

Abstract: The study aimed at conducting a cross cultural comparison of career maturity between Indian and Omani private high school students in the sultanate of Oman. The sample of the study consisted of 219 students; 111 were Indian students and 108 were Arab students. Males accounted for 112 of the total sample while there were only 89 females. 18 students chose to keep their gender as unidentified. 54 of the students were in the 11th grade while 165 of them were in the 12th grade. The Career Attitude Maturity Inventory (CAMI) scale was used in this study. The Inventory was composed of five sub-factors which were decisiveness, preparation, independence, goal-orientation, and confidence. The scale validity and credibility were confirmed. The reliability of the subscales ranged from 0.57 of the independence dimension to 0.83 of the decisiveness dimension. The dependent variables in this study were nationality, gender, and grade. The findings revealed the lack of significant differences in the mean of career maturity related to culture and gender. The T-test results showed significant differences between the grades in favor of the 12th grade relative to the 11th grade. The results of this study could assist decision makers in designing curricula while taking into consideration the different cultural factors. Additionally, the study conclusions could allow counselors to further aid and support students with the career decision-making process. (**Keywords:** Career Maturity, Cross Cultural, vocational choice).

Introduction: The dominant approach in studying vocational choice focuses on the characteristics of the individual and the occupations from which the individual has to choose.

Career maturity is one of the most widely researched aspects of career development among adolescence. It is defined as the readiness of an individual with an appropriate career development tasks (Crites, 1971).

The cognitive dimension of career maturity is represented by career choice competences (i.e., career decision making skills), whereas the affective dimension is represented by attitudes toward the career decision-making process.

Career maturity has been an important construct in vocational development theory. Super (1957) viewed vocational development as a life long process, and

دراسة عبر ثقافية للنضج المهني لدى الطلبة الهنود و العمانيين في المرحلة الثانوية

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ملخص: هدفت الدراسة إلى التعرف على الفروق عبر الثقافية بين طلبة المرحلة الثانوية للطلبة الهنود والطلبة العرب ممثلين بالمدرسة الهندية الخاصة ومدرسة السلطان الخاصة. تكونت عينة الدراسة من 219 طالباً وطالبة منهم 111 طالباً هندياً و 108 من الطلاب العمانيين ، ويبلغ عدد الذكور 112 طالباً بينما يبلغ عدد الإناث 89 طالبة و 18 طالباً لم يحددوا جنسهم، وتضم العينة 54 طالباً وطالبة في الصف الحادي عشر و 165 طالباً وطالبة في الصف الثاني عشر. وقد استخدم لهذه الغاية مقياس النضج المهني، الذي يتكون من خمسة محاور هي: اتخاذ القرار، والتحضير، والاستقلال، ووضع الأهداف، والثقة. و استخدمت المتوسطات الحسابية والانحرافات المعيارية للإجابة على السؤال الأول " ما الفقرات الأكثر أهمية بالنسبة للطلبة العرب والهنود على مقياس النضج المهني؟ وقد كانت النتائج متقاربة من حيث ترتيب الفقرات حسب أهميتها. كما أوضحت نتائج اختبار (ت) عدم وجود فروق دالة إحصائية بين متغيري الجنس والثقافة والنضج المهني، في حين أظهرت النتائج وجود فروق دالة إحصائية لصالح الصف الثاني عشر. وتوصي الدراسة بضرورة قيام المرشدين بمساعدة الطلبة خاصة، كما توصي بضرورة تركيز واضعي المنهاج على اتخاذ القرارات المتعلقة بالمهنة. وكذلك الحال بالنسبة لواضعي المنهاج للتركيز على المعلومات المهنية والتي بدورها تعمل على زيادة النضج المهني للطلبة و الأخذ بعين الاعتبار عملية الفروق الثقافية بينهم. (الكلمات المفتاحية: النضج المهني، عبر ثقافي، الاختيار المهني)

defined career maturity as the extent to which an individual has mastered the developmental tasks appropriate to his or her career stage. These tasks relate to both career choice content and career choice process (Crites, 1978). Nonetheless, some discrepancies can result in different processes and outcomes of career maturity.

People who possess relatively high levels of career maturity are likely to obtain successful and satisfying careers. They tend to display more awareness of the career decision-making process and often think about alternative careers. In addition, they relate their present behavior to future goals and possess high levels of self-reliance in making career decisions. People that are mature career wise are also committed to making career choices and are willing to acknowledge and concede to the demands of reality (Savickas, 1990).

