3.2 Classification of Career Maturity Scores in terms of five area
Range of Scores Description**

S.No.	Area of Career	Score wise level of Career Maturity		
		High (ClassX)	Average (Class X)	Low (Class X)
1	Self Appraisal	11-14	6-10	0-5
2	Occupational Information	12-14	7-11	0-6
3	Goal Selection	12-14	6-11	0-5
4	Planning	12-14	4-11	0-3
5	Problem Solving	9-14	4-8	0-3

3.3.2.2 Peer pressure scale-

The Peer Pressure scale is a self report five point Likert Scale. Peer Pressure scale is a uni-dimensional scale which gives estimate of peer pressure in adolescents.

It was developed mainly for the reason that youth problems are increasing day by day and peer pressure is one of the major factors influencing such problems among them. According to the Singh and Saini (2010), a peer is a person who belongs to the same societal group based on age, grade, or status while a friend is a person who we are attached to by affection or esteem. Peer Pressure is feeling pressure from other age mates to do something harmful for self and others. Peer pressure is associated with many antisocial activities and risky behavior among youths, e.g. smoking, drinking, rape, ragging, drug abuse, traffic accidents, rule violation at public places, risky sexual behavior, robbery, kidnapping, even murder and development of diseases like HIV infection that ultimately result into either suicide or legal punishment. The scale focuses on peer pressure related to drinking, gambling, violence, risky behavior and gang activities.

Peer Pressure Scale Authors Sandeep Singh & Sunil Sain, Nature Verbal Group/Individual, Duration Not fixed, Structure 25 items

Reliability

- a) Internal Consistency: 0.79
- b) Test-retest Reliability: 0.77

Validity

- a) Face Validity: Items are relevant to stated condition or purpose of the instrument and items are based upon whatever knowledge is available at the time of construction.
- b) Content Validity: Subject experts senior professors with psychometric background, evaluated the face and content validity of the scale.
- c) Predictive Validity: Coefficient of alpha for the scale was 0.80
- d) Concurrent Validity: Peer pressure sub scale of Peer Pressure and conformity Scale (Brown et al, 1986) was used to check the concurrent validity of measures. There was a significant positive correlation ($r = 0.38^{**}$, $p < .01$)

Scoring

It is a self report 5- point scale measured on five categories, i.e., Strongly disagree (5), Disagree (4), Can't Say (3), Agree (2), Strongly Agree (1). The score 1 represented the opinion 'strongly disagree' while option 5 on the scale represented the category 'strongly agree'. Positive items are scored from 1 to 5 and negative or reverse items scored from 5 to 1. The minimum and maximum score range in 25- 125. High score is interpreted as high peer pressure and low score indicates less peer pressure.

On the basis of norms the author has decided the categories of the scores. Individual Scoring up to 55 are identified as low level of Peer Pressure, scoring between 56-72 average level of Peer Pressure and score greater than 72 will fall under the category of high Peer Pressure.

3.4.0 Procedure of Data Collection

The study was conducted in two phases. In the first phase, the list of high secondary schools was finalized with the consultation with DIET faculty of the concerned districts. Also permission was taken from the school authorities for conducting the test on students of class tenth. Based on the criteria of inclusion and exclusion students were selected. In the second phase the subjects selected in the sample were administered, individually. The order of administration of the tests was random.

3.5.0 Statistical Techniques used for Data Analysis

Following statistical operations are used to analyze the data

$$\text{Mean} = A + \frac{\sum fd}{\sum f}$$

Here, A = assumed mean value, $\sum f$ = Summation of the frequencies

$\sum fd$ = Summation of the product of deviation and corresponding frequency

$$S.D. = \sqrt{\frac{f_i(x_i - \bar{x})}{N}}$$

Where f_i 's are the frequencies of x_i 's and \bar{x} is the mean

$$C.R. = \frac{M_{group1} - M_{group2}}{\sqrt{\frac{Variance_{group1}}{N_{group1}} - \frac{Variance_{group2}}{N_{group2}}}}$$

