

An Analysis of Career Maturity of Higher Secondary School Students in Relation to Their Academic Achievement in Mayurbhanj District, Odisha

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ABSTRACT: The main purpose of this work is to study the career maturity among higher secondary students in relation to their academic achievement in the schools of Mayurbhanj district, Odisha. In the present investigation, descriptive survey method has been employed to find the relation of career maturity with academic achievement among higher secondary school students. The random sampling method has been used to draw the samples for the present study. There are 24 governments aided higher secondary schools in Mayurbhanj district, out of them; four schools have been randomly selected. In total, 120 students (60 males and 60 females) have been surveyed. The mean, standard deviation, t-test and Karl Pearson's correlation techniques have been used to analyse the relationship between career maturity with academic achievement. The findings of the study revealed that: (i) there is a significant positive relationship between career maturity and academic achievements among higher secondary students; (ii) male and female students have different approach for career maturity. The findings showed that the female students with high academic achievement are more mature than male students regarding their career. A major finding of this study was that the students having high academic achievement differ significantly with low academic achievers in career maturity. These findings indicate that students who have higher academic achievements are more likely to have higher educational aspirations and very conscious about their career and perform better in school than the students with lower academic achievements. The study suggests that the government should initiate specific programmes like special awareness and training programmes and career counselling sessions by experts for the career maturity of the higher secondary school students living in the backward district of Mayurbhanj.

Keywords: Career maturity, academic achievement, counselling, awareness, education

INTRODUCTION

In a developing country like India where rapid social economic changes, stress, political uncertainties and the variety of jobs available to persons is limited, economic crunch/ depression is a regular phenomenon. Consequently, career counseling is a vital tool for developing the youths. The choice of a career especially among diverse options is usually a Herculean task and is very important to life (Osipow, 1983). This therefore underscores the need to guide the adolescents in planning for careers and making mature decisions. The school system has the responsibility of assisting the youths in making competent career decisions that are appropriate to their abilities, aptitudes, interests and other personality characteristics. Many studies have indicated that most secondary school leavers in India made poor vocational decisions because of unrealistic vocational aspirations. It had been reported that students select occupations mainly because of the salaries, positions, glamour and prestige attached to them (Salami, 1997). For instance, most young people prefer medicine, engineering, law, banking, architecture and pharmacy as professions they intend to enter into upon graduation from school without adequate knowledge of what it takes to succeed and achieve in those occupations.

The 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 decision. 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 continuum 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 order to give appropriate career guidance. The highlighted aspects of career maturity includes: 1. Obtaining information about oneself and converting such information to self-knowledge; 2. Acquiring decision-making skills and applying them in effective decision-making; 3. Gathering career information and converting it into knowledge of the occupational world; 4. Integrating self-knowledge and knowledge of the occupational world; and 5. Implementing the obtained knowledge in career planning. Career maturity is conceptualized as an individual's readiness to make well informed, age – appropriate career decision and to shape one's career carefully in the face of existing societal opportunities and constraints (Salami 2008). Although educational and vocational choices are made by an individual but they are certainly influenced by many social and environmental factors which include socio-economic status of the family, home and family environment, sex, age, rural and urban background psychological factors which may include intelligence, personality, achievement, motivation, interest, aptitude, self-concept academic achievement etc. Thus, career selection is not an exclusively intellectual process in which various possibilities are sorted out in a logical manner. Instead, decisions are based on the interaction of career maturity with various social or psychological factors. Studies have also substantiated the beliefs concerning the role of psychosocial variables like

intelligence, socio-economic status, parental influence, school influence, needs and values as motivating factors in specific career preferences of adolescents (Vasanth 1977; Yadav 1979). An insight into the possible factors underlying career maturity would suggest the guidelines for planning various activities for the students. It may also help the teachers, parents and guidance workers for developing desirable attitudes in children. Keeping in mind the determinant and predictor variables of career maturity, the present study is an endeavour to understand career maturity of adolescents in relation to intelligence.

