

## A Review of Career Maturity amongst Adolescents

Neetu Handa<sup>1</sup>, Kuldeep Grewal<sup>1</sup>, Shaloo Saini<sup>2</sup>

<sup>1</sup> CT University, Ludhiana

<sup>2</sup> Lyallpur Khalsa College of Education, Jalandhar

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### *Article History:*

*Received: 12-12-2024*

*Revised: 25-01-2025*

*Accepted: 05-02-2025*

### **Abstract:**

career maturity is a critical psychological concept that signifies an individual's preparedness and ability to make well-informed, realistic, and personally suitable career decisions. Career maturity becomes particularly important in adolescence as young individuals start to make significant decisions regarding their education and future career paths. Adolescence, defined as the period between childhood and adulthood, is a time of considerable psychological, cognitive, and social development, during which adolescents explore their identity and begin to form their vocational goals. This review paper examines existing research on career maturity among adolescents, focusing on the development of this construct, the factors that influence its formation, its impact on decision-making processes, and its broader implications for adolescent growth.

**Keywords:** psychological, adolescence, considerable.

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### **Introduction:**

In life, everyone has to select a career. Therefore, it is our social and educational responsibility to create an atmosphere that prepares people for their careers. One crucial component of assisting one's future professional development is career maturity. Success will be influenced by a person's career choice. If a person is satisfied with his work and it meets expectations, he might be considered successful in his career. A successful career requires mature career planning (Supriatna, 2009). For over ten years, a novel form of career education has been emerging in India. While its shape and more specific goals are different from all previous iterations, its overall objectives are similar. With an emphasis on senior secondary school, this is the vocationalization of the entire educational system. When it comes to cells, organs, bodily and mental functions, and the entire organism, maturity is the point at which growth has ceased and development has reached its pinnacle (2022). The transitional stage of physical and psychological development known as adolescence often takes place between puberty and the legal adulthood threshold. Although it's physical, psychological or cultural manifestations may start earlier or later, it is typically linked to adolescence. Adolescence is a physiologically defined period of physical transition that includes the onset of puberty, changes to the sex organs, changes in height, weight, and muscle mass, as well as significant changes in the organization and structure of the brain. Adolescence is characterized by changes in the capacity for multidimensional and abstract thought. Adolescence is a time of social preparation for adult responsibilities (Sharma, 2024). In India, it typically falls between 13 and 19 for boys and between 11 and 17 for girls.

Scholars do not always adhere to the previously established classifications of the teenage development span. However, teenagers are defined as people who are between the ages of 13 and 19 in order to give a ballpark estimate for universal applicability. Teenagers are another name for adolescents (Nabiha and Farzana,2023).

**Career Maturity:** The ability to make wise career choices is a sign of career maturity. A key component of a developmental approach to comprehending career behaviors is career maturity, which entails evaluating a person's degree of career advancement in respect to their career-relevant development activities. In general, it refers to a person's ability to make age- appropriate decisions based on knowledge. Make a professional selection and manage duties related to career growth. From early exploratory years (adolescence) to decline (old age), it indicates the points attained on the career development continuum. Super developed the term "career maturity" in 1957. The term "career maturity" describes the development of attitudes and skills related to making career decisions. It has been discovered that specific psychological, educational, and demographic elements have varying effects on it according on the culture, race, and gender of the group.

According to Super (1951), there are five stages of development: establishment (young adulthood), maintenance, retreat, exploration (adolescence), and expansion (childhood). According to Super's hypothesis, specific vocational tasks are usually completed in each of these discrete stages in recognizable and predictable order. The ability to effectively handle vocational development challenges (such as defining, implementing, and crystallizing a professional choice) that are encountered throughout the developmental continuum from the exploration stage to withdrawal is referred to as career maturity.

Career concern, curiosity, confidence, and control are characteristics of career maturity (Savickas & Porfeli, Citation 2011).

**Career Concern:** It embodies the ideas of career planning and future-focused motivation. Professional concerns, the fundamental component of professional maturity, need that people become cognizant of duties related to vocational growth and occupational transitions. People can better understand themselves and their objectives by developing career concerns (Li et al., Citation2023). Our training package was created to encourage proactive future career planning, which includes creating a career roadmap, outlining professional goals, and giving a motivational speech about the importance of early career preparation.