Larson et al (1988) suggested that some students are not ready to make decisions due to lack of information about the career planning process.

Super (1990) views vocational maturity as the extent to which an individual has successfully completed his or her developmental tasks. He perceives developmental tasks as the accomplishments of career developmental steps compared with other people of the same age. Specific career behaviors and attitudes are required for people to achieve developmental tasks. These are tasks that clients need to resolve in order for their careers to develop.

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Several factors have been linked to career development in adolescence. These factors could be categorized on the individual, as well as, the family level. Regarding factors related to the individual level, career aspirations in adolescence have consistently been found to be associated with socioeconomic status, internal locus of control, self-esteem, high education aspirations, academic achievement and intact families (McDonald and Jessel, 1992). Alternatively, factors on the family level have provided exploratory activities directed toward both self and environment in late adolescence (Felsman and Blustein, 1999).

Parenting styles adopted by parents can also have a significant effect on career development. These styles can be authoritative (Warm and Controlling), authoritarian (hostile and controlling), permissive (warm and non-controlling) and neglectful (hostile and controlling). Although each particular style can yield differing results, however, adolescents from authoritative families have the highest adjustment scores in many areas while adolescents from neglectful families have the lowest (Lamborn et al, 1991).

Young adults undergo a tumultuous process deciding whether or not to attend college. This choice depends on several factors such as sense of self-efficacy on a particular domain, parental push or role modeling, aspirations to secure a good job, and ultimately make money and improve the human condition (Kimwel, 1999).

The problem and its objectives

Recent research shows that higher levels of career maturity are likely to be linked with an attribution style that suggests a sense of control over and responsibility for career decision making (Luzzo, 1995). In addition, researchers have found that as little as 20% and many as 60% of students entering college are undecided about an academic major or career choice (Gordon, 1995).

The main objective of this study was to examine cultural differences in career maturity measured by the CAMI on Indian and Omani 11th and 12th grade students. Additionally, the study aimed to expose the degree to which career maturity varies on the basis of gender and class. The study attempted to answer the following questions:

1. What are the most important items for Indian and Omani students on the Career Attitude Maturity Inventory (CAMI)?
2. Do the means of the career maturity variable differ due to gender, class, or culture?

Importance of the study

People who possess relatively high levels of career maturity are likely to obtain successful and satisfying careers. Those people are capable of making career decision, preparing alternative careers, relating their present behavior to future goals, possessing high levels

of self-reliance in making career decisions, and acknowledging the demands of reality (Savickas, 1990).

Ohler and Levinson (1994) emphasize the relevance of assessing career maturity in preparation for developing counseling and education programs for adolescents.

Definition of terms

Career maturity is defined as the individual's readiness to cope with the developmental tasks with which he or she is confronted. Development could be affected by biological factors inherited within each individual as well as society's expectations. Other definitions include the individual's ability to make appropriate career choices, including awareness of what are required to make a career decision and the degree to which one's choices are both realistic and consistent over time (Levinson et al, 1998). Career maturity could also be described as the readiness of an individual to make informed age-appropriate career decisions and to cope with career development tasks (Crites, 1971). Crites (Crites, 1978) developed a model which includes both affective and cognitive dimensions. The cognitive dimensions of career maturity were represented by career-choice competences (i.e. career decision making skills). As for the affective dimension, it is represented by attitudes toward career development. This study used (CAMI) which includes five dimensions: decisiveness, goal orientation, confidence, preparation, and independence. The operational definition of career maturity will be decided based on what the (CAMI) measures. The following are the definitions of the five dimensions of (CAMI):

- Decisiveness is the extent of firmness about one's preferred orientation toward career.
- Goal orientation is the degree to which one prefers self-improvement to realistic interest through one's career.
- Confidence is the degree of one's faith and sureness of success in the chosen career.
- Preparation is the degree of understanding and planning of one's career choice and degree of involvement in one's career.
- Independence is the degree of one's independent career decision making.

Limitations of the Study

One of the limitations faced by this study was the small size of the sample. The participants were 219 students from the 11th and 12th grades. Of the total sample, 89 were females, 112 were males, and 18 were unidentified. The second limitation was the number of schools that were included in the study. This research focused on the Indian High School and Sultan Private School. Due to the preparations for the Third Secondary Exam, many schools declined to participate in this study. As for the original plan, the study was supposed to include students from the British School in Muscat; however, the senior administrator decided to refrain from participating due to time constraints related to examinations.

