"A STUDY OF MODERATION EFFECT OF GENDER ON THE RELATIONSHIP BETWEEN SELF CONCEPT AND INTERNET USAGE ON CAREER MATURITY"

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ABSTRACT

The objective of the present empirical piece of research work is to examine the moderation effect of gender on the relationship between self-conceptand internet usage and career maturity. Following the stratified random sampling technique 1000 students were drawn from different schools at Durg city, to serve as participants in the present research work. Career maturity was measured by Career Maturity Inventory (Gupta, 1989). Self concept was measured by Swatva Bodh Parikshan (Sherry, Varma&Goswami 1988) and Self-made questionnaire for internet usage. Moderation effect was worked out through hierarchical multiple regression analysis. Result of the study indicated that,gender was significant moderator on the relationship between self-concept and internet usage and career maturity. It is concluded that there is sufficient empirical and statistical evidence of the moderation effect of gender on the relationship between self-concept and internet usage and career maturity.

Keywords: Gender, Self-concept, Internet usage,Career maturity.

INTRODUCTION

Career Selection has been a very difficult task, since it involves many steps like choosing, preparing and entering into a particular vocation with the involvement of many factors like psychological, sociological, cultural and economical which are influential for vocational behavior, decision making ability and career maturity.

A planned and systematic approach is essential for the developmental process of career maturity, so that individual can develop certain skills in order to deal with career choice and management task through the life.

Skilled manpower is an essential pre-requisite for quality and efficient productions adaptations and of new technology. Most of our student stands, majority of the much lack of no clear objectives, they amble through courses without acquiring much knowledge of preparing themselves for an uncertain future. Only few students pursue their education or choose their career with clear idea as to what they would eventually like to become.

Self– concept is distinguishable from self- awareness, which refers to the extent to which self-knowledge is defined, consistent and currently applicable to one's attitude and dispositions.

Career maturity interconnects with two most important factors "information" and "need". Need have positive information is effective for an individual or any group for their work. Need of information arise when an individual finds a situation where he or she needed knowledge to accomplish a task result and deal with situation Seeking information about career maturity can be social, economical political etc. Career behavior changes systematically and better differentiated by education level.

Lazarus' (1991) cognitive-motivational-relational theory of emotion

identifies the self-regulatory optimism and identifies self-esteem as a

belief that moderates the person's relationship to the environment by influencing appraisal and coping and thus potentially mitigating the

damaging effects of stress and adaptation."Ready access to usable

career information is a crucial component of successful career decision

making" (Patton and MacCrindle 2001).In the national Career

Development Guidelines, skills for understanding and using

career information are one of 12 competencies integral to career develop-

ment (Career TEC 2000). Recent trends to underscore the importance of

career development.

Thomas and William (1978) reported that career decision making was influenced by the self-concept of the students. Brewer et al (1986) concluded that students having high self-concept also possessed high career maturity as compared to their counterparts. Kaur (1992) found self-concept as important predictors of career maturity. Bhargava and Kramer (1986) reported that high achievers group possessed high career maturity.

Gender as a factor associated with career maturity operates differentially in different cultures (Lawrence and Brown, 1976). So it is clear that under Indian cultural set up sex as a determinant of career maturity might operate differentially than the western countries. No such systematic study has yet been conducted under Indian conditions. Since it has been demonstrated that different factors associated with career maturity operate differentially in different race, culture and gender groups (Lawrence and Brown, 1976) and since there is dearth of such systematic study under Indian cultural set up, it is appropriate to investigate empirically the effect of self-concept and internet usage and gender on career maturity among high school adolescent students.

According to Tackie and Adams (2007), literature on information needs and information seeking, acknowledges that work related information seeking is different from everyday information seeking. In their view, information influencers, such as accessibility, availability, and familiarity of source consumed determines the suitability of the information.

METHOD

Research Design

In this research correlational research design was employed. Career maturity is the criterion variable, self-concept and internetusages are suspected predictor variables and gender are moderate variable.

