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Language: English

Type of Presentation: Scientific Paper

About Presenters:

Jayashree Vyasrajan holds a Bachelor's degree in Computer Science and Engineering. The first research project that she ventured during the college days drew her closer to working with adolescents. To satiate the passion of working with human beings, she shifted to Behavioral Sciences. She has been trained in Montessori Teacher Training education and worked as Instructional Designer developing Computer Science Textbooks for Primary School Students. She also holds an M.Phil degree in Career Counselling and Livelihood Planning and is presently working as a Career Counsellor at The Promise Foundation, Bangalore, India. Other key roles also include working as a Master Career Counsellor Trainer, Project Coordinator and ICT Manager. One of her research objectives is to examine the linkages between culture and career development and develop a system that would embrace the idea of 'ways of living' to *career*.

Gideon Arulmani, is a clinical psychologist with an M.Phil in Medical and Social Psychology and a doctoral degree in Career Psychology from the University of Portsmouth (UK). He is the Founder and Managing Trustee of The Promise Foundation, headquartered in Bangalore, India. Gideon has contributed to the development of various career education programmes for young people in the developing world. Gideon is an international consultant for the World Bank, UNICEF and the Asian Development Bank, and has executed assignments on guidance and counselling in Sub Saharan Africa and South Asia. His research has been presented at international conferences and important scientific journals. Gideon is presently leading the Jiva Project that addresses capacity building for career psychology in the Indian / developing world context. He is a Visiting Senior Lecturer at the University of Canterbury Christ Church UK. He is also the president of the Indian Association for Career and Livelihood Planning. He is a member of the Government of India Planning Commission's committee for Adolescents' Development and Youth Affairs.

Title of Paper: **Career Maturity of School Going Adolescents: A study on the effects of gender, grade and age**

Abstract:

Career maturity is defined as the congruence between the individual's career development behaviour and the behaviour expected at that age (Hasan, 2006). Understanding career maturity provides vital information about the needs of the target group that could help the career counsellor provide a



suitable intervention. There have been many researches that focussed on the influence of grade, gender and culture on career maturity in a non-Indian context. While investigation on the career maturity of Indian adolescents has been sparse, the focus has been mainly towards non-gender and non-grade factors' influence on the career maturity (Dhillon & Kaur, 2005, Hasan, 2006). Hence, this paper aims at explaining the career maturity of Indian adolescents and the effects of grade and gender on career maturity. The literature suggests that career maturity increases with grade (Herr & Enderlein, 1976; Fouad, 1988, Patton & Lokan, 2001) and that girls show higher career maturity as against boys (Herr & Enderlein, 1976; Rojewski, Wicklein & Schell, 1995). To validate the earlier researches, in an Indian context, it was hypothesized that a) career maturity would increase with age and b) girls would show higher maturity scores as against boys. Data collected as part of a larger intervention program was used to analyse the career maturity of students studying in Class 10, 11 and 12. The Career Preparation Status Checklist (CPSC) (Arulmani, 2008) was used to elicit the career preparedness of the students. The components of this scale have been adapted from the formulations of earlier research (Crites, 1976; Gupta, 1989; Super, 1980). Accordingly, the CPSC is composed of four sections namely, self-understanding, understanding the world of work, developing career alternatives and career preparation. The resulting score is used to inform us about the career maturity of the adolescent. The sample (N=75) consisted of 38 boys and 37 girls studying in a south-Indian school. In contrast to the hypothesis, the results suggest that boys show higher career maturity as against girls. While the results show that career preparedness increases over age, the overall preparedness score was lower than the expected scores for that age. Against this backdrop, the interpretation focuses on the possible reasons for gender difference in career preparedness scores. The data will be used to discuss the influence that gender-role allocation could have on these results. This paper is of value to school counsellors and career practitioners to design and deliver career counselling services in the Asian context.

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