Literature Review

Career maturity is central to the developmental approach through which an individual can gain an understanding of career behavior. It involves an assessment of the individual's levels of career progress in relation to his or her career relevant development tasks (Crites, 1976).

Previous researchers have focused on career maturity and its relationship to age, gender, and nationality. However, their major focus was on different cultures. To that reason, this study concentrated on the difference between Arabic Culture and the culture of others.

Career Maturity and Age

Career Maturity Inventory (CMI) showed an incremental increase in career maturity from grade 9 to grade 12 (Crites, 1973). Other researchers have shown that students in higher grades have higher career maturity scores than those in lower grades (Wallace, et al, 1994). Theoretical assumptions would suggest a strong relationship between age and career maturity, however, research findings have varied.

Researchers have identified a positive relationship between the career maturity of students and their grade point averages (GPAS) (Luzzo, 1990). Others have also shown that career maturity is strongly associated with students' intellectual capacity. It was argued that students with higher GPAs have higher levels of career maturity than students with relatively low GPAs (Healy et al, 1985).

As far as age is concerned, studies have revealed that older students display higher levels of career maturity than younger students. Several studies have commented that career maturity may be more useful than age, due to the influence of the educational milieu as the primary agent of career development behavior (Watson and Van Aarode, 1986). More recently, Powell and Luzzo (1998) demonstrated that neither age nor grade was related to career maturity. Super, et al, (1981) found significant differences in career maturity scores between grades nine and ten, nine and eleven, and nine and twelve. Other work has also shown that students in higher grades have higher career maturity scores than those in lower grades (Wallace, et al, 1994). In contrast, Fouad (1988) conducted a study which compared ninth and twelfth graders from the United States and found that students in lower grades did not score less than those in higher grades. In this same study, Fouad reported an increase in score level across grades in an Israeli sample. Other investigations have yielded similar results in Australia (Lokan, 1984)

Research has also found that career maturity increases with age, and that students in higher grades (i.e. juniors and seniors) have higher levels of career maturity than students in lower grades (i.e., freshmen and sophomores) (Luzzo, 1993).

Career Maturity and Gender

Concerning the impact of gender on career maturity, the great majority of studies have found that

females of different age groups have scored higher on career maturity measures than males (King, 1989). In other studies, females were reported to have higher scores only on some subscales (Fouad, 1988). Nonetheless, Achebe's (1982) conducted a study in Nigeria where he found that males scored higher than females. South African research has failed to find gender differences in the career maturity of high school students (Watson and Van Aarode, 1986).

A sample of (341) Australian students in their last year of secondary school showed no significant differences between genders on the measure of career decidedness (how decided they were on a career). Females reported more difficulty in making decisions, and both females and males who were confident in their verbal interpersonal skills tended to be relatively decisive.

Recent research has revealed that young women have significantly higher levels of career maturity than younger men (Luzzo, 1995). In her study of 401 college students, she found that female students scored significantly higher than male students on each of the career maturity measures, attitudes, career decision making, and vocational congruence.

Vignoli et al (2005) studied 283 French high school students to find out their career exploration. The results varied by gender. Females viewed general anxiety and neglect as being negatively related to career exploration. Subsequently, they perceived secure attachment and fear of failing as being positively related to career maturity. As for males, fear of disappointing parents was positively related to career exploration.

Healy et al (1987) have revealed significant gender differences in career maturity, with females exhibiting higher levels of career maturity than their male counterparts. According to Healy et al, females tend to mature vocationally at an earlier age than males.

Wallace et al (1994) compared males and females on measures of career maturity, career decision-making, and self-perception. Their investigation found females to be more vocationally mature than males. Furthermore, they concluded that females tend to spend more time exploring and planning for their careers relative to males.

Lee (1992) reported that Korean female students marked higher scores than Korean male students in respect to all the sub factors of (CMI).

The great majority of studies found that females of different age groups have scored higher on career maturity measures than males (King, 1989). However, Achehe's (1982) study in Nigeria reported males scoring higher than females. South African research has failed to find gender differences in the career maturity of high school students (Watson and Van Aarode, 1986).