PARTICIPANTS

High school students are target population in the present research. Participants from Hindi and English medium school both are included at Durg district, Chhattisgarh. Further, long time school absentee students were excluded in this research. 1000 of the age range of 14 to 16 years were included. The stratified random sampling technique was used. Stratification was done on the basis of local, English/Hindi medium and government/private.

The participants from government school 44.2% and private school 55.8% were included in this study. Age ranged of participants from 13 to 16 years [13-14 (25.2%), and 15-16 (74.0%)].The percentages of participants belonging to nuclear and joint families were 66.8% and 33.2% respectively. Total number of participants medium of education, Hindi and English were 442 (44.2%) and 558 (55.8%) respectively. The majority of participants belong to urban area (45.0%). Participants were boys 500 (50.0%) and girls 500 (50.0%) respectively in present study.

MEASURES

Career Maturity Inventory:

To measure the career maturity of Subject the Indian adaptation of Career Maturity Inventory (CMI) by Gupta (1989) was used. The inventory was originally constructed and standardized by Crites (1973, 1978). It measures the maturity of attitudes and competencies that are critical in realistic career decision-making. The items of the inventory are suitable for the students of class IX and X. It has six independent dimensions- (a) attitudinal (b) self-appraisal, (c) occupational information (d) goal selection, (e) planning, and (f) problem solving. In the present sample the internal consistency (α) was .809 for attitudinal, .852 for self-appraisal, .839 for occupational information, .865 for goal selection, .832 for planning and .827 for problem solving.

Swatva Bodh Parikshan:

For measuring self-concept of the subject, Swatva Bodh Parikshan constructed and standardized by Sherry, Varma and Goswami (1988) was employed. The test is meant for measuring the self-concept of the school going adolescents of urban and rural areas. The test is intended to measure those perceptions, beliefs, attitudes and feelings which the individual views as part of characteristics of himself. It is his own conception of his health and physique, intellectual abilities, academic status, behavior, temperamental qualities, mental

health, emotional tendencies and socioeconomic status. In the present sample the internal consistency (α) was .854 for health and physique, .790 for temperamental qualities, .892 for academic status, .753 for intellectual abilities, .864 for habits and behavior, .795 for emotional tendencies, .848 for mental health and .760 for socio-economic status.

Self-made questionnaire for Internet usage.

PROCEDURE

Prior to initiation of the study, all participants gave their informed and written consent. Introductory interview with the participants was made at different school at Drug district, Chhattisgarh. They were aware about the objective of the research. Introductory interview, each participant was also illustrated the temperament of the research and the participants were illustrated about the privacy regarding acquaintance collected from them. They were urged to complete the questionnaire as per the instructions and after completion they returned the test and were acknowledged for their collaboration.

RESULTS

All 1000 cases were included for data calculation.Hierarchical multiple regression models were used to examine the role of gender on the relationship between predictors and career maturity. Control variables were entered in model-1, moderate variable in model-2, predictive variables in model-3, and the interaction term (predictive X moderate) entered in full model-4. The observed changes in the level of significance (viz. ΔF) were indicators of significance role of moderators (Aiken & West, 991). SPSS version 22.0 was used for prediction and moderation analyses.

A. Attitudinal

Table-1 shows that, in the first model control factors (socio-demographic factors) explaining 25.00% of total variance (R^2=.250; $F_{(8, 991)}$ = 80.512; p<0.01).