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X)^2 - (\sum X)^2\} - \{N(\sum Y)^2 - (\sum Y)^2\}}}$$

N = Number of pairs of score

$\sum XY$ = Sum of the product of paired scores

$\sum X$ = sum of X scores, $\sum Y$ = sum of Y scores

$\sum X^2$ = sum of square of x score, $\sum Y^2$ = sum of square of x score

CHAPTER - 4

ANALYSIS OF DATA, INTERPRETATIONS AND DISCUSSIONS

4.1.0 Introduction

Analysis of data involves the inspection, cleaning, transforming and modeling of collected information with the purpose of highlighting useful data, suggestions offered, conclusions and recommendations. The process consolidated the collected data into an orderly structure. Data was analyzed descriptively with the use of statistical methods. Information which was analyzed was presented in form of pie charts and tables.

The present chapter deals with the analysis of data and interpretation and discussion of results. It presents the interpretation of results hypothesis wise, based on the objectives of the study. In this chapter, the abbreviated form of various terms will be used in various figures and tables. The analysis of data and interpretation of results have been given in three sections:

Section I: Descriptive Analysis

The aim of descriptive analysis is to find out the nature of variables under study viz. Peer Pressure and Career Maturity in case of total sample, urban and rural.

Section II: Differential Analysis

The aim of differential analysis is to find out the demographic differences on the variables of peer pressure and career maturity.

Section III: Correlation Analysis

The aim of correlation analysis is to find out the relationship of dependent variable career maturity with the independent variables peer pressure in case of total sample, urban and rural.

4.2.0 Data Analysis

Analysis of the data in the present study is done in such a way to focus on finding impact of peer pressure on career maturity of High School girls. The impact of locality on peer pressure and career competency of X standard Students has been analyzed in this study. The data are descriptively analyzed by computing correlation, Mean and Standard Deviation. The difference in the mean value of career maturity and career competency scores of the various sub groups are tested for their significances.

The Pearson's correlation method has been employed in order to study the relationship of one variable to another. The test of significance (t test) is used in order to find the significance of the difference between any two means of the peer pressure and career competency scores.

4.2.1 Section 1 Descriptive Analysis

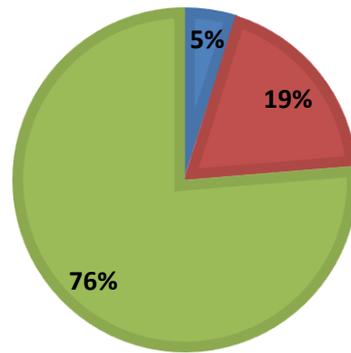
4.2.1.1 Level of Peer Pressure experienced by Rural and Urban Girls

**Table 4.1 Level of Peer Pressure experienced by
Rural and Urban Girls**

Sl. No	Demographic Variables	Sub-samples		Level of Peer Pressure		
				High	Moderate	Low
1	Location of School	Rural (202)	N %	10 4.85%	38 18.82%	154 76.23%
		Urban (192)	N %	5 2.6%	41 21.35%	146 76.04%

GRAPH 4.1
PEER PRESSURE EXPERIENCED BY THE STUDENTS OF RURAL LOCALITY

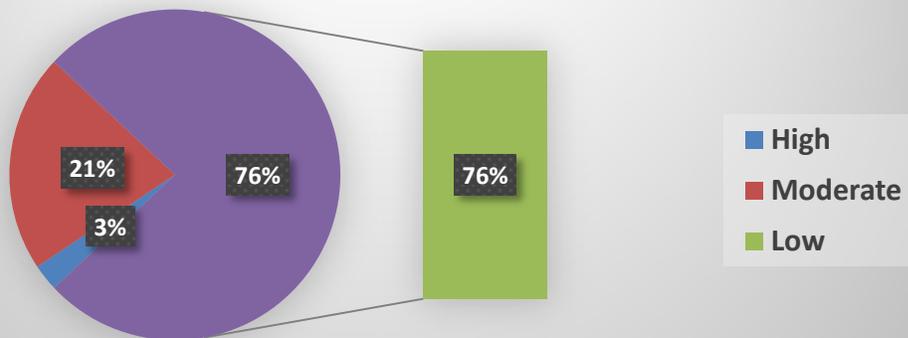
■ High ■ Moderate ■ Low



Explanation-

In rural locality 76% girls studying in class X experience low peer pressures. Whereas 19% girls experience moderate peer pressure and only 5% girls experience high peer pressure.