Salami (2004) conducted a study that focused on the relationship between problem-solving ability and career maturity among high school students in Nigeria. The sample for the study consisted of 230 final year secondary school students who completed self-report

measures of problem solving and career maturity. Salami used the multiple regression analysis to analyze the data collected. The study employed three variables: personal control, approach-avoidance and confidence. The results indicated that the three variables, when combined effectively, predicted career maturity among the students. Personal control made the highest contribution to the prediction. It was followed by approach-avoidance and confidence in that order.

Moracco (1976) investigated the vocational maturity of Arab and American ninth and eleventh grade students. Arab students were found to have lower maturity scores than American students. Eleventh graders of both nationalities were more vocationally mature than ninth graders. The possibilities that the overall difference found between Arab and American students can be attributed to cultural differences were supported by the response trend of discriminating items as revealed by an item analysis.

As far as psychological factors are concerned, Luzzo (1991) provided evidence for the expected relationship between locus of control and career maturity. The more internal an individual's locus of control is the more mature that person's attitudes will be towards career development.

To explore the relationship between career maturity and personality type and social adjustment, Super's career development Inventory was applied on 200 college students. Results showed that career development is related to a greater realization of one's potential and a higher degree of social adjustment. Furthermore, the results indicated that more mature attitudes toward career planning and exploration are related to an adjustment style characterized by extroversion in interpersonal relationships and by a positive orientation to social norms. (Mark et al, 2002).

Gottfredson (1986) identified 12 factors that affect career choice and the difficulties faced in respect to making decisions that influence career choices. The factors include low intelligence, poor education, cultural isolation, low self-esteem, functional limitations, nontraditional interests, social isolation, low/high intelligence compared with family, peers, primary care-taker, and primary economic provider

Career maturity and Nationality

Moracco (1976), in his study of the vocational maturity of Arab and American ninth and eleventh grade students, found that Arab students had lower maturity scores than American students. Eleventh graders of both nationalities were more vocationally mature than ninth graders. Nevertheless, the research addressed the possibility of differences as a product of cultural differences (Moracco, 1976).

Method

Participants

Participants included in the study were 219 secondary school students enrolled in grades eleven and twelve across two secondary schools in the Sultanate of Oman. Indian students who were included in the study

were 111; 52 of them were F and 59 M. Meanwhile, Omani students amounted to 108, 50 of whom were females and 58 M. 18 of the total student sample did not identify their gender. 54 of the students who were available in the 11th grade were selected from Omanis and Indians for this sample. While, 165 students were chosen from the 12th grade. The students' age ranged from 16 - 18 with a mean of 16.5 years. Table 1 shows the relevant sample information that pertains to the study.

Table (1): Participants' Distribution based on Demographic Variables

| No. | Variable | Levels | Number | Total |
|-----|-------------|--------|--------|-------|
| 1 | Nationality | Indian | 111 | 219 |
| | | Omani | 108 | |
| 2 | Gender | Male | 112 | 201 |
| | | Female | 89 | |
| 3 | Class | 11 | 54 | 219 |
| | | 12 | 165 | |

Instrument

The Career Attitude Maturity Inventory (CAMI) was constructed by Lee (2001) in his across cultural study of the career maturity of Korean and United states High school students. The Inventory consists of five constructs which are decisiveness, preparation, independence, goal orientation, and confidence. The reliability of those five constructs, measured by internal consistency, ranged from 0.75 to 0.88 with a mean of 0.78. Construct validity of the (CAMI) was assessed by a ratio of common factor to unique factor inter-correlations between sub-factors and reference-related validity. Comparing (CAMI) with Crites' Career Maturity Inventory (CMI), we realize that many similarities exist between them. The last version of the Career Maturity Inventory (Crites and Savickas, 1995) does not provide subscale scores because it exhibited poor reliability. In addition, it is not used in counseling. Career-mature attitudes were assessed by the 50-item Career Maturity Inventory-Attitude Scale (CMI-A) (Crites, 1978). Crites (1978) reported internal consistency coefficient for each of the five subscales of the CMI-A ranging from 0.50 to 0.70. In order to measure career maturity, the study relied on questionnaires that were distributed to students at the Indian High School and Sultan Private School. The study was mainly concerned with schools that used English as the medium of communication. The classroom teachers who were provided with instructions regarding the administration protocol distributed the survey forms. The (CAMI) consisted of 47 items measuring five dimensions. Each of the five dimensions was assessed by eight to ten statements. Decisiveness had 10 items, preparation 10 items, independence 9 items, goal orientation 8 items, and confidence 10 items. Students were asked to respond based on a 5-point Likert scale (1: not at all agree to 5: very much agree). As shown in table 2, reliability of these five constructs measured by internal consistency coefficient ranged from 0.54 to 0.84. The validity of (CAMI) was assessed

by ten specialists in the field of psychology and career counseling in the psychology department in the faculty of education at Sultan Qaboos University.

