

Impact Of School Climate On Career Maturity Of Higher Secondary Students

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Abstract

The study aims to analyse the impact of school climate on the career maturity of higher secondary school students using survey method. A sample of 1,350 higher secondary school students studying XI and XII Standards in Mayiladuthurai, Nagapattinam, and Cuddalore districts of Tamil Nadu, India, were selected for the study. The tools used were the Career Maturity Inventory - Form C, developed and validated by John O. Crites and Mark L. Savickas, and the School Climate Questionnaire, constructed and validated by A. Ramya and Dr T. Sivasakthi Rajammal. The study's findings reveal a significant positive relationship between school climate and career maturity and a significant impact of school climate on career maturity of higher secondary school students.

Keywords: School climate, Career maturity, Higher Secondary Students.

01.Introduction

Higher secondary education begins after the completion of the secondary education. At the higher secondary level (classes 11 and 12), there is a single unified stream leading to the award of the Higher Secondary Certificate by The Tamil Nadu State Board of School Examination. "...pursuing a professional degree/ course after school or choosing a lucrative career, the success of it all hinges on one's higher secondary education and its results" (Naik, 2017, para 1). This course is essential for higher secondary school (HSS) students because it marks the exit point of school education and the entry point of higher education. After this, the students would proceed to arts and science courses offered in the colleges and universities or professional courses offered by engineering, medical, and

polytechnic institutions. Hence, it is crucial in academic decision-making for the students and parents. Higher secondary students need to have proper career maturity and a conducive school climate to succeed and shine.

02. Research Questions

A good research question should be specific and focused, and its answer should be discovered through data collection and analysis (Bouchrika, 2023). The investigator developed the following questions to study the career maturity of higher secondary students in relation to their school climate.

1. Is there any significant difference between career maturity and school climate of higher secondary students with regard to selected background variables?
2. Is there any significant relationship among career maturity and school climate of higher secondary students?
3. To what extent do school climate influence the career maturity of higher secondary students?

03. Need and Significance of the Study

Career maturity is a prerequisite for any student to choose an appropriate and prosperous career that would decide their future professional and personal lifestyle. It refers to the ability to make career decisions independently and responsibly based on integrating oneself and the work environment (Kleine et al., 2021). It shows an individual's level of preparation to accomplish career development tasks and make career-related decisions that are age-appropriate, realistic, and consistent over time (Dybwad, 2009). Succeeding in getting into the aspired professional career of one's choice gives individual satisfaction besides catalyzing to work with commitment and dedication. It all depends on the level of maturity and long-term preoperational efforts put in during the school days, especially at the secondary school, leaving senior secondary school education. Hence, the higher secondary students need to be mature in career decision-making. School climate, the atmosphere that prevails in the school, enhances teaching and learning.

School climate has been found to be one of the factors most influencing students' mental wellbeing, achievements, and improvement in their cognitive, academic, social, and emotional functioning. The higher secondary students at the

critical stage need a positive atmosphere for achievement excellence in their studies. Hence, the study on career maturity of higher secondary students in relation to their school climate is significant and need based. The findings of the study would be very helpful to enhance the professional achievement of higher secondary students and benefit the target research population.

04.Methodology

The investigator used survey method to study the career maturity of higher secondary students in relation to their school climate. The population for the study comprises all the higher secondary students studying XI and XII Standard in Mayiladuthurai, Nagapattinam, and Cuddalore districts of Tamil Nadu, India. The sample consists of 1,350 XI and XII standard students studying in higher secondary schools of Mayiladuthurai, Nagapattinam, and Cuddalore districts using stratified random sampling for selecting 450 higher secondary students each from and altogether for the study. The investigator used the Career Maturity Inventory - Form C developed and validated by John O. Crites and Mark L. Savickas (2011) and the School Climate Questionnaire constructed and validated by A. Ramya and Dr. T. Sivasakthi Rajammal (2022). The investigator used Percentage Analysis, 't' test, ANOVA, Post-hoc ANOVA, Carl Pearson Product Moment Correlation and Regression Analysis.

05.Hypotheses of the Study

- H₀1: There is no significant difference between male and female higher secondary students in their school climate.
- H₀2: There is no significant difference between rural and urban school higher secondary students in their school climate.
- H₀3: There is no significant difference between Tamil and English medium higher secondary students in their school climate.
- H₀4: There is no significant difference between male and female higher secondary students in their career maturity.
- H₀5: There is no significant difference between rural and urban school higher secondary students in their career maturity.

- H₀6: There is no significant difference between Tamil and English medium higher secondary students in their career maturity.
- H₀7: There is no significant relationship between school climate and career maturity of higher secondary students.
- H₀8: There is no significant multiple correlation between career maturity and Predictor variables learning environment, physical environment, social environment, school climate in total of higher secondary students.

06. Findings of the Study

- H₀1: There is no significant difference between male and female higher secondary students in their school climate.

