



4TH INTERNATIONAL MULTIDISCIPLINARY SCIENTIFIC CONFERENCE ON SOCIAL SCIENCES AND ARTS

ADAPTATION OF CAREER MATURITY INVENTORY-FORM C FOR HUNGARIAN SAMPLE LIVING IN TRANSYLVANIA



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Introduction

▪ Career maturity has been an important construct in vocational development theory and practice. In 2011 Savickas and Portfeli [9] developed the CMI into Form C, creating an adaptability form, which applies aspects from Savickas' [8] career construction theory.

▪ Being career mature means that an individual is able to accomplish the tasks that are appropriate for his or her age and stage of development [2].

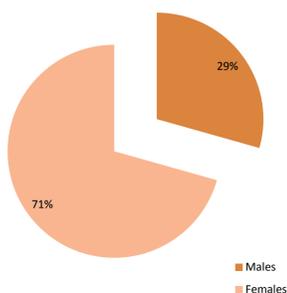
▪ Career maturity can be conceived as the extent to which an individual has acquired the necessary knowledge and skills to make a realistic career choice. An individual's readiness to make a well-informed, age-appropriate career decision and cope with career development tasks [7] is essential.

▪ The main purpose of this study was to adapt the Career Maturity Inventory-Form C (CMI-C) for Hungarian high school and university students from Transylvania. The novelty of the study was the fact, that the inventory was also applied to university students.

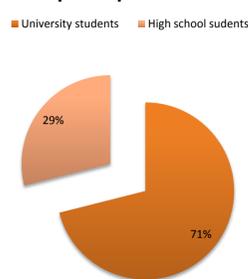
▪ The instrument is widely used among high school students, but according to data collected from National Alliance of Student Organizations in Romania in 2014, 41% of university students quit their studies before graduating because they thought the specialization was not suitable for them. Therefore, the immature attitude towards career choice is overly observed in universities, too.

Participants

Gender distribution



Students participated in the study



Instrument

Career Maturity Inventory Form C

• **Concern:** the extent to which an individual is oriented towards and involved in the process of making career decisions. The first step in the career decision-making process is to become aware of the choices that one must make in the immediate and intermediate future.

• **Curiosity:** extent to which an individual explores the world of work and seeks information about occupations and their requirements.

• **Confidence:** extent to which an individual has faith in her or his ability to make wise career decisions and realistic occupational choices.

• **Consultation:** extent to which an individual seeks advice from others in making career decisions and occupational choices.

• **CCC score** for career maturity is based on the 18 items of the concern, curiosity and confidence scale.

Conclusion

• Measuring the CCC and its dimensions, it was clear that there are differences between a high school student's readiness and a university student's readiness. But there was a decline at the age of 23-24 which can be explained by higher level of indecision due to the finishing of their studies.

• As expected and supported by other studies [10],[5] consultation is declined with the age, which means that the older population does not seek information as much as their younger counterparts

• The fact that the need for consultation varies, depends on whether the individuals make career choices in an independent or an interdependent relational style [10].

• The most important practical implication of our findings is that Hungarian practitioners (career counselors) from Transylvania should use this inventory in case they intend to investigate the readiness of a student.

• Another novelty is that the instrument was adapted to university students, too.

• According to the statistical analysis, the scale can be considered a valid and reliable instrument for practitioners, presenting good psychometric criteria and factorial structure among the examined sample.