Table (2): Cronbach-Alpha for the five dimensions of career maturity

| Dimensions | Items No. | Alpha |
|------------------|-----------|-------|
| Decisiveness | 10 | 0.843 |
| Preparation | 10 | 0.571 |
| Independence | 9 | 0.682 |
| Goal orientation | 8 | 0.536 |
| Confidence | 10 | 0.773 |
| Total | 47 | 0.808 |

As displayed in Table 3, the differences between the five dimensions of career maturity were extracted. The dimensions were ranked in a descending order. The dimension of preparation came first with a mean of (3.78), followed by Independence (3.78), Decisiveness (3.34), Goal orientation (3.08) and Confidence (2.19).

Table (3): Means and Standard Deviations of the five dimensions of career maturity

| Dimensions | Mean | SD |
|------------------|------|-------|
| Preparation | 3.87 | .5576 |
| Independence | 3.78 | .6115 |
| Decisiveness | 3.34 | .8952 |
| Goal orientation | 3.08 | .7832 |
| Confidence | 2.19 | .7053 |
| Total | 3.57 | .3910 |

Results

To answer the first question "What are the most important items for Indian and Arab students on the Career Attitude Maturity Inventory (CAMI)?", the mean and standard deviation of the responses of the study sample were calculated. Table (4) shows the mean and standard deviation results for the ten most important items of career maturity of the Indian students ranked in a descending order.

Table (4): Means and standard deviation for the ten most important career maturities of the Indian students

| No. | Item | Mean | SD |
|-----|---|------|------|
| 28 | No matter what others might say, I need to choose an occupation that matches my interests. | 4.59 | .74 |
| 27 | In order to live my own life, I have to select an occupation based on my own convictions. | 4.37 | .84 |
| 12 | In order to obtain the occupation I want, I need to plan ahead. | 4.32 | 1.04 |
| 26 | I am going to choose an occupation according to my own stand. | 4.31 | .97 |
| 17 | I would like the alumni of my school to talk about academic preparation and future careers. | 4.30 | 1.00 |
| 24 | I think I will choose the occupation that I prefer in spite of the opinions of others. | 4.25 | 1.04 |
| 13 | I am not interested in finding a prospective occupation. | 4.17 | 1.10 |
| 16 | I want to talk with people who work in occupations that interest me. | 4.17 | 1.17 |
| 6 | I have not thought about my future after graduation and I feel helpless. | 4.14 | 1.29 |

| No. | Item | Mean | SD |
|-----|---|------|------|
| 22 | I am going to choose the occupation that my parents want. | 4.13 | 1.13 |

In reference to table (4), item 28 which states "No matter what others might say, I need to choose an occupation that matches my interests" was ranked first with a mean of (4.59). This reflects the students' maturity, as well as, their willingness to choose an occupation according to their interests. Item number 27 which states "In order to live my own life, I have to select an occupation based on my own convictions" has a mean of (4.37) placing it second according to importance. The third item in ranking was "In order to obtain the occupation I want, I need to plan ahead". This item represents the students' readiness to plan for their future career. The fourth item was "I am going to choose an occupation according to my own stand". The mean of this item was (4.31). The study could conclude that nine out of ten items represent preparation and independency among the sample.

In Table (5), it was noticed that Arab students ranked item 13 which stated "I am not interested in finding a prospective occupation" as the most important item with a mean of (4.50). This may reflect the role of family in the Arab culture which plays an integral role in career planning. Arab cultural values respect obedience of authority and older individuals. It is noticeable that eight out of the ten most important items were the same amongst Indian and Arab students. The Items were: 13, 28, 16, 6, 22, 12, 27 and 26. Both Indian and Arab students concentrated on preparation and independence dimensions as displayed in Table (3).

