

CAREER MATURITY AMONG PROSPECTIVE TEACHERS IN RELATION TO SOCIO-ECONOMIC STATUS

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Abstract

The present study was designed to explore the area of career maturity in relation to Socio- Economic Status of Prospective Teachers. The study was done on the sample of 100 Prospective Teachers of District Fazilka (Punjab). Career Maturity Inventory by Gupta (1989), Socio Economic Status Scale by Bhardwaj (2001) were used to collect the data. Coefficient of correlation was calculated to find the relationship between career maturity and Socio- Economic Status and t-value to find the difference in Career maturity of secondary school students with respect to locale. The study concluded that career maturity has positive relationship with Socio Economic Status. On comparison of Rural and Urban Prospective Teachers, the results clearly indicate that the Urban Prospective Teachers possess significantly a higher career maturity as compared to rural Prospective Teachers.

KEYWORDS: Career maturity, Socio- Economic Status and Prospective Teachers

INTRODUCTION

In present scenario the importance of the career education and career guidance programmes has been recognized for secondary and senior secondary students especially in the context of recent changes in the Indian education system which aims to bridge the gap between education and life. Efforts are on at making education more work oriented. In the present system the ten year general schooling focuses on socially useful productive work and work-experience programmes. After this stage the students have to make a choice of courses from among the academic and vocational streams available in school for two years of senior secondary education, followed by three years of tertiary level education. The National policy on education, 1986 emphasizes the development of potentialities of every child in the school for proper utilization of the vast human resource for national development. It also stresses the need and importance of in-calculating positive attitudes towards all kinds of work. Hence there is a greater recognition and acceptance of the need to have adequately planned guidance programmes geared to this end. The role of education in the developing India, at present is extremely critical, in every two three years different educational committees and commissions are giving their recommendations to bring changes in the educational perspective of free India, so that the ultimate goal of the nation can be achieved. Starting from the Kothari commission (1964-66) to Patel Committee (1977) and

Adishesian Committee each of these committees gives stress on the vocational aspect of education. One of the recommendations given by Kothari Commission Report reads that “All the secondary stage the pattern of education should be such that it will enable the students to acquire proficiency in some vocational aspect so that they can get an opportunity to get self employment.” There is a growing concern among vocational psychologists and educators in India about the inability of our young students to make effective career decisions. Recent theory and research on career maturity in the United States has indicated that attitude towards career decision making are an important aspect of the process of career maturity.

Career education is very important especially in the context of recent changes in education system which aims to bridge the gap between work-oriented education and mature career choices. It enables the individuals to be realistic and competent to cope effectively with the career development tasks and prepare them for the world of work. Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to make an appropriate and realistic career choice and decision. They are expected to be emotionally intelligent, socially adjusted and intellectually capable of making congruency with his/her interest with his/her level of aptitude.

CAREER MATURITY

Career maturity is an important aspect of individuals' career development and decision-making, job and career satisfaction, and retention in the contemporary world of work. The concept of career maturity is defined as individual's ability to make age appropriate informed career decisions and manage his/her developmental task. Choosing an appropriate occupation by oneself is considered as one of the hallmarks of career maturity that is required in the process of career decision making. Career maturity refers to the individual's degree of readiness to choose, to plan and to prepare for future vocation. It is a pre-requisite ability to make a wise choice towards particular occupation and represents development along a continuum. Greater the maturity, greater is likelihood that individual is able to cope with developmental tasks at different stages of vocational development. Career maturity is the individual's ability to make appropriate career choices, including awareness of what are required to make a career decision and degree to which one choice are both realistic and consistence over time. Career maturity is a construct that has been investigated, measured, and debated for over 30 years. The term was first used by Super (1957) in his career development theory and can be defined as the extent to which an individual has measured the age-appropriate vocational tasks relevant to his or her developmental stage. The highlighted aspects of career maturity includes; 1. Obtaining information about oneself and converting such information to self-knowledge; 2. Acquiring decision- making skills and applying them in effective decision- making; 3. Gathering career information and converting it into knowledge of the occupational world; 4. Integrating self-knowledge and knowledge of the occupational world; and 5. Implementing the obtained knowledge in career planning. Career maturity is conceptualized as an individual's readiness to make well informed, age – appropriate career decision, and to shape one's career carefully in the face of existing societal opportunities and

constraints. Although educational and vocational choices are made by an individual but they are certainly influenced by many social and environmental factors which include socio-economic status of the family, home and family environment, sex, age, rural and urban background psychological factors which may include self-esteem, educational aspiration, academic achievement etc.

FACTORS AFFECTING CAREER MATURITY

Although an individual makes educational and vocational choices, they are certainly influenced by many environmental and psychological factors.