GRAPH 4.2
PEER PRESSURE EXPERIENCED BY THE STUDENTS OF URBAN LOCALITY



Explanation-

In urban locality 76% girls studying in class X experience low peer pressure. Whereas 21% girls experience moderate peer pressure and only 3% girls experience high peer pressure.

Most of the students of urban and rural area girls experience low peer pressure. So the girls of class X are not being largely influenced by peers.

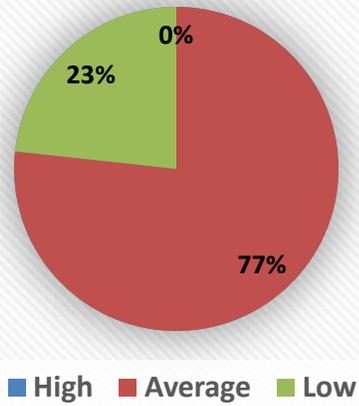
4.2.1.2 Level of Career Maturity of Rural and Urban Girls

Table 4.2

Level of Career Maturity of Rural and Urban Girls

Sl. No	Demo graphic Variables	Sub-samples		Career Maturity		
				High	Average	Low
1	Location of School	Rural (202)	N	0	155	47
			%	0.0%	76.73%	23.27%
		Urban (192)	N	0	134	58
			%	0.0%	69.8%	30.2%

GRAPH 4.3
Level of Career Competency of students of Rural Location

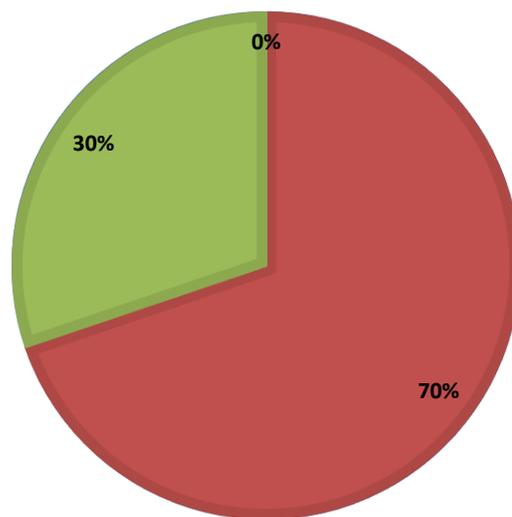


Explanation-

In rural location 77% girls belong to average career maturity level and 23% of the girls belong to low career maturity level. No student belongs to high career maturity level.

GRAPH 4.4
LEVEL OF CAREER COMPETENCY OF THE STUDENTS OF URBAN LOCALITY

■ High ■ Average ■ Low



Explanation-

In urban location 70% girls belong to average career maturity level and 30% of the girls belong to low career maturity level. No student belongs to high career maturity level.

Conclusion-

Most of the students of rural and urban locality have average career maturity in no case high career maturity level is found.

4.2.2 Section II: Differential Analysis

H₀₁. There will be no significant difference between the mean scores of peer pressure experienced by and rural and urban high school girls.

**Table 4.3, Mean and SD Scores of Peer Pressure experienced by
X Standard Girls**

Sl. No	Demo graphic Variables	Sub-samples	N	Mean	SD	Critical ratio	Significance
1	Location of School	Rural	202	47.88	13.24	3.29**	Significant at 0.01 level
		Urban	192	43.49	13.75		

Explanation-

Critical ratio between two means is 3.29 which is significant at 0.01 level. Since, the mean score of peer pressure experienced by rural girls of class X is 47.8 and that of urban location girls is 43.49. So the difference between two mean scores is significant. Therefore the hypothesis is not accepted.