Table (5): Means and standard deviation for the ten most important career maturities of Omani students

| NO. | Item | Mean | SD |
|-----|--|------|------|
| 13 | I am not interested in finding a prospective occupation. | 4.50 | .80 |
| 28 | No matter what others might say, I need to choose an occupation that matches my interests. | 4.45 | .82 |
| 16 | I want to talk with people who work in occupations that interest me. | 4.37 | .89 |
| 6 | I have not thought about my future after graduation and I feel helpless. | 4.34 | 1.08 |
| 31 | I am going to choose an occupation to make other people envious rather than choose an occupation that matches my aptitude. | 4.26 | 1.14 |
| 22 | I am going to choose the occupation that my parents want. | 4.17 | 1.13 |
| 12 | In order to obtain the occupation I want, I need to plan ahead. | 4.15 | 1.04 |
| 27 | In order to live my own life, I have to select an occupation based on my own convictions. | 4.14 | .93 |
| 26 | I am going to choose an occupation according to my own stand. | 4.06 | 1.08 |
| 14 | I am not interested in collecting information about possible | 4.01 | 1.20 |

| NO. | Item | Mean | SD |
|-----|--------------|------|----|
| | occupations. | | |

To answer the second question which states "Are there any significant differences of the means of career maturity due to gender, class, or culture? a T-test was conducted to find the mean differences of genders (male-female), Grade differences (11th & 12th grade) and Culture differences (Indian & Omani). Table (6) clearly shows the T-test results. The result of the study showed no significant differences between males and females on career maturity. The result of the study is not consistent with the findings of Lee's(2001) study, which reported that Korean female students achieved higher scores than Korean male students for goal- orientation and preparation sub-factors of (CAMI). Most studies conducted over two decades have found that females in several age groups have higher scores on career maturity than males (Luzzo, 1995). (Fouad)(1988) found that females scored high on some subscales only. However, Achebe (1982) reported that males scored higher than females.

Table (6): T-test for Career Maturity with Gender

| Dimensions | Gender | N | Mean | SD | t | Sig. |
|------------------|--------|-----|--------|--------|-------|------|
| Decisiveness | Male | 112 | 3.3699 | .85991 | .506 | .614 |
| | female | 89 | 3.3062 | .91994 | | |
| Preparation | Male | 112 | 3.6553 | .53342 | .803 | .423 |
| | female | 89 | 3.7126 | .46051 | | |
| Independence | Male | 112 | 3.8251 | .62327 | .841 | .401 |
| | female | 89 | 3.7537 | .56371 | | |
| Goal orientation | Male | 110 | 3.2147 | .52713 | 1.390 | .166 |
| | female | 89 | 3.3134 | .46014 | | |
| Confidence | Male | 110 | 3.8536 | .73919 | .486 | .627 |
| | female | 88 | 3.8053 | .63491 | | |
| Total | Male | 112 | 3.5908 | .41611 | .123 | .903 |
| | female | 89 | 3.5839 | .36707 | | |

Table 7 shows the relationship between career maturity and nationality. The results of the study showed no significant differences between Indian and Omani students. This finding could be explained by the fact that Indian and Omani schools are both under the supervision of the Ministry of Education in the Sultanate of Oman. The results could have been different if the comparison had taken place between Western and Eastern cultures as the previous studies have shown.

Table (7): T-test for Career Maturity with Nationality

| Dimensions | Nationality | n | Mean | SD | t | Sig. |
|--------------|-------------|-----|--------|--------|-------|------|
| Decisiveness | Indian | 111 | 3.3300 | .88851 | .198 | .844 |
| | Omani | 108 | 3.3539 | .89775 | | |
| Preparation | Indian | 111 | 3.7110 | .52798 | 1.530 | .128 |
| | Omani | 108 | 3.6065 | .48068 | | |
| Independence | Indian | 111 | 3.8293 | .57384 | 1.232 | .219 |
| | Omani | 108 | 3.7294 | .62559 | | |
| Goal | Indian | 110 | 3.2772 | .52561 | .906 | .366 |
| | Omani | 108 | 3.2772 | .52561 | | |

| | | | | | | |
|-------------|--------|-----|--------|--------|-------|------|
| orientation | Omani | 107 | 3.2173 | .44282 | .130 | .897 |
| Confidence | Indian | 110 | 3.8220 | .69558 | | |
| Total | Omani | 106 | 3.8099 | .68114 | 1.009 | .314 |
| | Indian | 111 | 3.6019 | .37571 | | |
| | Omani | 108 | 3.5487 | .40501 | | |

To find the relationship between (CAMI) and school grades, the study used a T-test. The results are shown in table (8). The findings for each grade level showed that the mean (CAMI) scores for the 11th grade students were lower than those of the 12th grade. The study also showed statistically significant differences on the preparation sub-factor ($\alpha = 0.005$), independence ($\alpha = 0.045$), goal orientation ($\alpha = 0.009$), and confidence ($\alpha = 0.038$).

