



Relationship between Career Maturity and Multiphasic Interest of Higher Secondary School Students

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Abstract:

The present study investigates the relationship between Career Maturity and Multiphasic Interest among higher secondary school students. Adolescence is a critical phase during which students make pivotal academic and career decisions. Career maturity, reflecting an individual's preparedness to make informed and realistic career choices, encompasses self-awareness, occupational knowledge, decision-making skills, goal-setting, planning, and problem-solving. Multiphasic interest, representing the diversity of students' interests across academic, vocational, recreational, social, and artistic domains, serves as a motivational force guiding engagement and achievement.

A sample of 100 students (50 males, 50 females) from various higher secondary schools of Dhamtari District, Chhattisgarh, was selected. Data were collected using the Career Maturity Scale (Gupta, 2013) and the Multiphasic Interest Inventory (Bhawa, 2011). Analysis using Karl Pearson's correlation coefficient revealed a significant positive correlation ($r = 0.399$, $p < 0.01$) between career maturity and multiphasic interest. This indicates that students with higher career maturity tend to exhibit broader and more diversified interests, while students with lower career maturity display narrower or less organized interest patterns.

The findings underscore the interconnectedness of career readiness and interest development, suggesting that interventions aimed at enhancing career maturity can simultaneously broaden students' multiphasic interests. The study highlights the importance of integrating career guidance, co-curricular engagement, and individualized support to foster holistic development, ensuring that students are better equipped to make informed, confident, and meaningful career decisions.

Keywords: Career Maturity, Multiphasic Interest, Higher Secondary Students, Career Guidance, Adolescent Development

INTRODUCTION

The period of higher secondary education represents a transitional phase in the life of students. At this stage, adolescents stand at the threshold of making some of the most important decisions of their lives—decisions that will shape their academic, professional, and personal future. Choosing a suitable career is no longer a matter of chance or family influence alone; rather, it requires systematic planning, awareness, and readiness. The concept of **career maturity** has gained prominence in the field of educational psychology and guidance as it provides a framework to evaluate how prepared an individual is to take career-related decisions in a rational manner.

Parallel to this, **students' interests** play a decisive role in channelizing their efforts and motivation. Interests are not uniform; instead, they are often multiphasic, cutting across several domains such as arts, commerce, science, social services, and vocational pursuits. A mismatch between interests and career choices can lead to dissatisfaction, stress, and underachievement. Hence, it is essential to understand how students' multiple interests relate to their career maturity.

Concept of Career Maturity

Career maturity, as conceptualized by Super and further expanded by subsequent researchers, refers to the extent to which an individual demonstrates the attitudes and competencies needed for effective career decision-making. It is not a static trait but a developmental process that evolves with age, experience, and guidance. Career maturity includes aspects such as **self-awareness, occupational information, decision-making ability, planning orientation, and goal setting**.

For higher secondary students, career maturity is particularly critical because they are required to make choices that have long-term implications—selecting an academic stream, preparing for competitive examinations, or deciding between vocational and higher education paths. Students with high career maturity are more likely to demonstrate confidence in their decisions, align their career paths with their personal values and interests, and adapt effectively to challenges. Conversely, students with low career maturity may show indecisiveness, lack of clarity, or reliance on external pressures in career planning.

Multiphasic Interest of Students

Interest is considered a powerful determinant of learning and professional success. Multiphasic interest refers to the presence of **diverse interest areas across different fields**, highlighting the multifaceted nature of adolescent preferences. For instance, a student may simultaneously show interest in scientific inquiry, creative arts, and social service activities. Such multiphasic interest patterns reflect the complexity of adolescent personalities and their openness to various occupational opportunities.

Assessing multiphasic interests provides educators and career counsellors with an understanding of where students' natural inclinations lie. Interests often serve as a motivational force that sustains persistence, creativity,

and achievement in chosen fields. Importantly, the alignment of career choices with personal interest areas has been associated with higher job satisfaction, productivity, and psychological well-being in adulthood. Therefore, mapping the multiphasic interests of higher secondary students is crucial for guiding them toward careers that resonate with both their abilities and aspirations.

Rationale of the Study

In the present globalized and competitive era, students face an expanding array of career opportunities that were unavailable to earlier generations. This increasing diversity of choices also brings challenges of confusion, indecision, and career anxiety. Consequently, understanding the relationship between **career maturity and multiphasic interest** has become an area of vital concern for educators, policymakers, and career counsellors.

If a strong relationship exists between the two, it can serve as a foundation for designing **effective career guidance and counselling programs** that not only enhance students' decision-making readiness but also align their educational pathways with their diverse interest patterns. Such interventions would reduce the risk of academic underperformance, dropout, and career dissatisfaction. Moreover, the findings of this study can help in identifying students who may require additional support in developing career maturity or clarifying their interests.

Thus, this research aims to bridge the gap between theoretical concepts of career development and their practical application in the lives of higher secondary students, ensuring that they are equipped to make informed, confident, and meaningful career decisions.