Conclusion-

So the girls of rural location experience more peer pressure than urban location.

H₀₂. There will be no significant difference between the mean scores of career maturity of urban and rural high school girls.

Table 4.4

Mean and SD Scores of Career Maturity of X Standard Girls

Sl. No	Demographic Variables	Sub-samples	N	Mean	SD	Critical ratio	Significance
1	Location of School	Rural	202	24.48	6.63	0.68	Not Significant
		Urban	192	23.67	6.89		

Explanation-

The mean of career maturity score of rural girls of class X is 24.48 and that of urban location girls is 23.67. Critical ratio between two means is 0.68 which is not significant. Therefore the hypothesis is accepted.

Conclusion-

There is no significant difference in career maturity between rural and urban girls of class X. Both rural and urban girls have same career maturity level

4.2.3 Section III: Correlation Analysis

H₀₃. There will be no significant positive correlation between the peer pressure and career maturity of rural high school girls.

Table 4.5 Correlation between Peer Pressure score and Career Maturity total score of rural location girls

Sl. No	Demo graphic Variables	Sub-samples	Degree of freedom (n-2)	Coefficient of Correlation	Significance
1	Location of School	Rural	200	0.09	Not Significant

Explanation –

The coefficient of correlation between peer pressure and career maturity total score is 0.09 for 200 degree of freedom. So, there is no significant correlation between peer pressure score and career maturity total score in rural girls of class X. Therefore hypothesis is accepted.

Conclusion-

There is no effect of peer pressure on career maturity of girls of rural location.

H₀₄. There will be no significant positive correlation between the peer pressure and career maturity of urban high school girls.

Table 4.6 Correlation between Peer Pressure score and Career Maturity total score of urban location girls

Sl. No	Demo graphic Variables	Sub-samples	Degree of freedom (n-2)	Coefficient of Correlation	Significance
1	Location of the school	Urban	192	-0.015	Non Significant

Explanation –

The coefficient of correlation between peer pressure and career maturity total score is -0.015. So, there is no significant correlation between peer pressure score and career maturity in urban girls of class X. Therefore hypothesis is accepted.

Conclusion-

There is no effect of peer pressure on career maturity of girls of urban location.

Table 4.7 Coefficient of correlation between high level of peer pressure and five parts of career maturity

S. No	Demographic variables	Level of Peer Pressure	Coefficient of Correlation				
			Self-appraisal	Occupational information	Goal selection	Planning	Problem solving
1	Rural	High N=10	0.30 NS	-0.17 NS	-0.20 NS	-0.03 NS	-0.23 NS
2	Urban	High N=5	0.607 NS	0.14 NS	-0.14 NS	-0.69 NS	0.8 NS

NS : Not Significant

Explanation-

High peer pressure experienced girls in rural and urban area do not show significant correlation with five parts of career competency, self-appraisal, occupational information, goal selection, planning and problem solving.

Table 4.8 Coefficient of correlation between moderate level of peer pressure and parts of career maturity

S. No.	Demographic variables	Level of Peer Pressure	Coefficient of Correlation				
			Self appraisal	Occupational information	Goal Selection	Planning	Problem solving
1	Rural	Moderate N=38	0.06 NS	0.42**	0.07 NS	0.07 NS	0.06 NS
2	Urban	Moderate N=41	-0.005 NS	0.39**	0.148 NS	-0.209 NS	0.045 NS

NS : Not Significant

** : Significant at 0.01 level

Explanation-

In rural location the coefficient of correlation between moderate peer pressure score and self-appraisal score is 0.06 which is not significant. So, the moderate peer pressure does not influence the self-appraisal part of career competency test of class 10 girls. But, the coefficient of correlation between moderate peer pressure and occupational information is 0.42, which is significant at 0.01 level.

So, the moderate peer pressure influences occupational information of rural girls studying in class X. The coefficient of correlation between moderate peer pressure three remaining part of career competency, goal selection, planning and problem solving) scores are 0.07, 0.07 and 0.06 respectively. So the moderate peer pressure of rural locality girls of class X do not influence their goal selection, planning and problem solving part of career competency.