The result is consistent with (Al-Damen, 1989; Wendy and Creed, 2001)

Table (8): T-test for Career Maturity with Class

| Dimensions | Class | N | Mean | SD | t | Sig. |
|------------------|-------|-----|--------|--------|-------|------|
| Decisiveness | 11 | 54 | 3.3523 | .83440 | .069 | .945 |
| | 12 | 165 | 3.3426 | .90807 | | |
| Preparation | 11 | 54 | 3.4992 | .49808 | 2.841 | .005 |
| | 12 | 165 | 3.7192 | .49237 | | |
| Independence | 11 | 54 | 3.6404 | .57580 | 2.018 | .045 |
| | 12 | 165 | 3.8305 | .60848 | | |
| Goal orientation | 11 | 54 | 3.0985 | .40975 | 2.641 | .009 |
| | 12 | 163 | 3.2977 | .50126 | | |
| Confidence | 11 | 54 | 3.6523 | .68015 | 2.090 | .038 |
| | 12 | 162 | 3.8774 | .68732 | | |
| Total | 11 | 54 | 3.4578 | .38329 | 2.667 | .008 |
| | 12 | 165 | 3.6192 | .38696 | | |

Discussion

One of the main objectives of the present study was to examine cultural differences in career maturity measured by (CAMI) amongst Indian and Omani 11th and 12th grade students.

The present study indicated that there were no significant difference between Indian and Omani students. As for Omani students, they expressed more decisiveness compared to Indian students. These results are not consistent with Fouad's (1988) and Moracco's (1976) which concluded that American students scored higher than Israeli and Arab students on the Career Maturity Inventory –Attitude Scale CMI-AS.

The differences between Indian and Arab students could be explained in terms of differences in social environment. Career-related activities or attitudinal development have not been actively introduced to Arab high school students. Instead, they have traditionally been oriented with university level education. Another possible reason for the low scores on career maturity by Arab students is at the heart of the Arab culture. Arab societies stress the individual's duty towards the family or group in relation to occupational choice. The Arab culture places great emphasis on group opinions relative to personal interests.

The present study also examined gender differences in career maturity and found that female students were more developed on the dimensions of preparation and goal-orientation when compared to male students. This suggests that female students tend to view self-improvement and social services to be more

important than job selection. On the other hand, females seem to be more prepared for understanding and planning for their career choice than male students.

There is presently a great need for increasing the emphasis placed on decision making in the career development process. Guidance counselors need to be able to assist their clients in making decisions, and, thus facilitate the process of career choice.

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Career Attitude Maturity Inventory

Dear students:

The following Items describe career maturity. Please printout your copy and rate the degree of importance that you would assign to yourself using the scale below:

- 1= not at all agree.
 2= somewhat agree.
 3= seldom agree.
 4= often agree.
 5= very much agree.