Results

• To investigate the construct validity we used hierarchical Confirmatory Factor Analysis (CFA) with item loadings on concern, consultation, curiosity and confidence and the four construct loadings on readiness. This model was created with precaution [9], that is why we tested, whether the Transylvanian form in Hungarian fits this model, therefore it is valid to use. After running the CFA, two items were excluded from the concern scale because 2 items demonstrated insufficient loadings (e.g.>.2). [GFI]=0.91 [SRMR]=.023; [RMSEA]=.058);

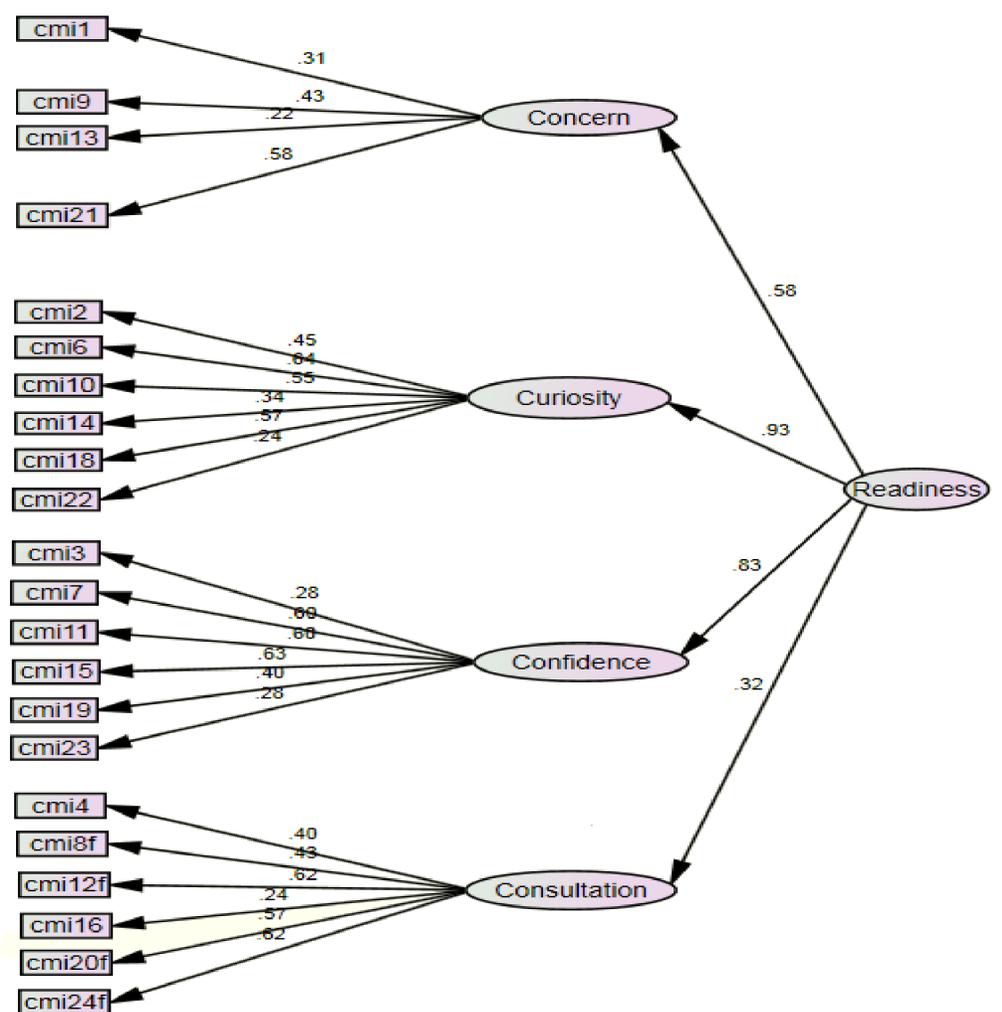


Figure 1. Measurement model of concern, control, curiosity, and confidence

• Coefficient alpha for the CCC (Concern, Curiosity and Confidence, 16 items) was .74. The subscales internal consistency analysis ranged from weak to good: concern attained Cronbach's alpha of .51, consultation .57, curiosity .65, and confidence .66. Acceptable correlation coefficient ($r=.76$) deriving from the split-half method also confirms the reliability of the CCC (16 items).

• There were no significant differences in CCC between female and male participants, but the concern and curiosity scales showed that women had higher level of concern than men, and male participants had a higher level of curiosity than female participants.

Selective bibliography

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