Table 1 Difference between Male and Female Higher Secondary Students in their School Climate

School Climate Dimensions	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Learning environment	Male	63	24.	10.9	0.17	NS
		5	05	62		
	Female	71	24.	11.1		
		5	16	46		
Physical environment	Male	63	25.	10.4	4.27	S
		5	83	11		
	Female	71	28.	11.3		
		5	37	32		
Social environment	Male	63	23.	10.4	3.96	S
		5	55	98		
	Female	71	25.	11.1		
		5	88	51		
School climate in total	Male	63	75.	25.2	0.21	NS
		5	77	14		
	Female	71	76.	26.7		
		5	07	64		

Note. S – Significant; NS - Not Significant; The table value of 't' is 1.96

It is inferred from the table 1 that the calculated 't' value (0.17, 0.21) is less than the table value (1.96) at 0.05 level of

significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between male and female higher secondary students in the dimensions learning environment and school climate in total. But there is significant difference between male and female higher secondary students in the dimensions of physical environment and social environment. Hence the respective null hypothesis is rejected. While comparing the mean scores of male (Mean=25.83, 25.88) and female higher secondary students (Mean=28.37, 25.88), the female higher secondary students are better than the male higher secondary students in the dimension physical environment and social environment.

H₀2: There is no significant difference between rural and urban school higher secondary students in their school climate.

Table 2 Difference between Rural and Urban School Higher Secondary Students in their School Climate

School Climate Dimensions	School Locality	N	Mean	S.D	Calculated 't' value	Remarks
Learning environment	Rural	70	20.	10.4	13.04	S
		0	54	41		
	Urban	65	27.	10.4		
		0	95	01		
Physical environment	Rural	70	23.	11.0	12.99	S
		0	66	35		
	Urban	65	30.	9.57		
		0	96	5		
Social environment	Rural	70	24.	10.6	1.37	NS
		0	25	20		
	Urban	65	25.	11.2		
		0	07	02		
School climate in total	Rural	70	68.	27.3	11.45	S
		0	46	12		
	Urban	65	83.	21.9		
		0	98	24		

Note. S – Significant; NS - Not Significant; The table value of 't' is 1.96

It is inferred from the above table that the calculated 't' value (1.37) is less than the table value (1.96) at 0.05 level of

significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between rural and urban school higher secondary students in the dimension of social environment. But there is significant difference between rural and urban school higher secondary students in the dimensions of learning environment, physical environment and school climate in total. Hence the respective null hypothesis is rejected. While comparing the mean scores of rural (Mean=20.54, 23.66, 68.46) and urban school higher secondary students (Mean=27.95, 30.96, 83.98), the urban school higher secondary students are better than the rural school higher secondary students in the dimension learning environment, physical environment and school climate in total.

H₀3: There is no significant difference between Tamil and English medium Higher Secondary students in their school climate.

Table 3 Difference between Tamil and English Medium Higher Secondary Students in their School Climate

School Climate Dimensions	Medium of Study	N	Mean	S.D	Calculated 't' value	Remarks
Learning environment	Tamil	71	22.98	10.82	3.97	S
		12				
		26				
	English	63	25.37	11.10	6.75	S
		8				
		14				
Physical environment	Tamil	71	25.30	10.94	0.71	NS
		12				
		26				
	English	63	29.37	10.63	4.20	S
		8				
		14				
Social environment	Tamil	71	24.85	10.86	0.71	NS
		12				
		26				
	English	63	24.42	10.95	4.20	S
		8				
		14				
School climate in total	Tamil	71	73.13	26.13	4.20	S
		12				

English	6	79.	25.6
h	3	06	13
	8		

Note. S – Significant; NS - Not Significant; The table value of 't' is 1.96

It is inferred from the above table that the calculated 't' value (0.71) is less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between Tamil and English medium higher secondary students in the dimension of social environment. But there is significant difference between Tamil and English medium higher secondary students in the dimensions of learning environment, physical environment and school climate in total. Hence the respective null hypothesis is rejected. While comparing the mean scores of Tamil (Mean=22.98, 25.30, 73.13) and English medium higher secondary students (Mean=25.37, 29.27, 79.06), the English medium higher secondary students are better than the Tamil medium higher secondary students in the dimension learning environment, physical environment and school climate in total.

H₀4: There is no significant difference between male and female higher secondary students in their career maturity.

Table 4 Difference between Male and Female Higher Secondary Students in their Career Maturity

Career Maturity Dimensions	Gender	N	Mean	S.D	Calculated 't' value	Significance at 0.05 level
Concern	Male	635	3.17	1.552	0.33	NS
	Female	715	3.20	1.629		
Curiosity	Male	635	4.37	1.381	6.82	S
	Female	715	3.80	1.635		

Confidence	Male	6	3.6	1.8	0.02	NS
		3	2	45		
		5				
		7				
Consultation	Female	6	3.6	1.7	5.96	S
		3	2	37		
		5				
		7				
Career maturity in total	Male	6	4.2	1.3	4.39	S
		3	5	96		
		5				
		7				
	Female	6	3.7	1.4		
		3	9	55		
		5				
		7				

The 't' test results show that there is no significant difference between male and female higher secondary students in the dimensions concern and confidence as the calculated 't' value (0.33, 0.02) is less than the table value (1.96) at 0.05 level of significance; whereas there is significant difference in the dimensions curiosity, consultation and career maturity in total. A comparison of the mean scores shows that the male higher secondary students are found to be better than the female in their career maturity and its dimensions curiosity and consultation.