One of the most crucial decisions a young adolescent must make is the selection of an occupation. A large number of career options are available these days to the students, making it a difficult task for the youngster to make a mature choice. The concept of Career Maturity has its origin in the Super's developmental theory of career behaviour, which envisages that selection of an occupation is a process spanning a considerable number of years usually from late childhood to early adulthood. Career maturity is the term, which denotes the place reached on this continuum of career development from exploratory years to decline. The words Career Development, Vocational Development and Occupational Development are used synonymously, they refer to a lifelong process of developing work values, crystallizing a vocational identity, learning about opportunities and trying out part-time work situations.

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It is constant and on going. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed the process was finished. However, in today's information age, adults are quite often learning in informal setting throughout their working lives and even into retirement. Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma and Sinha, 1990). The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers and schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990). Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is again through education that he promotes his intelligence and adds his knowledge with which he can move the world for good and for evil according to his wishes. Education in fact, is one of the major life processes of the human beings—just as there are certain indispensable vital processes of life in a biological sense. So education may be considered a vital process in a social sense. Education is indispensable to normal living, without education the individual would be unqualified for group life (Safaya, *et al.* 1963). School achievement may be affected by various factors like intelligence, study habits and attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus, a child who sees himself as top ranking, as scholars, may set as his goal the attainment of the highest grade in the class. A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. One of the major tasks of education is to help children to develop the skills appropriate to the age in which they live and those skills which promote a lifetime of learning. Educationists and counsellors in educational settings are often confronted with students who appear to have above average scholastic aptitude but are very poor in their studies. A recurring question baffling them has been why some students succeed in their study while others do not. This question is sometimes considered to be closely related to learning than teaching. Jamuar (1974) stated that efficient learning depends not only on good teaching methods but also satisfactory learning procedures. Tiwari and Bansal (1994) mentioned that a child with high academic achievement is likely to be well-treated as well behaved and independent and low achievers as incapable and deprived of employment, which may lead this to maladjustment to life.

In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Among adolescence the most commonly found behavior is to show their performance in the academic field. Students try their best to get good marks in the academic subjects. Some of them prove their excellence and some doesn't. The parents also expect good from their child and the students also have this pressure on them. In such situations it is not easy to full the demands of each one. How the tension of getting good marks in the class takes him away from all the things, this is very crucial to understand and to cope with such situations by the students is also not an easy way. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by personality, motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of student like study habit, self-concept, socio economic status, intelligence etc.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows.

1. To study the relationship between career maturity and academic achievement among higher secondary school students in Mayurbhanj district.
2. To study the career maturity among male and female higher secondary school students having high and low academic achievement in Mayurbhanj district.

HYPOTHESES OF THE STUDY

The following hypotheses have been interpreted in the study.

1. There is no significant relationship between career maturity and academic achievement among higher secondary students.
2. There is no significant difference between the mean scores of career maturity among students having high and low academic achievement.
3. There is no significant difference between the mean scores of career maturity among male students having high and low academic achievement.
4. There is no significant difference between the mean scores of career maturity among female students having high and low academic achievements.
5. There is no significant difference between the mean scores of career maturity among male and female students having high academic achievements.
6. There is no significant difference between the mean scores of career maturity among male and female students having low academic achievements.

POPULATION AND SAMPLE OF THE STUDY

The random sampling method has been used to draw the samples for the present study. Out of 24 government aided higher secondary schools in Mayurbhanj district, four schools namely Seemanta Higher Secondary School, Jharpokharia, Rairangpur Higher Secondary School, Rairangpur, Udala Higher Secondary School, Udala and Baripada Higher Secondary School, Baripada have been selected randomly. The investigator visited each school and obtained the list of all students. Out of this list, thirty students (15 males and 15 females) have been picked up from each school randomly. The total population (+2^{1st} year students) of the study is 944 (four schools), out of which 120 students (60 males and 60 females) have been selected.

TOOLS OF THE STUDY

The career maturity inventory (CMI) tool developed by Nirmala Gupta (1989) has been used in this study. For calculation of academic achievement score, the results of previous class examination of the students i.e. matriculation has been taken into consideration.

METHODOLOGY OF THE STUDY

In the present investigation, descriptive survey method has been employed to find the relation of career maturity with academic achievement among higher secondary school students in Mayurbhanj district, Odisha. The mean, standard deviation, t-test and Karl Pearson's correlation techniques have been used to analyse the relationship between career maturity with academic achievement.

