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STUDY OF RELATIONSHIP BETWEEN VOCATIONAL IDENTITY AND CAREER MATURITY

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ABSTRACT:

The present research deal with study of relationship between Vocational Identity and Career Maturity. The main objective of the study was to find out the correlation between Vocational Identity by and Career Maturity of high school students 252 boys and girls each were selected randomly for the sample Vocational Identity Scale by F.Vega and Moura and Indian adaptation of Career Maturity Scale by Crites done by Dr. Nirmala Gupta were used. The result showed there was a positive significant correlations between Vocational Identity and Career Maturity for boys (0.18-<0.05), l Girls (0.14-<0.05) and students (+0.16-<0.01). This shows that increase Vocational Identity enhances Career Maturity.

KEYWORDS: Vocational Identity and Career Maturity , highly technical and scientific.

INTRODUCTION:

In the present era, technology is transforming at a very fast pace and this is affecting every aspect of the place of work for a common man the width and scope of new opportunities is making the rapidly changing, highly technical and scientific new millennium. This fast changing work environment at the place of work has brought about vast changes in every aspect of vocational scene. It can be seen that there are thousands of jobs everywhere but still there are about 40 million job seekers who are officially registered. Therefore, it is very important to give information and proper guidance to be able to make an intelligent career decision. The decision of choosing one's career is the most important one is

an individual's life. Yet, often it is made on the basis of unrealistic professional aspirations, inadequate knowledge, parental and societal pressures, emotional factors and some other like factors. It is not surprising therefore that many people find themselves in careers that have little to do with their aptitude, skills and desires. They drift into jobs they are unsuited for and end up dissatisfied, frustrated, overstressed and often bored.

There are several motivating factors that influence the choice of career and one's attitude to work. Some people are in their Jobs basically for money, but they also live for the recognition it provides or the intellectual stimulation it provides. Others choose to work for social contacts, self-identity and some for power, status and the opportunity it provides to exert influence over people. So, it is important to test the reasons for wanting to work and

rank the motivators according to their level of importance.

In this age of advancement, affluence and technological transformation, the social scene is changing and work has assumed a different meaning. Today, the materialistic aspect of work contains more value and emphasis and the religious and moral sentiments of previous years are fading out. Today's youth considers personal gains and personal development as goals in life, living in the present and planning for the future, Previously, pleasure was sought though intrinsic satisfaction in work but now it is coupled with materialistic gains.

The present work

structure is automated and it is more instrumental in alienating youth from intrinsically valuing work. An average worker's work today centres around monotonous, pushbuttons, repetitive tasks dominating the scene due to mechanization and micro level division of labour and work units. This work experience is very depersonalizing experience and therefore does not provide any self-fulfilment which was an essential characteristic of old culture of work.

Therefore, it will be very beneficial to understand career maturity in relation to vocational identity, As a result of this study, career counsellors in schools will be able to help students evaluate their abilities, interests, talents and personality characteristics to develop realistic academic and career goals. Educational planners, curriculum designers, administrators and career guidance personnel could make proper educational policies so that valuable time and potentialities of each individual can be used properly for realistic entry into the world of work. Students will not waste their time in making error of judgment and then correcting them. A systematic well organized guidance programme can be provided to all students to prepare themselves for an appropriate life goal. By conducting this study, it is aimed at providing scientific base to formulate appropriate strategies for vocational development of adolescents. **Erik H. Erikson's** theory of psychosexual development (1968) along with the theory of life span development play a key role in shaping up the concept of vocational identity and they also have a major implication on career development concepts theories and stages. The stage of identity formation during adolescences and youth period has always been a focused point for career researchers globally.

The most widely known career development theory is given by Super (1974) and is known as career theory. Super (1974) laid emphases on the three main perspectives of vocational guidance. (i) Developmental perspective which focuses on the life course of vocational behaviour in career development. (ii) Phenomenological perspective which emphasizes the rate of self-concept in the process of developing career of an individual and (iii) The contextual perspective which brings forward the importance of multi-social roles across the life span of an individual .

Career competence and career attitude, together form career maturity. When a process continues over a long period of time there are many factors which can influence it's process, Career attitude and career competence constitute career maturity (Crites, 1973). Career attitude draws out the feeling alongwith subjective reactions and dispositions and individual has towards making a career choice and entering into the world of work (Crites, 1978).

If a relationship is found between emotional intelligence and career, maturity, suggestions may be given to guidance personnel so that the students may be helped in proper choice of then vocational goal and avoid frustrations at a later stage of life.

Objective: -To study the correlation between Emotional intelligence & career maturity of boys, girls and students.

Hypothesis- There is no relationship between emotional intelligence and career maturity of boy, girls and students.

Sample of study is given in the following table.

Table No.-1
Sample:- Sample of study

Group	N.
Boys	252
Girls	252
Total	504

Tools

- (i) Vocational Identity Scale –F. Vega and Moura
- (ii) Career Maturity Scale-crites- Indian adaptation by Dr Nirmala Gupta.

Method- Vocational Identity Scale and Career Maturity Scale were administered on the sample for the study. After scoring correlation between Vocational Identity and Career Maturity were calculated by product moment method.

Table No.- 02
Comparative results of Vocational Identity and Career Maturity

Group Variables	N	M	S D	r	P. Value
Boys VI	252	89.02	9.00	+0.18	< 0.05
CM	252	57.96	13.48		
Girls VI	252	91.17	16.59	+0.14	<0.05
CM	252	61.86	12.71		
B+G VI	504	90.10	13.38	+0.16	<0.01
Students CM	504	59.91	13.23		

df – 251/503 value for significance at level 0.05---0.138/0.088
0.01---0.181/0.125

The results from the above table show that there is low positive significant correlation between vocational identity and career maturity of boy and girls and students (boys & Girls). So it may be concluded that there is low positive significant correlation between vocational identity and career maturity of boy and girls and students. The results of vocational identity and career maturity shows that for all the three groups i.e. boys, girls and students there is significant relationship between the two variables though the degree of correlation is negligible but positive. The direction of scoring which is positive as such. If the vocational identity of a person is high the career maturity will also be high. Chung P.A (1988) studied the Harrison's model of career decision making process to find out the influence of vocational identity, attitudinal career maturity, school adjustment and decision making style on career decision making process. The result showed that vocational identity had the strongest directional on the attitudinal career maturity and career decision making process.

The above result shows that vocational identity has an effect on career maturity and decision making process. It can also be said that there is a correlation between vocational identity and career maturity, so the above results are in concurrence with the results of the present research work. If one vocational identity increases there will be an increase in the career maturity which also.

It is significant to mention that the information of vocational identity starts when a child develops a sense of industry. A child when successfully establishes a sense of work, has the capacity to feel useful they begin to feel confident in their abilities to make things and to make them well, they gain confidence in their abilities to learn what it takes to be well functioning and productive member of society. Developing a firm sense of industry in childhood is necessary condition for developing a self chosen identity during adolescence and young adulthood, for developing a firm vocation identity.

Thus if sufficient vocational information is provided to students there are chances that they will help in the development of vocational identity which may ultimately result in developed career maturity which will help in better career decision making person.

CONCLUSIONS-

There is a significant positive correlation between Vocational Identity and Career Maturity for all the three groups. There is significant positive correlation (0.18 at 0.05 level of confidence) for boys (0.14 at 0.05 level of confidence) for girls and (0.16 at 0.0 level of confidence) for boys and girls taken together

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