

Career Maturity, Vocational Aspirations and Academic Achievement Among Higher Secondary Students of Raichur District: A Locality Perspectives

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Abstract:

The present research focused on investigating Career Maturity, Vocational Aspirations, and Academic Achievement among Higher Secondary Students of Raichur District from a Locality Perspective. The major purpose of the study was to identify differences between rural and urban students concerning their career development, future occupational goals, and academic outcomes. The study followed a survey research approach, and the data were gathered from a sample of 900 higher secondary students. Five-point Likert scale instruments were prepared by the researcher to assess students' career maturity and vocational aspirations with the suggestions of the research guide and subject experts. Students' academic achievement details were collected from official academic records. The obtained data were examined through descriptive and inferential statistical techniques, including percentage, mean, standard deviation, and independent sample t-test. The results showed significant locality-based variations in all selected variables. Urban students were found to possess better career maturity, higher vocational aspirations, and greater academic achievement than rural students. The study suggests strengthening career awareness programmes and educational support systems to promote students' overall development.

Keywords: Career Maturity, Vocational Aspirations, Academic Achievement and Higher Secondary.

Introduction

Education is a dynamic process that helps individuals acquire knowledge, develop abilities, and prepare themselves for future academic and occupational

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responsibilities. The higher secondary stage is a significant period in students' lives because it is the time when they start understanding their interests, abilities, and future career possibilities. During this stage, students make important decisions related to higher education and occupational pathways. Hence, career maturity, vocational aspirations, and academic achievement are considered important factors influencing students' future development and success.

Career maturity refers to students' preparedness to understand various career options, analyse their personal capabilities, and make suitable decisions regarding future occupations. It involves career awareness, planning ability, and decision-making skills required for successful career development. Super (1980) explained that career maturity represents an individual's readiness to accomplish career-related developmental tasks appropriate to their developmental stage. Similarly, Savickas (2002) highlighted that career development is shaped by personal experiences and the environment in which individuals grow and learn.

Vocational aspirations represent students' future occupational goals and the level of achievement they expect in their professional lives. These aspirations are influenced by family background, educational facilities, socio-economic conditions, exposure to career information, and opportunities available in the surrounding environment. Rojewski

(2005) stated that occupational aspirations formed during adolescence play a significant role in directing future educational and career choices. Lent, Brown, and Hackett (2000) also emphasized that environmental support and learning experiences influence students' confidence, interests, and career decisions.

Academic achievement indicates students' educational progress and reflects their ability to achieve learning objectives through academic activities. According to Steinmayr et al. (2014), academic achievement represents the successful attainment of educational goals and is influenced by individual as well as environmental factors. Students' academic performance often contributes to their confidence, motivation, and future career opportunities.

The present study, "**Career Maturity, Vocational Aspirations and Academic Achievement among Higher Secondary Students of Raichur District: A Locality Perspective,**" is significant as it focuses on understanding differences between rural and urban students in their career readiness, occupational goals, and academic performance. Locality may influence students' development because differences in educational resources, career guidance facilities, social exposure, and learning opportunities exist between rural and urban areas. Astin (1993) stated that students' educational development is strongly influenced by their learning environment and available opportunities.

Raichur District consists of students from varied geographical and socio-economic backgrounds. Therefore, studying these variables from a locality perspective helps identify the educational and career-related needs of rural and urban students. The findings of the study may assist teachers, parents, counsellors, and educational authorities in providing appropriate career guidance, reducing locality-based differences, and creating equal opportunities for students' academic and career development.

Statement of Aim

The main objective of the research is to study the Career Maturity, Vocational Aspirations and Academic Achievement among Higher Secondary Students of Raichur District: A Locality Perspective

Objectives of the Study:

1. To find the locality wise distribution of levels of career maturity, vocational aspirations, and academic achievement level among higher secondary students of Raichur district.
2. To find locality wise differences in career maturity, vocational aspirations, and academic achievement level among higher secondary students of Raichur district.

Hypothesis of the study

Hypothesis-1: There is no significant difference in the career maturity of rural and urban higher secondary students of Raichur district.

Hypothesis-2: There is no significant difference in the vocational aspiration of rural and urban higher secondary students of Raichur District.

Hypothesis-3: There is no significant difference in the academic achievement of rural and urban higher secondary students of Raichur District.

Research Design

The present investigation adopted a survey research design to examine the selected variables among secondary school students of Raichur District. The required data were gathered from a representative sample consisting of 900 secondary school students.

Tools Employed for Data Collection

For the purpose of data collection, the researcher constructed five-point Likert scale instruments to assess the Career Maturity and Vocational Aspirations of students. The tools were developed under the guidance of the research supervisor and with suggestions from subject experts. Information regarding students' academic achievement was obtained from their official academic records.