RESULTS AND DISCUSSION

The present study was conducted with the aim of examining the career maturity of higher secondary students in relation to their academic achievements. The data of 120 (60 male and 60 female) higher secondary students was analysed by calculating coefficient of correlation (r), and "t" test besides the descriptive statistics (mean and standard deviation). In order to find out the relationship between career maturity and academic achievements, coefficient of correlation was applied. Independent sample 't' test was used to find the significance of difference between the mean scores of career maturity, and academic achievements of higher secondary school students. The obtained results are discussed in the following section.

Hypothesis 1: There is no significant relationship between career maturity and academic achievement among higher secondary school students.

Table 1

Relationship between career maturity and academic achievement among higher secondary school students

Relationship between	'r' value
Career Maturity	0.746 **
Academic Achievement	

**Significant at 0.01 level of significance

Interpretation

The table 1 shows the relationship between career maturity and academic achievement. The calculated 'r' value (0.746) shows the positive correlation between career maturity and academic achievements. It shows that the null hypothesis i.e. "there is no significant relationship between career maturity and academic achievement among higher secondary students" is rejected. It was observed that as the scores of academic achievements increase the career maturity of the students also increases. In the previous hypothesis, it was found that those students who are more mature about their career, organise their study in a systemic and well organized way. So when the students organised their study in a well manner, this will result in a better academic scores. These students don't want to take any risk in their life regarding their career. They work for their goals. The students having high career maturity show better academic achievement.

Hypothesis 2: There is no significant difference between the mean scores of career maturity among students having high and low academic achievement.

Table 2
Difference between the mean scores of career maturity among students having high and low academic achievement

Higher Secondary Students	N	Mean	Standard Deviation	't' value
Career maturity of high academic achiever students	60	28.96	3.07	4.284**
Career maturity of low academic achiever students	60	25.97	3.51	

**Significant at 0.01 level of significance

Interpretation

From table 2, it is evident that the "t"-value of career maturity of higher secondary students having high and low academic achievements is 4.284 which is significant at 0.01 level. It indicates that higher secondary students having high and low academic achievements differ significantly on career maturity. Further the mean scores reveal that the students having high academic achievements (28.96) is found to be higher on career maturity as compared to students having low academic achievements (25.97). Thus the null hypothesis i.e. "There is no significant difference between the mean scores of career maturity among students having high and low academic achievement" is rejected. It shows that the students who have high academic achievements are much conscious about their career than the students who have low academic achievements.

Hypothesis 3: There is no significant difference between the mean scores of career maturity among male students having high and low academic achievement.

Table 3
Difference between the mean scores of career maturity among male students having high and low academic achievement

Higher Secondary Students	N	Mean	Standard Deviation	't' value
Career maturity of male students having high academic achievements	30	27.52	2.73	3.618**
Career maturity of male students having low academic achievements	30	21.44	1.64	

**Significant at 0.01 level of significance

Interpretation

From table 3, it is evident that the "t"-value of career maturity of male higher secondary students having high and low academic achievements is 3.618 which is significant at 0.01 level. It indicates that male higher secondary students having high and low academic achievements differ significantly on career maturity. Further the mean scores reveal that the male students having high academic achievements (27.52) is found to be higher on career maturity as compared to male students having low academic achievements (21.44). Thus the null hypothesis i.e. "There is no significant difference between the mean scores of career maturity among male students having high and low academic achievement" is rejected. It shows that the male students having high academic achievements are much conscious about their career than the male students having low academic achievements.

Hypothesis 4: There is no significant difference between the mean scores of career maturity among female students having high and low academic achievements.

Table 4
Difference between the mean scores of career maturity among female students having high and low academic achievements

Higher Secondary Students	N	Mean	Standard Deviation	't' value
Career maturity of female students having high academic achievements	30	29.86	4.62	3.159**
Career maturity of female students having low academic achievements	30	25.64	3.18	

**Significant at 0.01 level of significance

Interpretation

From table 4, it is evident that the "t"-value of career maturity of female higher secondary students having high and low

academic achievements is 3.159 which is significant at 0.01 level. It indicates that female higher secondary students having high and low academic achievements differ significantly on career maturity. Further the mean scores reveal that the female students having high academic achievements (29.86) is found to be higher on career maturity as compared to female students having low academic achievements (25.64). Thus the null hypothesis i.e. "There is no significant difference between the mean scores of career maturity among female students having high and low academic achievement" is rejected. It shows that the female students having high academic achievements are much conscious about their career than the female students having low academic achievements.