Table-1

Hierarchical regression models for the moderating effect of gender on the relationship between self-concept and attitudinal (dimension of career maturity)

Predictors	**Model 1**	**Model 2**	**Model 3**	**Model 4**
	β	β	β	β
School (1= Government, 2= Private)	.116*			
Age (1=13-14, 2=15-16)	.208**			
Family (1= Nuclear, 2= Joint)	-.129*			
Medium (1= Hindi, 2= English)	.237**			
Local (1= Rural, 2=Semi-urban, 3= Urban)	.275**			
Fathers Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.216**			
Mothers' Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.291**			
Total family income (per month)	.283**			
Gender (1= Boys, 2= Girls)	-	-.281**		
Self-Concept	-	-	.326**	
Gender X Self-Concept	-	-	-	.352**
R^2	.250	.306	.385	.520
Δ R^2	.250	.056	.079	.135
F	**$F_{(8, 991)}$ = 80.512****	**$\Delta F_{(1, 990)}$ = 6.953***	**$\Delta F_{(1, 989)}$ = 8.829***	**$\Delta F_{(1, 988)}$ =10.208***

*p<.05; **p<.01

In model-2, gender explained an additional 5.6% ($\Delta F_{(1, 990)}$ = 6.953, p<0.05) of the variance. In the model-3 with self-concept accounted for an additional 7.9% of variance ($\Delta F_{(1, 989)}$ = 8.829, *p*<0.01). In full model-4 the interaction term (gender X self-concept) was entered; this interaction added 13.5% ($\Delta F_{(1, 988)}$ = 10.208, p<0.01) to the explained variance of attitudinal.

B. Self-appraisal

Table-2 shows that, in the first model control factors (socio-demographic factors) explaining 19.00% of total variance (R^2=.190; $F_{(8, 991)}$ = 65.853; p<0.01). In model-2, gender explained an additional 3.5% ($\Delta F_{(1, 990)}$ = 5.872, p<0.05) of the variance. In the model-3 with self-concept accounted for an additional 10.8% of variance ($\Delta F_{(1, 989)}$ = 9.109, *p*<0.01). In full model-4 the interaction term (gender X self-concept) was entered; this interaction added 14.1% ($\Delta F_{(1, 988)}$ = 11.239, p<0.01) to the explained variance of self-appraisal.

Table-2

Hierarchical regression models for the moderating effect of gender on the relationship between self-concept and self-appraisal (dimension of career maturity)

Predictors	**Model 1**	**Model 2**	**Model 3**	**Model 4**
	β	β	β	β
School (1= Government, 2= Private)	.107*			
Age (1=13-14, 2=15-16)	.018			
Family (1= Nuclear, 2= Joint)	-.052			
Medium (1= Hindi, 2= English)	.187*			
Local (1= Rural, 2=Semi-urban, 3= Urban)	.027			
Fathers Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.228**			
Mothers' Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.231**			
Total family income (per month)	.210**			
Gender (1= Boys, 2= Girls)	-	-.225**		
Self-Concept	-	-	.356**	
Gender X Self-Concept	-	-	-	.390**
R^2	.190	.225	.333	.474
ΔR^2	.190	.035	.108	.141
F	**$F_{(8, 991)}$ = 65.853****	**$\Delta F_{(1, 990)}$ = 5.872***	**$\Delta F_{(1, 989)}$ = 9.109***	**$\Delta F_{(1, 988)}$ =11.239***

*p<.05; **p<.01

C. Occupational information

Table-3 shows that, in the first model control factors (socio-demographic factors) explaining 21.00% of total variance (R^2=.210; $F_{(8, 991)}$ =75.653; p<0.01). In model-2, gender explained an additional 4.5% ($\Delta F_{(1, 990)}$ = 6.012, p<0.05) of the variance. In the model-3 with self-concept accounted for an additional 4.0% of variance ($\Delta F_{(1, 989)}$ =5.852, *p*<0.01). In full model-4 the interaction term (gender X self-concept) was entered; this interaction added 13.5% ($\Delta F_{(1, 988)}$ = 10.208, p<0.01) to the explained variance of occupational information.