Statistical Techniques Used

The collected data were analysed using appropriate descriptive and inferential statistical techniques. Descriptive analysis included percentage, mean, and standard deviation to understand the nature and distribution of the data. Further, an independent sample t-test was applied to examine the formulated hypotheses of the study.

Analysis and Interpretation of Data:**1. Interpretation of the Distribution of Career Maturity,****Vocational Aspirations, and Academic Achievement level among Higher secondary students of Raichur District.****Table-1:** Distribution of levels of career maturity, vocational aspirations, and academic achievement level among higher secondary students of Raichur district.

Levels of Career Maturity				
Locality	High	Moderate	Low	Total
Rural	9	114	162	285
	3.16%	40.00%	56.84%	100.00%
Urban	234	239	142	615
	38.05%	38.86%	23.09%	100.00%
Total	243	353	304	900
	27.00%	39.22%	33.78%	100.00%
Levels of Vocational Aspirations				
Locality	High	Moderate	Low	Total
Rural	107	48	130	285
	37.54%	16.84%	45.61%	100.00%
Urban	318	82	215	615
	51.71%	13.33%	34.96%	100.00%
Total	425	130	345	900
	47.22%	14.44%	38.33%	100.00%
Level of Academic Achievement				
Locality	High	Moderate	Low	Total
Rural	11	115	159	285
	3.86%	40.35%	55.79%	100.00%
Urban	252	275	88	615
	40.98%	44.72%	14.31%	100.00%
Total	263	390	247	900
	29.22%	43.33%	27.44%	100.00%

The above table presents the distribution of higher secondary students of Raichur District according to their levels of Career Maturity, Vocational Aspirations, and Academic Achievement with respect to locality. The total sample comprised 900 students, including 285 rural students and 615 urban students.

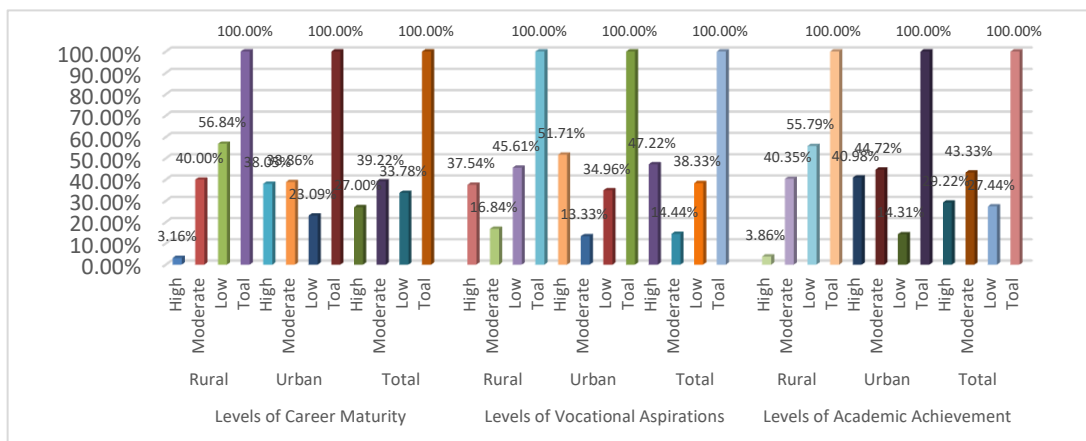
The findings indicate that among rural students, 3.16% (9) exhibited a high level of career maturity, 40.00% (114) demonstrated a moderate level, and 56.84% (162) showed a low level of career maturity. Among urban students, 38.05% (234) belonged to the high category, 38.86% (239) to the moderate

category, and 23.09% (142) to the low category. Considering the total sample, 27.00% (243) of the students had high career maturity, 39.22% (353) had moderate career maturity, and 33.78% (304) had low career maturity. The results reveal that urban students showed a higher proportion of high career maturity compared to rural students, whereas rural students were more represented in the low career maturity category.

With regard to vocational aspirations, 37.54% (107) of rural students were found in the high category, 16.84% (48) in the moderate category, and 45.61% (130) in the low category. Among urban students, 51.71% (318) belonged to the high category, 13.33% (82) to the moderate category, and 34.96% (215) to the low category. For the total sample, 47.22% (425) of the students demonstrated high vocational aspirations, 14.44% (130) showed moderate vocational aspirations, and 38.33% (345) had low vocational

aspirations. These findings indicate that urban students possessed comparatively higher vocational aspirations than rural students.

The data further reveal that 3.86% (11) of rural students attained high academic achievement, 40.35% (115) attained moderate academic achievement, and 55.79% (159) attained low academic achievement. Among urban students, 40.98% (252) achieved a high level, 44.72% (275) achieved a moderate level, and 14.31% (88) achieved a low level of academic achievement. In the total sample, 29.22% (263) of the students belonged to the high achievement category, 43.33% (390) to the moderate achievement category, and 27.44% (247) to the low achievement category. The findings suggest that urban students performed better academically than rural students, as reflected in the higher percentage of urban students in the high academic achievement category.