OBJECTIVES

- To study the correlation between Career Maturity and Multiphasic Interest of higher secondary school students

HYPOTHESIS

There will be no significant correlation between Career Maturity and Multiphasic Interest of higher secondary school students

TOOLS:

- **CAREER MATURITY:** For collection of data with respect to career maturity of the students, career maturity scale constructed by Nirmala Gupta (2013) was used. This scale consists of five dimensions—self-evaluation, professional knowledge, goal selection, planning, and problem-solving ability—are operationally described as career maturity. The purpose of the professional Maturity Inventory (CMI) (Crites 1973, 1974a, 1974b) is to assess the level of maturity of attitudes and competences that are essential for making practical professional decisions. The Competence Test and the Attitude Scale are the two types of measurements offered by the CMI to evaluate the maturity of these career habits.

- **Multiphasic interest:** For the measurement of Multiphasic interest of the students, multiphasic interest inventory developed by S. K. Bhawa (2011) was used. It is a tool used to gauge how students view the psycho-social environment in their schools. In terms of teacher-student interactions, it offers a gauge of the calibre and amount of cognitive, emotional, and social support that children have had during their school careers.

RESEARCH DESIGN

POPULATION

The population of the present study comprises all students of Classes XI and XII, both boys and girls, enrolled in Government and Private Schools of the four selected blocks during the academic session 2022–23.

SAMPLE

For the present study, a sample of 100 students, comprising 50 boys and 50 girls from different higher secondary schools of Dhamtari District, Chhattisgarh, was selected.

ANALYSES OF DATA AND INTERPRETATION OF RESULT

H₀₋₁ There will be no significant correlation between Career Maturity and Multiphasic Interest of higher secondary school students.

The objective of the present study was to study the correlation between Career Maturity and Multiphasic Interest of higher secondary school students. Data collected with respect to this study was analysed using Karl Pearson's correlation coefficient. Summary of this analyses has been presented in Table 1 below:

TABLE 1

CORRELATION BETWEEN CAREER MATURITY AND MULTIPHASIC INTEREST

VARIABLE	N	MEANS	SD	r
CAREER MATURITY	100	37.55	5.91	0.399**
MULTIPHASIC INTEREST	100	356.51	72.93	

****.** Correlation is significant at the 0.01 level

From table 1 above it is evident that the correlation coefficient employed between S Career Maturity and Multiphasic Interest was found to be 0.399, which is positive and significant at 0.01 level of significance. This concludes that there exists a significant correlation between Career Maturity and Multiphasic Interest of higher secondary school students. Therefore, null hypothesis formulated as “There will be no significant correlation between Career Maturity and Multiphasic Interest of higher secondary school students” is rejected.

It can therefore be concluded that as the level of career maturity improves the level of Multiphasic Interest also improves and vice versa.

RESULT

There exists a significant correlation between Career Maturity and Multiphasic Interest of higher secondary school students.

CONCLUSION

The findings of the study indicate a significant positive correlation between Career Maturity and Multiphasic Interest among higher secondary school students. This demonstrates that students with higher levels of career maturity—characterized by well-developed self-awareness, decision-making skills, occupational knowledge, goal-setting ability, planning, and problem-solving—tend to exhibit broader and more diversified interests across multiple domains such as academic, vocational, recreational, social, and artistic areas. Conversely, students with lower career maturity generally display limited or less organized interests. This relationship suggests that the development of career maturity not only prepares students to make informed and realistic career choices but also promotes engagement in various activities, enhancing their overall growth and adaptability. Therefore, fostering career maturity can be seen as a pathway to expanding students' multiphasic interests, creating a mutually reinforcing cycle of personal and career development.

DISCUSSION

The significant positive correlation found between career maturity and multiphasic interests emphasizes the interconnected nature of students' career readiness and their interest development. Career maturity equips students with the necessary cognitive, emotional, and social competencies to make informed decisions about their future. These competencies, in turn, encourage students to explore and engage in diverse academic and extracurricular domains. Students who are confident in their career-related decision-making are more likely to identify and pursue areas of personal interest, which broadens their skill sets and enhances their adaptability in varied contexts.

This finding aligns with previous research indicating that career maturity and personal interests mutually reinforce each other. For example, adolescents who are guided effectively in career planning are more inclined to explore different fields and activities, which further strengthens their career awareness and decision-making capabilities. Similarly, students with wide-ranging interests are more motivated to develop their career competencies, creating a dynamic interplay between interest and maturity.

1. Schools should design integrated programs that simultaneously enhance career maturity and encourage exploration of multiphasic interests.
2. Career guidance and counselling services should not only focus on vocational choices but also promote engagement in a variety of academic, recreational, and creative activities.

3. Co-curricular and extracurricular activities should be structured to foster self-awareness, goal-setting, and decision-making, while also stimulating diverse interests.
4. Educators and parents must collaborate to create a supportive environment that nurtures both career readiness and interest development, ensuring holistic growth and long-term adaptability of students.
5. Policy makers can incorporate initiatives that bridge the gap between career preparedness and personal interest development, fostering well-rounded and competent future professionals.

In conclusion, the study underscores the importance of recognizing career maturity and multiphasic interests as interdependent constructs. Encouraging both simultaneously can significantly contribute to the overall personal, academic, and professional development of higher secondary school students, equipping them to navigate the complexities of modern education and career landscapes effectively.

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