Table-3

Hierarchical regression models for the moderating effect of gender on the relationship between self-concept and occupational information (dimension of career maturity)

Predictors	**Model 1**	**Model 2**	**Model 3**	**Model 4**
	β	β	β	β
School (1= Government, 2= Private)	.239**			
Age (1=13-14, 2=15-16)	.090*			
Family (1= Nuclear, 2= Joint)	.206**			
Medium (1= Hindi, 2= English)	.109*			
Local (1= Rural, 2=Semi-urban, 3= Urban)	.231*			
Fathers Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.225**			
Mothers' Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.231**			
Total family income (per month)	.210**			
Gender (1= Boys, 2= Girls)	-	-.267**		
Self-Concept	-	-	.256**	
Gender X Self-Concept	-	-	-	.350**
R^2	.210	.255	.295	.485
ΔR^2	.210	.045	.040	.135
F	**$F_{(8, 991)}$ = 75.653****	**$\Delta F_{(1, 990)}$ = 6.012***	**$\Delta F_{(1, 989)}$ =**	**$\Delta F_{(1, 988)}$ =10.208***

			5.852*	

*p<.05; **p<.01

D. Goal Selection

Table-4 shows that, in the first model control factors (socio-demographic factors) explaining 23.00% of total variance (R^2=.230; $F_{(8, 991)}$ =80.210; p<0.01). In model-2, gender explained an additional 5.2% ($\Delta F_{(1, 990)}$ =7.158, p<0.05) of the variance. In the model-3 with self-concept accounted for an additional 6.5% of variance ($\Delta F_{(1, 989)}$ =8.014, *p*<0.01). In full model-4 the interaction term (gender X self-concept) was entered; this interaction added 11.8% ($\Delta F_{(1, 988)}$ = 10.108, p<0.01) to the explained variance of goal selection.

Table-4

Hierarchical regression models for the moderating effect of gender on the relationship between self-concept and goal selection (dimension of career maturity)

Predictors	**Model 1**	**Model 2**	**Model 3**	**Model 4**
	β	β	β	β
School (1= Government, 2= Private)	.247**			
Age (1=13-14, 2=15-16)	.032			
Family (1= Nuclear, 2= Joint)	-.251**			
Medium (1= Hindi, 2= English)	.260**			
Local (1= Rural, 2=Semi-urban, 3= Urban)	.282**			
Fathers Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.232**			
Mothers' Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.254**			
Total family income (per month)	.278**			
Gender (1= Boys, 2= Girls)	-	.254**		
Self-Concept	-	-	.298**	
Gender X Self-Concept	-	-	-	.378**
R^2	.230	.282	.347	.465

ΔR^2	.230	.052	.065	.118
F	**$F_{(8, 991)}$ = 80.210****	**$\Delta F_{(1, 990)}$ = 7.158***	**$\Delta F_{(1, 989)}$ = 8.014***	**$\Delta F_{(1, 988)}$ =10.108***

*p<.05; **p<.01

E. Planning

Table-5 shows that, in the first model control factors (socio-demographic factors) explaining 21.00% of total variance (R^2=.210; $F_{(1, 991)}$ =75.432; p<0.01). In model-2, gender explained an additional 4.0% ($\Delta F_{(1, 990)}$ =5.654, p<0.05) of the variance. In the model-3 with self-concept accounted for an additional 7.5% of variance ($\Delta F_{(1, 989)}$ =8.756, *p*<0.01). In full model-4 the interaction term (gender X self-concept) was entered; this interaction added 15.0% ($\Delta F_{(1, 988)}$ = 14.239, p<0.01) to the explained variance of planning.