**Careers Curiosity:** It entails proactively pursuing knowledge about the workplace. Limited curiosity about potential career paths leads to career unrealism. According to research, people who are career curious are aware of who they are and what kind of work they want to pursue (Chukwuedo & Ogbuanya, Citation2020; Savickas & Porfeli, Citation2011). Consequently, this lessens self-defeating job search behavior (SDJS) and makes it easier for them to make decisions in the future that align with their professional circumstances (Koen et al., Citation 2012). By encouraging participants to investigate their talents, skills, and other career sectors and positions, our module fosters curiosity.

**Career Confidence:** It is the conviction that one can overcome challenges related to professional choice and career decision-making. Career restriction is a result of a lack of confidence. People who

have high professional confidence are more likely to execute their career intentions more accurately (Savickas & Porfeli, Citation2011) and promote their perceived employability (Chukwuedo et al., Citation2022). The session offers scenarios where people have successfully overcome obstacles in their careers and uses real-life examples to boost confidence. These tales serve as motivation and a guide, showing that perseverance, hard work, and the proper method of career planning and execution may lead to success.

### **Review of Literature**

A review of related literature offers a conceptual framework of references for the research that is being considered, as well as methods, procedures, and data sources and statistical techniques that are suitable for solving the topic chosen for this study. The studies that are currently available are listed below:

Yadav (2015) examined 11th graders' job choices in light of their needs. According to the study, the majority of the students in the entire sample sought positions in the executive work field. Students from urban areas had expressed their preferences for jobs in the executive career profession. The survey found that whereas rural students selected jobs connected to biological or physical sciences, science students favored jobs related to physical science, and arts students were interested in executive employment. The domains of linguistic and computational labor were preferred by the commerce students.

Sharma and Ahuja (2017) indicated that there is a notable gap between government and private schools in all aspects of professional maturity. Students attending private schools had greater career maturity than those attending public schools in the areas of attitude, self-appraisal, occupational information, goal selection, planning, and problem solving. Gender composition, family type, number of siblings, and ordinal position characteristics were found to be the main causes of the notable differences in career maturity across various educational settings.

Dhull (2018) studied the differences in professional maturity between teenage pupils according on their gender and school type. The survey method was descriptive. All secondary school pupils enrolled in different schools in the Rohtak district of Haryana made up the population. A proportionately random sample of 120 senior secondary school pupils was chosen. Data was gathered using the Career Maturity Inventory (Attitude scale & Competence Test), which was first created by John Crites and then adapted for Indian use by Dr. (Mrs.) Nirmala Gupta. The data was analyzed using the mean, standard deviation, and "t" test. The findings of the research showed that private school students were more mature about their careers than their government school counterparts, and female students were more mature about their careers than their male counterparts.

Lim et al., (2019) determined the elements affecting the professional development of adolescents. We investigated the direct and indirect impacts of parental support on career maturity using three-wave longitudinal data (Seoul Education Longitudinal Study 2010). We also looked at the role that self-esteem plays as a mediator in the relationship between parental support and career maturity. We also examined the sex differences in the relationship among the variables. 4,187 teenagers who advanced from the seventh grade in 2010 to the ninth grade in 2012 served as the study's subjects. The following are the outcomes: First, through self-esteem, parental support has varying implications

on career maturity. Second, there was empirical support for the developmental variations by sex in the longitudinal association between career maturity, self-esteem, and parental support. The results of this study indicate that appropriate treatments during adolescence that take these sex variations into account can improve the professional development of adolescents.

Singh and Sahiba (2020) examined secondary school pupils' career maturity. The study's population consisted of all Ambala senior secondary school pupils. Students from 108 senior secondary schools were chosen at random from the list of schools. The mean, standard deviation, and t-test were statistical methods employed in the current study's data analysis and interpretation. The study's conclusions showed that there were no notable differences in the career maturity of students based on their gender, location, or type of school.

Shamshad(2022) Examine the main factors that predict career maturity in senior secondary school teenagers by comparing their self-concept and vocational aspirations. The quantitative study design uses three measures: the Career Maturity Inventory by Nirmala Gupta (2013), the Occupational Aspiration Scale by J.S. Grewal (2011), and a self-concept questionnaire created and normed by Saraswat (2011). Students from the four senior secondary government and private institutions in the Kannauj district were given these scales. A total of 376 senior secondary school teenagers participated in the study using the basic random selection technique. The results demonstrate that vocational aspiration emerged as a strong predictor of career maturity among senior secondary school students enrolled in both public and private universities. Vocational aspiration and career maturity were shown to be significantly correlated, although self-concept and both the overall sample and subsamples showed no link. While vocational aspiration showed the opposite tendency, career maturity was shown to be higher among female students than male students. However, it was found that men and women had similar self-concepts.