Hypothesis 5: There is no significant difference between the mean scores of career maturity among male and female students having high academic achievements.

Table 5
Difference between the mean scores of career maturity among male and female students having high academic achievements

Higher Secondary Students	N	Mean	Standard Deviation	't' value
Career maturity of male students with high academic achievements	30	27.17	2.27	3.224**
Career maturity of female students with high academic achievements	30	31.18	3.45	

** Significant at 0.01 level of significance

Interpretation

From table 5, it is evident that the "t"-value of career maturity of male and female higher secondary students having high academic achievement is 3.224 which is significant at 0.01 level of significance. It indicates that male and female higher secondary students having high academic achievements differ significantly on career maturity. Further the mean scores reveal that the male students having high academic achievements (27.17) is found to be lower on career maturity as compared to female students having high academic achievement (31.18). Thus the null hypothesis i.e. "There is no significant difference between the mean scores of career maturity among male and female students having high academic achievement" is rejected. It shows that the female students having high academic achievements are much conscious about their career than the male students having high academic achievements.

Hypothesis 6: There is no significant difference between the mean scores of career maturity among male and female students having low academic achievements.

Table 6
Difference between the mean scores of career maturity among male and female students having low academic achievements

Higher Secondary Students	N	Mean	Standard Deviation	't' value
Career maturity of male students with low academic achievements	30	24.26	1.72	0.531 ^{NS}
Career maturity of female students with low academic achievements	30	22.45	4.52	

NS=Not Significant

Interpretation

From table 6, it is evident that the "t"-value of career maturity of male and female higher secondary students having low academic achievement is 0.531 which is not significant at any level of significance. It indicates that male and female higher secondary students having low academic achievements do not differ significantly on career maturity. Further the mean scores reveal that the male students having low academic achievement (24.26) is found to be slightly lower on career maturity compared to female students having low academic achievements (22.45), but do not differ significantly. Thus the null hypothesis i.e. "There is no significant difference between the mean scores of career maturity among male and female students having low academic achievement" is accepted. It shows that the female students as well as the male students having low academic achievement are less conscious about their career.

CONCLUSION

The finding of the present study revealed some significant issues that are beneficial in multiple ways. The study has an important bearing on education in our country, where students are taught through the traditional approach. It demonstrates that students can be taught better through new approaches of teaching like the visual and modular approach. The 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 decision. As in case of planning the career, cognitive level of person is of paramount importance, one cannot ignore this aspect while opting for a

career. As for every type of occupation, different types of cognitive structuring is required, students should be made aware of this and guided accordingly.

Gender is a significant factor in the career choice of higher secondary school students. As in this study it has been observed that there was difference in male and female students with respect to career maturity. It is suggested that all stakeholders in education should continue to encourage both male and female to offer subjects of their choice, which invariably influences their career choice readiness. Therefore suitable career counseling programmes catering to individual differences should be designed. It is also suggested that series of programmes that will encourage both gender to go in for careers of their choice should be put in place. Although the responsibility of tailoring the minds of the students towards a particular career option lie on the school counselor, other school personnel should cooperate with the school counselors in fronting effective career choice readiness.

A major finding of this study was that the students having high academic achievement differ significantly with low academic achievers in career maturity. Students' career aspirations are predictive of their educational aspirations, as well as academic achievements. These findings indicate that students who have higher academic achievements are more likely to have higher educational aspirations and very conscious about their career and perform better in school than the students with lower academic achievements. As can also be seen in the results of this study that academic achievements is determined by career-related construct, which is indicated by career maturity, career self-efficacy and career interest. This linking can give practical contribution to educational practices. However, this requires quite an extensive explanation. This input would gradually help students to develop some awareness of their potentials and choose the right academic or vocational specialization. This study will help to understand the level of career maturity and academic achievement of higher secondary school students. This study will also help the teacher to know about the career problems and career interests of the higher secondary school students and will help to give career guidance to the students according to their level of academic achievement.

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