In rural location the coefficient of correlation between moderate peer pressure and occupational information scores is 0.42 which is significant at 0.01 level. Like rural location for urban location also the coefficient of correlation between moderate peer pressure and occupational information scores is 0.39, which is significant at 0.01 level. So, the girls of class X who experience moderate peer pressure showed a significant correlation with occupational information. But the girls with moderate peer pressure are not being influenced by remaining four part of career competency like; self-appraisal, goal selection, planning and problem solving

Table 4.9

Coefficient of correlation between low level of peer pressure and parts of career maturity

S. No.	Demographic variables	Level of Peer Pressure	Coefficient of Correlation				
			Self-appraisal	Occupational information	Goal Selection	Planning	Problem solving
1	Rural	Low N=154	0.108 NS	0.052 NS	-0.043 NS	-0.045 NS	-0.004 NS
2	Urban	Low N=146	-0.005 NS	-0.004 NS	0.148 NS	-0.209 NS	0.045 NS

NS : Not Significant

Explanation-

76% girls from rural and urban locality experience low peer pressure, the majority of the population are not in the influence of the peer pressure. In rural location the coefficient of correlation between low level peer pressure and self-appraisal, occupational information, goal selection, planning, problem solving are 0.108, 0.052, -0.043, -0.045, -0.004 respectively, all values of coefficient of correlation are not significant. So. The girls who experience low level of peer pressure are not influenced by any part of career competency.

CHAPTER -5

SUMMARY OF THE STUDY AND FINDINGS

5.1.0 Introduction:

This chapter discussed the summary of the research, implications of the findings, conclusion, recommendations and further research to fill the gaps which the researcher identified during his research.

5.2.0 Summary of Chapters:

5.2.1 Chapter one which was the introduction of this study entailed; background of the study, statement of the problem, purpose of the study, objectives and research, hypothesis, significance of the study, limitations of the study, delimitation and assumptions of the study. The chapter was concluded by the theoretical and conceptual framework and definition of key terms. The self-determination theory was the key theory used in the study and notably it highlighted that career maturity does not end after passing class X rather it is a life time process.

The students of secondary school used have to a lot of problem while choosing their life career. The major problem that they encounter is that of choosing the subjects that will qualify them for their life career. Some of them depend on either their peer group or parents to choose for them, while others just base the choice on their own personal decisions.

Objectives of the present study are as follows

1. To compare the peer pressure between rural and urban high school girls.
2. To compare the career maturity between rural and urban high school girls.

3. To find out the effect of peer pressure on career maturity of rural high school girls.
4. To find out the effect of peer pressure on career maturity of urban high school girls.

Hypotheses of the present study are as follows-

- H₀₁. There will be no significant difference between the mean scores of peer pressure experienced by rural and urban high school girls.
- H₀₂. There will be no significant difference between the mean scores of career maturity of rural and urban high school girls.
- H₀₃. There will be no significant positive correlation between the peer pressure score and career maturity total score of rural high school girls.
- H₀₄. There will be no significant positive correlation between the peer pressure score and career maturity total score of urban high school girls.

Delimitations of the Study

Delimitations of the present study are as follows-

- 1 The study was confined only to class X girl students of co-education Govt. secondary schools.
- 2 The study was confined to four districts only.
- 3 The career maturity tool contains two parts;
 - (i) Career Attitude Scale (50 statements seeking responses in yes or no)
 - (ii) Career Competence Test (70 multiple choice type questions, 14 in each part)

The research is delimited to career competence test only. The competence test also covers only five areas, self appraisal, occupational information, goal selection, planning and problem solving only.

4. The study is delimited to co-education government secondary schools only.

Assumptions of the Study

The study is done with following assumptions;

- i. The sampled respondents were easily accessible during data collection.
- ii. Information given by the respondents was taken to be true without bias.
- iii. Peers influenced the career choice of students in Govt. Secondary Schools.