Bae (2022) determined the causal association between academic success and career maturity by use autoregressive cross-lagged modelling. The Youth Panel Survey data from 888 teenagers (mean age = 15.90) were examined in this study. According to autoregressive modelling, career maturity and academic success did not change over time. Higher academic success at one moment in time was linked to higher academic success at the next, and the same was true for career maturity. Additionally, due to cross-lagged effects, career maturity at one point in time positively impacted academic accomplishment at the next, and academic achievement at one point in time positively impacted career maturity at the next time point. Stated differently, there was a reciprocal relationship between career maturity and academic success.

Nabiha and Farzana (2023) analysed comparing the degree of professional maturity between male and female teenagers in the senior secondary school stage. The descriptive survey method was used to get the data. Sixty male and female adolescents from senior secondary schools in Aligarh were chosen as respondents, making up a representative sample. An Indian version of Dr. (Mrs.) Nirmala Gupta's career maturity inventory was used to collect data. The data was analysed using the proper statistical techniques, including the t-test, mean, standard deviation, and percentage. The findings also show that, among the six components of career maturity, there were notable gender variations on four of them: planning, problem-solving, goal-setting, and self-evaluation. Adolescent males

performed slightly better than their female peers in the above mentioned categories. Regarding attitudes toward occupational information and job selection, no discernible gender differences were discovered.

Yuca et al., (2023) explained the variations in Indonesian adolescent students' career maturity by gender and job ambition characteristics. This article was written utilizing a literature review methodology, which involves searching the Google Scholar and Science direct databases for both domestic and foreign literature. This article's analysis makes use of descriptive analysis. There were disparities in career maturity across genders and employment ambitions, according to the findings of a literature analysis of empirical data. This study will serve as reference material for career maturity as well as for future research development.

### **Factors Influencing Career Maturity in Adolescents:**

#### **Family Influence:**

Adolescents' career maturity is greatly influenced by their families. According to research, teenagers who have parents who support, encourage, and communicate openly about their careers are more likely to be mature in their careers. Teenagers' approaches to job exploration and decision-making are influenced by their families' expectations, available resources, and the general socioemotional environment (Whiston, 2002). Teenagers who have their parents participate in job conversations are better able to form realistic views of their own potential and chances.

#### **2. Socioeconomic Status:**

Career maturity can be influenced by socioeconomic status (SES), since teenagers from higher SES families are more likely to have access to educational resources, career guidance, and a greater variety of job alternatives. Through social networks, internships, and extracurricular activities, these teenagers might also have more options for exploring career options (Schultheiss et al., 2002). Adolescents from poorer socioeconomic circumstances, on the other hand, could encounter obstacles when it comes to exploring and making decisions about their careers, which could result in lower levels of professional maturity.

#### **3. Educational Environment:**

It is impossible to exaggerate how important the school setting is for developing career maturity. Students' development of career maturity is facilitated by schools that offer extensive career counselling programs and resources. Adolescents benefit greatly from career exploration activities like workshops, internships, and job shadowing because they provide them with a better understanding of various career choices. According to research, school-based career counselling programs assist teenagers match their professional goals with their skills and interests, which promotes career maturity (Betz & Hackett, 2006).

#### **4. Peer Influence:**

Teenagers are impacted by their peers in many areas of their lives, including choosing a career. Peer contacts facilitate the sharing of experiences and knowledge pertaining to careers. Peers can occasionally provide encouragement and support, which advances professional maturity. Peer

pressure and conformity, however, can sometimes impede career exploration, especially if peers have predetermined expectations for one's job or if there aren't many conversations about careers among the peer group (Chao & Hsu, 2010).

### **Conclusion:**

Adolescents' capacity to make deliberate and well-informed job selections is greatly influenced by their level of career maturity. It entails the growth of self-awareness, decision-making abilities, and knowledge of the opportunities and difficulties present in the job market. Career maturity gives teenagers the groundwork they need to create reasonable objectives, consider several career routes, and get ready for obstacles in the future as they negotiate the intricacies of identity formation, social pressures, and academic decisions.

According to research, it's critical to give teenagers enough tools, mentorship, and professional counselling in order to promote career maturity. This developing process is greatly aided by community involvement, parental support, and school activities. We can assist teenagers in making educated decisions that fit their beliefs, interests, and skills by encouraging a proactive approach to job research. This will ultimately result in a more seamless transition into adulthood and a rewarding career. Promoting career maturity in teenagers will be essential to preparing them for the competitive and dynamic workplace of the future as the labor market continues to change.

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