H₀₅: There is no significant difference between rural and urban school higher secondary students in their career maturity.

Table 5 Difference between Rural and Urban School Higher Secondary Students in their Career Maturity

Career Maturity Dimensions	Local ity of Scho ol	N	Mea n	S.D	Calcu lated 't' value	Significa nce at 0.05 level
Concern	Rural	700	3.59	1.514	9.97	S

Curiosity	Urban	6507	2.76	1.562	10.75	S
	Rural	7007	4.49	1.274		
	Urban	6507	3.61	1.679		
	Rural	7007	3.53	1.888		
Confidence	Urban	6507	3.71	1.670	1.85	Ns
	Rural	7007	4.39	1.090		
Consultation	Urban	6507	3.59	1.653	10.42	S
	Rural	7007	16.00	3.308		
Career maturity in total	Urban	6507	13.67	4.877	10.21	S
	Rural	7007	16.00	3.308		

The 't' test results show that there is no significant difference between rural and urban higher secondary students in the dimension confidence as the calculated 't' value (1.85) is less than the table value (1.96) at 0.05 level of significance; whereas there is significant difference in the dimensions concern, curiosity, consultation and career maturity in total. A comparison of the mean scores shows that the rural higher secondary students are found to be better than the urban in their career maturity and its dimensions concern, curiosity and consultation.

H₀₆: There is no significant difference between Tamil and English medium higher secondary students in their career maturity.

Table 6 Difference between Tamil and English Medium Higher Secondary Students in their Career Maturity

Career Maturity Dimensions	Medium of Study	N	Mean	S.D	Calculated 't' value	Significance at 0.05 level
Concern	Tamil	71	3.32	1.597	3.21	S
		2				
	English	63	3.04	1.576		
		8				
Curiosity	Tamil	71	4.28	1.507	5.37	S
		2				
	English	63	3.83	1.556		
		8				
Confidence	Tamil	71	3.58	1.902	0.82	NS
		2				
	English	63	3.66	1.653		
		8				
Consultation	Tamil	71	4.25	1.350	6.54	S
		2				
	English	63	3.74	1.502		
		8				
Career maturity in total	Tamil	71	15.43	3.755	4.92	S
		2				
	English	63	14.27	4.762		
		8				

The 't' test results show that there is no significant difference between Tamil medium and English medium higher secondary students in the dimension confidence as the calculated 't' value (0.82) is less than the table value (1.96) at 0.05 level of significance; whereas there is significant difference in the dimensions concern, curiosity, consultation and career maturity in total. A comparison of the mean scores shows that the Tamil medium higher secondary students are found to be

better than the English medium in their career maturity and its dimensions concern, curiosity and consultation.

H₀7: There is no significant relationship between school climate and career maturity of higher secondary students.

Table 7 Relationship between School Climate and Career Maturity of Higher Secondary Students

Variables	N	Calculated ' γ ' value	Remarks
Learning environment and career maturity	1350	0.414	Significant
Physical environment and career maturity		0.388	Significant
Social environment and career maturity		0.136	Significant
School climate in total and career maturity		0.324	Significant

(For 1348df the table value of ' γ ' is 0.063, S – Significant)

Carl Pearson's Product Moment correlation analysis shows that the calculated ' γ ' value (0.414, 0.388, 0.136, 0.324) is greater than the table ' γ ' value (0.063) at 0.05 level of significance. Hence there is a significant positive correlation between learning environment, physical environment, social environment, school climate in total and career maturity of higher secondary students.

H₀ 8: There is no significant multiple correlation between career maturity and Predictor variables learning environment, physical environment, social environment, school climate in total of higher secondary students.

Table 8 Regress Analysis: Career Maturity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593 ^a	.351	.346	3.475

The multiple regression analysis results shows that 'R' value, which represents the multiple correlation coefficient with a range lies between -1 and +1, is 0.593. It proves that career maturity has a positive relationship with learning environment,

physical environment, social environment, school climate in total of higher secondary students.

07: Conclusion

The study's findings conclude that there is a significant positive relationship between school climate and career maturity and a significant impact of school climate on the career maturity of higher secondary school students. Therefore, the study recommends that the school authorities, teachers and parents should make efforts to improve the learning environment, physical environment, and social environment so that the overall school climate improves and creates a conducive learning atmosphere. Further workshops and orientation programmes could be organized for the student to develop concern, curiosity and confidence and to use the consultancies to promote career maturity among higher secondary students.

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