Table-5

Hierarchical regression models for the moderating effect of gender on the relationship between self-concept and planning (dimension of career maturity)

Predictors	**Model 1**	**Model 2**	**Model 3**	**Model 4**
	β	β	β	β
School (1= Government, 2= Private)	.212**			
Age (1=13-14, 2=15-16)	.009			
Family (1= Nuclear, 2= Joint)	-.234**			
Medium (1= Hindi, 2= English)	.245**			
Local (1= Rural, 2=Semi-urban, 3= Urban)	.268**			
Fathers Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.257**			
Mothers' Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.260**			
Total family income (per month)	.212**			
Gender (1= Boys, 2= Girls)	-	-.256**		
Self-Concept	-	-	.316**	

Gender X Self-Concept	-	-	-	.418
R^2	.210	.250	.325	.475
ΔR^2	.210	.040	.075	.150
F	**$F_{(8, 991)}$ = 75.432****	**$\Delta F_{(1, 990)}$ = 5.654***	**$\Delta F_{(1, 989)}$ = 8.756***	**$\Delta F_{(1, 988)}$ =14.239**

*p<.05; **p<.01

F. Problem solving

Table-6 shows that, in the first model control factors (socio-demographic factors) explaining 27.60% of total variance (R^2=.276; $F_{(8, 991)}$ =93.432; p<0.01). In model-2, gender explained an additional 8.6% ($\Delta F_{(1, 990)}$ =7.012, p<0.05) of the variance. In the model-3 with self-concept accounted for an additional 10.4% of variance ($\Delta F_{(1, 989)}$ =9.015, *p*<0.01). In full model-4 the interaction term (gender X self-concept) was entered; this interaction added 16.1% ($\Delta F_{(1, 1986)}$ = 15.984, p<0.01) to the explained variance of problem solving.

Table-6

Hierarchical regression models for the moderating effect of gender on the relationship between self-concept and problem solving (dimension of career maturity)

Predictors	**Model 1**	**Model 2**	**Model 3**	**Model 4**
	β	β	β	β
School (1= Government, 2= Private)	.212**			
Age (1=13-14, 2=15-16)	.015			
Family (1= Nuclear, 2= Joint)	-.157*			
Medium (1= Hindi, 2= English)	.251**			
Local (1= Rural, 2=Semi-urban, 3= Urban)	.234**			
Fathers Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.225**			
Mothers' Education (1=Pre-Primary , 2= Primary, 3= High School, 4= Higher Secondary, 5= Graduation, 6= Post-Graduation)	.281**			
Total family income (per month)	.256**			
Gender (1= Boys, 2= Girls)	-	-.298**		
Self-Concept	-	-	.371**	
Gender X Self-Concept	-	-	-	.552**

R^2	.276	.362	.466	.627
ΔR^2	.276	.086	.104	.161
F	$F_{(8, 991)}$ = 93.432**	$\Delta F_{(1, 990)}$ = 7.012*	$\Delta F_{(1, 989)}$ = 9.015*	$\Delta F_{(1, 988)}$ =15.984*

*p<.05; **p<.01

Discussion

In the light of the above mentioned results it may be safely mentioned that gender has capacity to moderate the relationship between self-concept and internet usage and the all dimensions of career maturity. The reason may be attributed to the nature of variation of gender and self-concept and internet usage. A perusal of the above mentioned interaction terms (gender X self-concept) showed that for all the dimensions of career maturity these interactions added significantly variances to the explained variances.

As it has already been mentioned earlier that, under Indian cultural set up the pattern of socialization for males and females are different. During child rearing a male student is expected to choose a suitable career whereas a female student is expected to choose a suitable match. It is because of this fact gender played differentially in males and females with regards to career maturity. Thus when gender interacts with self-concept it moderates substantially the relationship.

The significant moderating effect of gender on the relationship between self-concept and internet usage and career maturity may also be explained on the basis of nature of self-concept. The Indian male students who have positive and high level of self-perception, beliefs, attitudes, felling pertaining to academic status, intellectual abilities, mental health and SES displayed high level of career maturity. Thus it is clear that due to specific nature of gender and self-concept under Indian cultural set up gender moderated the relationship between self-concept and career maturity.

Conclusion

Present study concluded that there is sufficient empirical and statistical evidence of the moderating effect of gender on the link between self-concept and internet usage and career maturity. Present research demonstrates thorough understanding of the moderating role of a gender on the link between self-concept and career maturity.

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