This research aims to determine the influence of peer pressure on career maturity high school students and see if there is a significant correlation between peer pressure and career maturity levels.

Relatedness involves connection and caring experience for other co-workers while autonomy involves self-branding of an individual at work place. Therefore, it was essential to investigate the positive and negative effects of parents and peer on career selection choice among students.

5.2.2 Chapter two was on literature review and it entailed; influence of parental occupations, social-economic status of the parents, peer influence, parental support and summary of the literature reviewed. From the literature reviewed it was found that parents and peers affected the career choice of students in secondary schools.

5.2.3 Chapter three of the project was on research methodology. The chapter entailed, research design, target population, sample design, research instruments, data collection procedures, data analysis and presentation and ethical consideration.

Research Methodology

For this study, descriptive survey design was employed.

Target Population

The total number of secondary schools in Raipur, Mahasamund, Kanker and Janjgir-Champa districts are 95, 102, 97 and 100 respectively. The researcher chose two schools from each district, one from urban and one from rural locations.

The population of the study is the girl students of class X, belonging to the Government secondary Schools co-educational in nature and the medium of instruction is Hindi.

Reasons for conducting the study in the Govt. Schools are:

- i. There is no religious bias in the school
- ii. There is no caste bias in the school
- iii. Majority of the students belong to fixed income group
- iv. The schools are co-educational in nature and hence there is no sex bias.

Sampling Technique and Sample:

The study conducted in one rural and one urban location school from Raipur, Mahasamund, Kanker and Janjgir-Champa districts. From each school 50 girl students were selected by random sampling method.

Tools:

Following standardized tools are used to collect the data for present research-

1. Career Maturity Inventory (Attitude Scale and Competency Test) by Dr. Mrs. Nirmala Gupta (National Psychology Corporation, Agra)
2. Peer Pressure scale by Sushil Saini and Sandeep Singh (Prasad Psycho Corporation, New Delhi,)

Statistical Techniques used for Data analysis

Mean, standard deviation, critical ratio and coefficient of correlation were used as statistical technique for data analysis.

5.2.4 Chapter four was based on the data analysis. The chapter highlighted the major findings from the field and how they were related to the objectives of the study. The chapter also indicated the implications of the findings of the study.

Data analysis

Analysis of the data in the present study is done in such a way to focus on finding impact of peer pressure on career maturity of High School girls. The impact of locality on peer pressure and career competency of X standard Students has been analyzed in this study. The analysis of data and interpretation of results have been given in three sections, viz: descriptive analysis, differential analysis and correlation analysis. The data are descriptively analyzed by computing correlation, Mean and Standard Deviation. The difference in the mean value of career maturity and career competency scores of the various sub groups are tested for their significances.

Descriptive Analysis

In rural locality 76% girls studying in class X experience low peer pressure. Whereas 19% girls experience moderate peer pressure and only 5% girls experience high peer pressure. Whereas in urban locality 76% girls studying in class X experience low peer pressure, 21% girls experience moderate peer pressure and only 3% girls experience high peer pressure.

Most of the students of urban and rural area experience low peer pressure. So the girls of class X are not being largely influenced by peers.

In rural location 77% girls belong to average career maturity level and 23% of the girls belong to low career maturity level. No student belongs to high career maturity level. Whereas in urban location 70% girls belong to average career maturity level and 30% of the girls belong to low career maturity level. No student belongs to high career maturity level.

Differential Analysis

Critical ratio between two mean scores of peer pressure experienced by rural and urban girls of class X is 3.29 which is significant at 0.01 level.

Since, the mean score for rural and urban girls are 47.8 and 43.49 respectively. So, the rural girls experience more peer pressure in comparison to urban girls.

The mean of career maturity score of rural girls of class X is 24.48 and that of urban location girls is 23.67. Critical ratio between two means is 0.68 which is not significant. Therefore there is no difference in maturity level of rural and urban girls.

Co-relational Analysis

The coefficient of correlation between peer pressure and career maturity total score is 0.09 for 200 degree of freedom. So, there is no significant correlation between peer pressure score and career maturity in rural girls of class X. Therefore hypothesis is accepted.