I. Environment Factors

Culture: The cultural milieu in which an individual lives affects his freedom by exerting the influence of the existing social patterns. Various conditions and modes of living in different cultures induce their members to take up jobs, in consonance with their prevailing systems and value structures.

Social Class : The social class affects an individual's vocational development by its influence on his becoming the kind of person he is and by the effects of the general socio-economic milieu of the family on the young person's attitudes, values, opportunities, and the reactions of others towards him.

Family: Parental education, family harmony, parent-child interaction, all affects career maturity of an individual.

School: Mac Caffrey (1980) found that students who had a high degree of participation in those extra-curricular activities which emphasized individual responsibility and a positive response to social expectations were more likely to evidence high levels of vocational tasks and dimensions as correlated with vocational behaviour.

Ecological Factors: Differences between sub-cultures demonstrated along geographical and residential lines are often reflected in the vocational growth of an individual. It is expected that individuals from rural areas lag behind in career maturity than individuals from urban areas due to lack of adequate opportunities.

2. Psychological Factors

Psychological factors work as catalysts for environmental factors and, however, are essential factors in themselves.

Interests: The strength and direction of the individual's interest represents an important aspect of his personality. This characteristic affects his educational and vocational pursuits. Interests are an important factor in determining the career maturity of the students indicated that teachers are able to translate students' interest in person and things into career interest in a better manner. The, results, provide the evidence that students interests are plastic and able to be shaped. **Academic Achievement:** It is a well-established fact that those students who have better academic records tend to be vocationally more mature individuals than those whose academic achievement are poor.

Environmental and psychological factors are helpful in developing realistic educational and vocational self-perceptions of an individual. The integrated person displays an effective balance in his behavior.

Vocational maturity is the result of an interaction of environment and psychological variables. Thus, environmental and psychological factors specifically socio-economic status, academic achievement and interests – all play an important role in determining the vocational choice and career maturity of an individual.

Personality: Career development seems to be a reflection of general personality development. Individual's self-concept is considered as one of the important components of personality. Positive self-concept, self-esteem, self-actualizing components, personal adjustment, career adjustment etc. are required for healthy adjustment. Career development constitutes an aspect of personal development, which is intimately linked to the formulation and consolidation of mature self – identity.

Sex: Studies examining sex differences on career maturity variables have established that girls are vocationally more mature than boys. Evidence is also available that there are no significant differences among boys and girls in vocational maturity with regard to school samples. **Intelligence:** Many researchers have traced the importance of intelligence in career development and in achieving career maturity. **Aptitudes:** The success of a person in a job or vocational setting depends on his special abilities and his motivations.

SOCIO-ECONOMIC STATUS

The “Socio-economic status” is a blending of the two status as enumerated earlier. Though none of the two can exist without each other yet they are distinctively different. Socio-economic status appears to be the resultant of the position of individuals in society under a complex fusion of both of them which often do not run parallel to each other in their areas. This intermingling took place in an undefined and curious manner eventually to present an indicator of socio-economic status. 'Socioeconomic' status would, therefore, be a ranking of an individual by the society he lives in, in terms of his material belonging and cultural possession along with the degree of respect, power and influence he wields. Socio-economic status is an index of power and prestige of the family. It refers to social and economic standing. A person who has high standing and a furnished house of good quality is said to have a good socio-economic status. The term socio-economic status in a layman's way of thinking would simply refer to the hierarchical stratification as the society into three main categories viz. high, middle and low.

Socio-economic status is typically broken into three categories, high socioeconomic status, middle socio-economic status, and low socio-economic status to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed. A fourth variable, wealth, has also be added in determining of socio-economic status.

Kalia and Sahu (2012) socio economic-status which states, “Status of family in relation to its level of socio-cultural participation, ability to influence mass, level of education, kind of education, kind of occupation, financial position, health-well-being, lifestyle, level of aspiration, kind of gadgets, services and leisure facilities that the family enjoys.”