Graph-1: Distribution of Career Maturity, Vocational Aspirations, and Academic Achievement level among Higher secondary students of Raichur District.

2. Analysis and Interpretation of Data using inferential statistics

Hypothesis-1: There is no significant difference in the career maturity of rural

and urban higher secondary students of Raichur district.

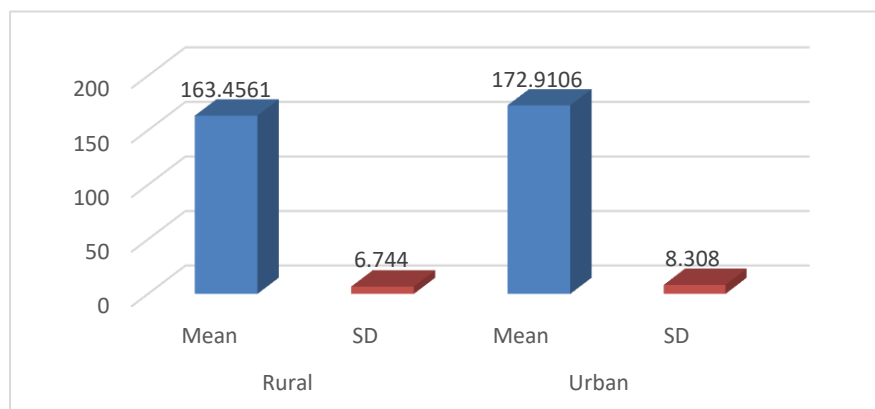
Table-2: Summary of the independent samples t-test for comparing the career maturity of rural and urban higher secondary students of Raichur district.

Group	N	Mean	SD	df	t-value	p-value	S/NS
Rural	285	163.4561	6.744	898	16.8137	.001	S (P < .05)
Urban	615	172.9106	8.308				

The above table indicates that the mean career maturity score of rural higher secondary students of Raichur district is 163.4561 and the SD is 6.744, whereas the mean career maturity score of urban higher secondary students of Raichur district is 172.9106 and the SD is 8.308. The calculated t-value is 16.8137 with 898 degrees of freedom, and the corresponding p-value is 0.001. The obtained p-value is less than the .05 level of significance. Thus, the null hypothesis is rejected and the research hypothesis is accepted. It means that, there is a significant

difference in the career maturity of rural and urban higher secondary students of Raichur district at the .05 level of significance, $t = 16.8137$ (898), $p < .05$.

From the comparison of mean scores, it is evident that the mean score of urban higher secondary students is higher than that of rural higher secondary students. Therefore, the study found that urban higher secondary students have a higher level of career maturity than rural higher secondary students in Raichur District. The data are also reported in the following graph.



Graph-2: Comparison of career maturity of rural and urban higher secondary students of Raichur district.

Hypothesis-2: There is no significant difference in the vocational aspiration of rural and urban higher secondary students of Raichur District.

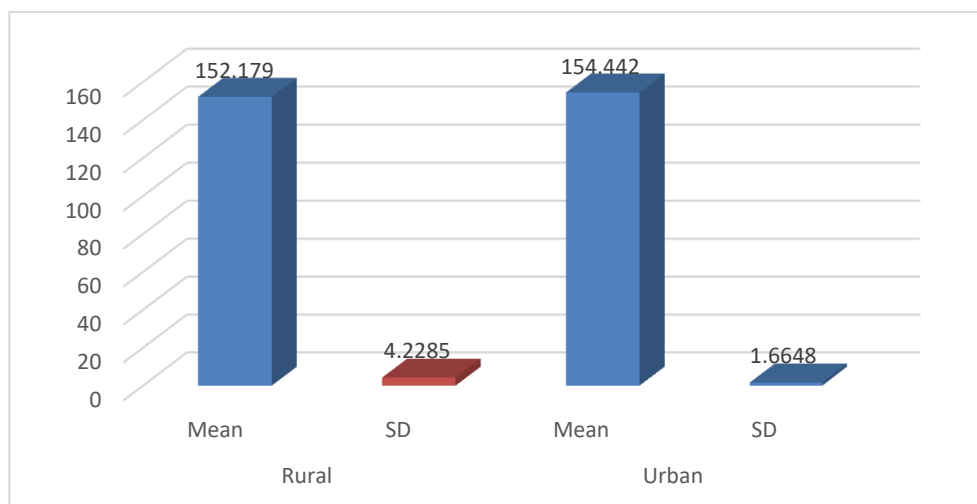
Table-3: Summary of the independent samples t-test for comparing the vocational aspiration of rural and urban higher secondary students of Raichur district.