| No. | Grade | Items |
|------------------------|-----------|---|
| 1. Decisiveness | | |
| 1 | 1 2 3 4 5 | I have already made a decision about what to do in the future. |
| 2 | 1 2 3 4 5 | I am interested in many occupations, but I have difficulty in choosing one of them. |
| 3 | 1 2 3 4 5 | I have chosen an occupation already, so I do not need to worry about selecting one now. |
| 4 | 1 2 3 4 5 | I often think about possible occupations, but I have not yet decided on a specific occupation. |
| 5 | 1 2 3 4 5 | The many occupational options that people around me have cause me to be confused about my own occupational decisions. |
| 6 | 1 2 3 4 5 | I have not thought about my future after graduation and I feel helpless. |
| 7 | 1 2 3 4 5 | I have definitely decided on an occupation. |
| 8 | 1 2 3 4 5 | Though I may change, for now I have decided on an occupation that interests me. |
| 9 | 1 2 3 4 5 | I have not definitely decided on an occupation. |
| 10 | 1 2 3 4 5 | It is difficult for me to decide on an occupation. |
| 2. Preparation | | |
| 11 | 1 2 3 4 5 | Although I am a student now, I can envision my work life in the future. |
| 12 | 1 2 3 4 5 | In order to obtain the occupation I want, I need to plan ahead. |
| 13 | 1 2 3 4 5 | I am not interested in finding a prospective occupation. |
| 14 | 1 2 3 4 5 | I am not interested in collecting information about possible occupations. |
| 15 | 1 2 3 4 5 | When I read the newspaper, I read articles about successful people working in my field of interest. |
| 16 | 1 2 3 4 5 | I want to talk with people who work in occupations that interest me. |
| 17 | 1 2 3 4 5 | I would like the alumni of my school to talk about academic preparation and future careers. |
| 18 | 1 2 3 4 5 | When I see some people successful in their fields of interest, I tend to act like them in order to be like them. |
| 19 | 1 2 3 4 5 | Although I have not decided on an occupation, I think it is important for me to consider and prepare for the future. |
| 20 | 1 2 3 4 5 | I would like to obtain counseling to help me learn more about my interests and personality. |
| 3. Independence | | |
| 21 | 1 2 3 4 5 | If my parents do not approve of the occupation I want, it will be difficult for me to decide on my occupation. |
| 22 | 1 2 3 4 5 | I am going to choose the occupation that my parents want. |

| No. | Grade | Items |
|----------------------------|-----------|---|
| 23 | 1 2 3 4 5 | I am going to choose the occupation that my friends and family suggest. |
| 24 | 1 2 3 4 5 | I think I will choose the occupation that I prefer in spite of the opinions of others. |
| 25 | 1 2 3 4 5 | Others' support is essential for me in deciding on an occupation. |
| 26 | 1 2 3 4 5 | I am going to choose an occupation according to my own stand. |
| 27 | 1 2 3 4 5 | In order to live my own life, I have to select an occupation based on my own convictions. |
| 28 | 1 2 3 4 5 | No matter what others might say, I need to choose an occupation that matches my interests. |
| 29 | 1 2 3 4 5 | In my case, if I choose an occupation which my parents disapprove of, I think I will regret it later. |
| 4. Goal Orientation | | |
| 30 | 1 2 3 4 5 | The most important consideration in choosing an occupation is money. |
| 31 | 1 2 3 4 5 | I am going to choose an occupation to make other people envious rather than choose an occupation that matches my aptitude. |
| 32 | 1 2 3 4 5 | I want an occupation with short working hours and a good working environment. |
| 33 | 1 2 3 4 5 | When choosing an occupation, my first consideration is whether or not I will be successful. |
| 34 | 1 2 3 4 5 | I do not care what kind of occupation I choose as long as I earn a lot of money. |
| 35 | 1 2 3 4 5 | I am going to choose a prestigious occupation regardless of my interest or ability. |
| 36 | 1 2 3 4 5 | When choosing an occupation, I consider promotion opportunities instead of job characteristics. |
| 37 | 1 2 3 4 5 | Rather than choosing an occupation that provides professional satisfaction, I want a comfortable occupation that provides me with a lot of money. |
| 5. Confidence | | |
| 38 | 1 2 3 4 5 | I am anxious that I might not be able to attain the occupation I want. |
| 39 | 1 2 3 4 5 | I am not sure if I will be able to succeed in the occupation I choose. |
| 40 | 1 2 3 4 5 | I am confident that I will be able to work as well as anyone working in my chosen occupation. |
| 41 | 1 2 3 4 5 | Since I do not have much confidence in myself, I am doubtful about succeeding in the occupation I choose. |
| 42 | 1 2 3 4 5 | I am certain that I will do well in whatever occupation I choose. |
| 43 | 1 2 3 4 5 | I am worried that the occupation I choose will not help me become the person I want to be. |
| 44 | 1 2 3 4 5 | I can achieve anything I want to as long as I try. |
| 45 | 1 2 3 4 5 | I lack confidence in myself and ability. |
| 46 | 1 2 3 4 5 | I feel confident about being accepted by supervisors in my future workplace. |
| 47 | 1 2 3 4 5 | No matter how hard I try, I might not be able to attain the occupation of my choice. |