REVIEW OF RELATED STUDIES

Badola (2013) revealed that the dimensions of home climate namely control, protectiveness, social isolation, deprivation of privileges and rejection differ significantly on their career decision maturity where as the effect of school environment dimension namely-only rejection differed significantly of senior secondary students on their career decision maturity. Sirohi (2013) revealed that females are found to possess higher career maturity than their male counterparts. Students of private schools show higher career maturity attitude as compared of students of government schools. Moreover, students in schools with vocational guidance and counseling provisions show high career maturity in self awareness and occupational information as compared to none from those schools which are deprived of these provisions, similarly in choosing a job, the students who are privileged to be exposed to the guidance and counseling programmes show much higher career maturity than their underprivileged counterpart. Krishna & Visvanathan (2014) aimed to investigate the self perception and career preference of the higher secondary students in Tamil Nadu. The findings of the study revealed that the higher secondary students have an average level of career preference in ten vocational fields. Also it is found that the higher secondary students in general have given first preference to education field and least preference to artistic and designing. Ottu & Idowu (2014) revealed significant joint effect of openness to experience and conscientiousness on career maturity; significant independent effect of openness to experience on career maturity and no significant effect of conscientiousness on career maturity. There was also a significant influence of gender on career maturity with males showing more career maturity than females. Rani and Gupta (2015) revealed a significant difference in career maturity of male and female adolescents. Adolescents having high intelligence were more mature about their career as compared to adolescents having low intelligence and (iii) significant relationship was found between career maturity and intelligence of adolescents. Andleeb and Ansari (2016) found that Male students were found more aspired about their career and were more mature about their career than female students.

RATIONALE OF THE STUDY

Career maturity leaves the deep impression on the minds of the young one's. Career maturity is not thought of as a goal in effect achieving satisfaction and success in an occupation. Socio- economic status has a great role in selection of occupation for life. Parents have the most important place in the life of children; socio-economic status has a strong impact on career maturity of their children. If socio-economic is positive then their children would be motivated towards their higher achievement and success, Socio-economic is an important factor of growth of students and has also impact on children's career maturity. The accepted child is generally better socialized cooperative, friendly, emotionally stable and cheerful. Socio-economic status will contribute in the field of career maturity which then contributes to the success of the individual in their area of work.

Man is a social being. He never works in isolation. Every job, especially a teacher's job involves active interaction with other individuals. The efficient work of teacher can be affected by many factors like working hours, frustration, job satisfaction and occupational stress. Many male and female are teaching in schools. They

have to do a lot of work. Their lives become stressful. Stress badly affects their marital life and Socio Economic Status with stressful mind. They find difficult to adjust in job, home and socio-economic field and thus, affect their marital

adjustment. The studies done in this field are few. This inspired the investigator to explore the field. Hence, the present study entitled study of career maturity among Prospective Teachers in relation to socio-economic status.

OBJECTIVES OF THE STUDY

1. To study the relationship between Socio-economic status and Career maturity of Prospective Teachers.
2. To study the significance of difference between Career maturity of Prospective Teachers with respect to locale.

HYPOTHESES OF THE STUDY

1. There will be no significant relationship between Socio-economic status and Career maturity of Prospective Teachers.
2. There will be no significant difference between Career Maturity of Rural and Urban Prospective Teachers.

METHODOLOGY

Descriptive survey method of research was employed to investigate the relationship between Socio economic status and career maturity of Prospective Teachers.

Sample: The sample of the present study consist of 100 Prospective Teachers from District; Fazilka.

TOOL USED

1. Socio-economic status scale by Bhardwaj (2001).
2. Career maturity Indian adaptation by Gupta (1989)

RESULTS AND DISCUSSION

Table-1

Co-efficient of Correlation of Career maturity and Socio- Economic Status of Prospective Teachers

Variables	N	df	Co-efficient of Correlation
Career maturity	100	98	0.272
Socio - economic status			

0.05 = 0.195; 0.01=0.254

In the present study the data was analyzed by using co-efficient of correlation between two variables. Table-1(testing hypothesis-1) indicates the coefficient of correlation of career maturity with socio-economic status. The coefficient of correlation value ($r=0.272$; $r>0.01$), indicates the significant positive relationship of career maturity with socio economic status.

Table 2**Mean difference in Career maturity of Rural and Urban Prospective Teachers**

Group	N	Mean	S.D	t-ratio
Rural Students	50	49.13	4.02	3.11
Urban Students	50	51.26	5.53	

0.05=2.40 ; 0.01=2.69

Table 2 shows the t value (3.11) which indicates that there is significant difference in career maturity of Rural and Urban Prospective Teachers with respect to locale. Hence the hypothesis “There will be no significant difference between Career Maturity of Rural and Urban Prospective Teachers is not accepted. As the mean scores of urban students (51.26) were more as compare to mean scores of rural students (49.13). Hence urban students are more career mature as compare to rural students.

EDUCATIONAL IMPLICATIONS

1. Regular orientations through lectures and seminars should be made so that they can know their interests and improve their career maturity according to their social competences and socio-economic status.
2. Yoga and meditation yield towards self-realization and can be used as a tool to promote career maturity.
3. The social-classes existing in the society can not be abolished but of course, more programs can be designed to fill this gap and give equal chance to all students despite existing socio-economic differences.
4. In professional colleges trainees focus on their career and mastery in the courses not on other factors.
5. Teachers should not consider socio-economic status of students, they should avoid –favoritism.

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