The coefficient of correlation between peer pressure and career maturity total score is -0.015. So, there is no significant correlation between peer pressure score and career maturity in urban girls of class X. Therefore hypothesis is accepted.

In rural location the coefficient of correlation between moderate peer pressure and occupational information scores is 0.42 which is significant at 0.01 level. Like rural location for urban location also it is 0.39. So, the girls of class X who experience moderate peer pressure showed a significant correlation with occupational information. But the girls with moderate peer pressure are not being influenced by remaining four part of career competency like; self-appraisal, goal selection, planning and problem solving.

5.3.0 Summary of the Findings

5.3.1 Peer pressure experienced by the girls of class X

The study found that the peer pressure experienced by the girls

(i) In rural location-

4.85% high, 18.82% moderate and 76.22% low peer pressure

(ii) In urban location-

2.6% high, 21.35% moderate and 76.64% low peer pressure

5.3.2 Level of career maturity of the girls of class X

The study found that the level of career maturity of the girls

(i) In rural location-

0.00% high, 76.73% moderate and 23.27% low peer pressure

(ii) In urban location-

0.00% high, 69.8% moderate and 30.2% low peer pressure

5.3.3 Comparison between mean scores of the peer pressure of rural and urban location girls of class X

Mean score of peer pressure experienced by rural and urban location girls are 47.8 and 43.49 respectively. Critical ratio between two mean scores is 3.29 which is significant at 0.01 level. Hence, the rural girls experience more peer pressure in comparison to urban girls.

The mean of career maturity score of rural girls of class X is 24.48 and that of urban location girls is 23.67. Critical ratio between two means is 0.68 which is not significant. Therefore there is no difference in maturity level of rural and urban girls.

5.3.4 Correlation between peer pressure score and career maturity score of rural and urban location girls of class X

The coefficient of correlation between peer pressure score and career maturity score in rural and urban location girls of class X are 0.09 and -0.015 respectively. Since the coefficients are not significant so there is no impact of peer pressure on career maturity.

5.4.0 Implications of the Findings

5.4.1 Influence of Peer Pressure on Career Maturity

The fact that since the girls of class X of secondary school do not experiences peer pressure as 76% girls lie in low pressure group so there does not exist any relationship between peer pressure and career maturity. Peer pressure does not even influence various parts of Career maturity except occupational information.

5.5.0 Conclusion

- a) The study concluded that in Chhattisgarh the girls studying in class X do not experience high level of peer pressure.
- b) The study concluded that the girl students of class X conceive average and low level of career maturity, none of the student conceive high level of career maturity.
- c) With regard to peer pressure the study concluded that peers do not tend to influence career maturity.

5.6.0 Recommendations

The study recommends the following:

1. More schools should employ career counselors to guide students with regard to their abilities and talents.
2. Schools should orient students on subject combination and career prospects.

3. Career tours should be encouraged without regarding the academic ability of the students.

4. Schools should organize discussion forums on career related issues.

5.7.0 Suggestion for Further Research:

Certain factors that were not included in this research such as parental pressure, traditional values gender roles and school culture might have influence on career maturity. Therefore, need for further research in the suggested areas. The study identified three gaps which the researcher recommends for further review by other scholars.

- (i) A similar study can be done in other parts of the country for easier comparison.
- (ii) A study on the influence of peer pressure of the student and career selection can be carried out by future scholars
- (iii) A study on the impact of environmental exposure and career choice can also be carried out.

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APPENDICE.

APPENDIX 1

Peer pressure scale by Sandeep Singh Ph.D. and Sunil Saini, Ph.D.