Group	N	Mean	SD	df	t-value	p-value	S/NS
Rural	285	152.179	4.2285	898	11.4954	.001	S (P < .05)
Urban	615	154.442	1.6648				

The above table indicates that the mean vocational aspiration score of rural higher secondary students of Raichur district is 152.179 and the SD is 4.2285, whereas the mean vocational aspiration score of urban higher secondary students of Raichur district is 154.442 and the SD is 1.6648. The calculated t-value is 11.4954 with 898 degrees of freedom, and the corresponding p-value is 0.001. The obtained p-value is less than the .05 level of significance. Thus, the null hypothesis is rejected and the research hypothesis is accepted. It means that, there is a significant

difference in the vocational aspiration of rural and urban higher secondary students of Raichur district at the .05 level of significance, $t = 11.4954 (898), p < .05$.

From the comparison of mean scores, it is evident that the mean score of urban higher secondary students is higher than that of rural higher secondary students. Therefore, the study found that urban higher secondary students have a higher level of vocational aspiration than rural higher secondary students in Raichur District. The data are also reported in the following graph.



Graph-3: Comparison of vocational aspiration of rural and urban higher secondary students of Raichur district.

Hypothesis-3: There is no significant difference in the academic achievement of rural and urban higher secondary students of Raichur District.

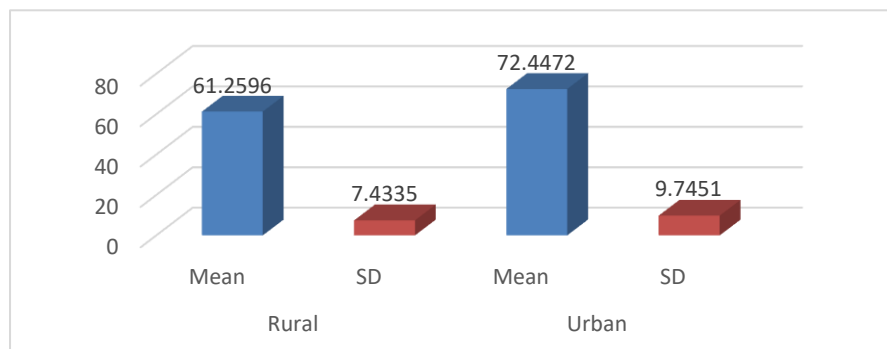
Table-4: Summary of the independent samples t-test for comparing the academic achievement of rural and urban higher secondary students of Raichur district.

Group	N	Mean	SD	df	t-value	p-value	S/NS
Rural	28	61.25	7.433	898	17.1	.001	S (P < .05)
	5	96	5				
Urban	61	72.44	9.745	1			
	5	72	1				

The above table indicates that the mean academic achievement score of rural higher secondary students of Raichur district is 61.2596 and the SD is 7.4335, whereas the mean academic achievement score of urban higher secondary students of Raichur district is 72.4472 and the SD is 9.7451. The calculated t-value is 17.1983 with 898 degrees of freedom, and the corresponding p-value is 0.001. The obtained p-value is less than the .05 level of significance. Thus, the null hypothesis is rejected and the research hypothesis is accepted. It means that, there is a significant difference in the academic

achievement of rural and urban higher secondary students of Raichur district at the .05 level of significance, $t = 17.1983$ (898), $p < .05$.

From the comparison of mean scores, it is evident that the mean score of urban higher secondary students is higher than that of rural higher secondary students. Therefore, the study found that urban higher secondary students have a higher level of academic achievement than rural higher secondary students in Raichur District. The data are also reported in the following graph.



Graph-4: Comparison of academic achievement of rural and urban higher secondary students of Raichur district.

Major Finding of the Study:

- Urban students demonstrated higher levels of career maturity (38.05%), vocational aspirations (51.71%), and academic achievement (40.98%) compared to rural students. Rural students were found to be more represented in the low categories of career maturity (56.84%), vocational aspirations (45.61%), and academic achievement (55.79%). The findings indicate that urban students showed better career maturity, higher vocational aspirations, and greater academic achievement than rural students.
- Significant locality differences were found in **career maturity** ($t = 16.8137$, $p < .05$), **vocational aspirations** ($t = 16.8137$, $p < .05$) and **academic achievement** ($t = 17.1983$, $p < .05$) among higher secondary students of Raichur District.

Discussion and Conclusion:

The present study examined Career Maturity, Vocational Aspirations, and Academic Achievement among higher secondary students of Raichur District from a locality perspective. The findings revealed significant differences between rural and urban students in all the selected variables. Urban students demonstrated higher career maturity, vocational aspirations, and academic achievement compared to rural students. This difference may be due to better

educational exposure, career awareness, and learning opportunities available in urban areas. The study concludes that locality plays an important role in influencing students' career development and academic performance. Hence, effective guidance and support programmes are needed to improve opportunities for rural students.

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