Peer Pressure Scale - BK

संदीप सिंह तथा सुनिल सैनी 16-0660 उज़

नाम:

विद्यालय:

कक्षा:

निर्देश : कृपया सभी कथनों को ध्यानपूर्वक पढ़ें तथा प्रथम (स्वाभाविक) सहज उत्तर जो आपके मन में आये उसे चुनें। प्रत्येक कथन के लिए सामने के खाने में से किसी एक सही विकल्प में (✓) टिक का निशान लगाएं।

क.	कथन	पूर्णतः असहम	असह मत	अनिश्चित	सहमत	पूर्णतः
1	कभी-कभी मैं अपने दोस्तों के दबाव में कक्षाएँ छोड़ देती हूँ।					
2.	अपने मित्रों के साथ देर रात्रि तक पार्टी में जाने से खुद को नहीं रोक पाती हूँ।					
3.	माता-पिता की चेतावनियों के बावजूद मैं अपने मित्र के साथ डेटिंग पर जाती हूँ।					
4.	कभी-कभी मैं वो काम करती हूँ जो मेरे मित्र मुझसे करवाना चाहते हैं।					
5.	मैं अपने साथियों के दबाव में इंटरनेट पर घंटों चैटिंग करती हूँ।					
6.	अपने साथियों की नजरों में अच्छा बनने के लिए कभी-कभी मैं कुछ गलत कार्य भी करती हूँ।					
7.	मैं मेरे माता-पिता की असहमति के बावजूद, अपने दोस्तों को 'ना' नहीं कह पाता हूँ।					

8.	डेटिंग पर जाने के लिए मुझ पर हमेशा मेरे साथियों का दबाव रहता है।					
9.	धूम्रपान के लिए मुझ पर कभी-कभी मेरे दोस्तों का दबाव रहता है।					
10.	अपनी दोस्ती बनाए रखने के लिए कभी-कभी मैं हिंसक (उग्र) कार्य भी करती हूँ।					
11.	घनिष्ट संबंधों के कारण हमें साथियों के दबाव को स्वीकार करना पड़ता है।					
12.	अपने दोस्तों के साथ होने पर भी मैं अपनी सीमाओं को जानती हूँ।					
13.	दोस्तों के दबाव से बच पाना मेरे लिए मुश्किल होता है।					
14.	किसी समूह द्वारा पसंद किए जाने हेतु मुझे कभी-कभी साथियों के दबाव से गुजरना पड़ता है।					
15.	दोस्तों की पार्टी के लिए मैं अक्सर अपने गृहकार्य तथा अन्य नियत कार्यों को स्थगित कर देती हूँ।					
16.	अपने दोस्तों को खुश रखने के लिए कभी-कभी मैं वो काम भी करती हूँ जो मुझे पसंद नहीं है।					
17.	अपने साथी समूह में अपना रूतबा बनाए रखने के लिए कभी-कभी मैं अपने पालकों पर मंहगी वस्तुएँ खरीदने का दबाव बनाती हूँ।					
18.	अपने साथियों के समूह में गतिविधियों के लिए मैं अपने माता-पिता की सलाह नहीं लेती हूँ।					
19.	अपने दोस्तों के साथ किए गए कार्यों के नकारात्मक परिणामों को सोच पाना कठिन होता है।					
20.	जब हम दोस्तों के साथ कई अच्छे कार्य करते हैं तो, एक गलत कार्य करने में कोई बुराई नहीं है।					
21.	पार्टी तथा अन्य अवसरों पर मद्यपान के लिए अपने दोस्तों का आग्रह टुकराना मेरे लिए बहुत मुश्किल है।					
22.	अपने दोस्तों के समूह में स्वीकार्यता के लिए मैं कभी-कभी जोखिम भरा तथा हानिकारक कार्य भी करता हूँ।					
23.	किसी समूह में असहज होने के बावजूद भी मुझे 'ना' कहना नहीं आता।					
24.	साथियों के समूह द्वारा मूवी, पार्टी इत्यादि के निवेदन पर मैं अक्सर समझौता करती हूँ।					
25.	कभी-कभी मैं दोस्तों के दबाव के कारण अश्लील वीडियो देखती हूँ।					

APPENDIX 2

CAREER MATURITY INVENTORY (ATTITUDE SCALE AND COMPETENCY TEST).

Developed by Dr.(Mrs.) Nirmala Gupta