

## VOCATIONAL MATURITY AND ITS RELATIONSHIP WITH GENDER AND LOCALITY OF PRE SERVICE TEACHERS

DR. SHER SINGH

PRINCIPAL, HIMACHAL COLLEGE OF EDUCATION, NALAGARH, DISTT SOLAN, HP.

---

### ABSTRACT

This study aims to identify the vocational Maturity level of pre service teacher in relation to their gender and locality. This study was conducted on a stratified random sampling technique and a sample of (100) male and female pre service teachers at the bachelor of education degrees were selected randomly out of seven B.Ed. colleges located in Sirmour District of Himachal Pradesh. In the present this purpose Descriptive Survey Method of research was used. 1. Vocational Attitude Maturity Scale by Dr. Manju Mehta was used to collect the data pertaining to the Vocational Maturity of the pre service teachers with 5 dimensions of the Test. i. Involvement in the choice process. ii. Orientation towards the problem of vocational choice .iii. Independence in decision making. iv. Preference for factors in vocational choice. v. Conception of vocational choice. The major findings of the study resulted into: **1.** there exists no significant difference between vocational maturity Pre service teachers.**2.** There is no significant difference between male and female students of Pre service teachers. **3.** There is positive relationship between Vocational Maturity of male and female students of Pre service teachers.**4.**The study results indicate that vocational maturity level of the Rural and Urban Pre service teacher varies medium to high. However the Male and female Pre service teacher have no difference in their vocational maturity. This reflects Pre service teacher's posses' high level of vocational maturity.

**Key words: Vocational Maturity, Pre Service teachers, Gender, Locality.**

---

### INTRODUCTION

Today Education system is working on a pattern which is totality transformed as compared to tradition educational system. In present scenario education does not mean only to produce civilized person but its aim is to produce self sufficient individual. It should enable the individual to earn livelihood. In this era role of education doesn't limits to imparting knowledge, but also to prepare him for future. As Gandhi said, "Education should enable a person to earn his livelihood" Thus proper choice of vocation has attained much importance in this modern society. It is often said, that the adolescents must understand their interests, abilities and need of time and then relate themselves to the present existing solution before taking array find decision about their career or vocation in which they want to work.

Twentieth century is the age of science and technology with the advancement of industrialization and speedy achievements made by man in scientific technological and industrial fields in science has influenced each and every aspect of man's life in his vocation. The economic aspect of life dominates all other aspects of life. Every person who chooses an occupation looks at the various opportunities which he thinks are open to him, compares them and select the one which appeals to him. He may do this thoroughly and systematically and realistically he may do it causally or impulsively or fantastically. Various occupations are channels of struggle through which one intends to reach the goal of happiness. Happiness of individual depends upon the choice of work or vocation. As we are living in the age of specialization there are thousands of occupations. We are living in a complex world of work.

As the process of education goes on we come across students with different abilities, interest, aptitude and personality traits. Being competitive in nature they try to live up their self imposed standards which are quite high. The choice of vocation is not made all the one of even in a short span of time. It is a development process that takes many years during which the ultimate decision is determined by a series of actions and occurrences. It involves forming interest, making consistent and competent choice and developing attitude towards career.

### **MEANING OF VOCATIONAL MATURITY**

Vocational maturity is an important concept which helps an individual in choosing the most appropriate and suitable. Individual should have knowledge about himself and the world of work. Vocational maturity and appropriateness of vocational choice have been found closely related to each other. Thus it is very important to assess rate and level of individual development with respect to career matters, so that help may be given in this regard. The words Career Development,

Vocational Maturity is used to as the goal of vocationalisation and if a system approach to achieve it, is to be mounted, measures of career maturity are needed in order to asses pupil readiness to make educational and vocational decisions or to participate in particular types of vocational development experiences, to serve as a diagnostic instrument for determine treatment and to evaluate the degree to which the strategies for aiding are accomplishing their objectives. A good decision at a right time becomes an asset and wrong decision a liability for life.

The present world is a competitive world. Only those who select the vocation according to interest or abilities would survive. So, the adolescents have to equip themselves with some occupational knowledge, skills of decision making and coping skills as well as self esteem and this can be done if they are aware about their vocational attitude.

Vocational education as we understand it today started in the early twentieth century. The industrialized countries of the West were the first to notice the benefits of having a specialized skilled work force and diverted funds to institutions that taught such skills.

Countries in the Asian region have placed varying emphases on general and vocational education, depending upon several historical, social, economic and political considerations. While general secondary education is somewhat of homogenous nature, there is a diverse pattern of provision of vocational and technical education and training (abbreviated hereafter simply as VET) in many countries. It includes at least two major forms: vocational and technical education in formal education systems (lower and senior secondary schools, post-senior secondary but less than college level institutions like polytechnics, and colleges at tertiary level), and training outside formal system of education (pre-employment training and on-the-job-training).

Career or vocational 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 mastered the age appropriate vocational tasks relevant to his or her developmental stage (Betz, 1988). Thus, adolescents are career mature if they are able to make tentative career decisions and if they have gained knowledge about educational and occupational alternatives. According to Crites (1978), career maturity is essential in the choice of a career. A career immature person cannot make an optimal career decision. Crites (1978) and Super (1957) maintained that a career mature person displays certain characteristics: the career mature person will gather information about the self in order to gain insight, obtain the necessary competencies in order to make an informed decision, integrate self-knowledge and knowledge of the world of work, and implement the above mentioned knowledge when planning a career

## **REVIEW OF THE LITERATURE**

The review of literature act as a link between the research proposed and the studies already done Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose.. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective.

## **STUDIES PERTAINING TO VOCATIONAL MATURITY**

**Roy (1978)** found that there was gradual increase in the mean of vocational development in the increase in educational status. Among three social variables only the socio-economic status variables was positively and significantly related to the vocational development index.

**Yadav (1979)** examined that intelligence and socio-economic status were two factors which start influencing the vocational preferences of the time of choosing their courses of study. Intellectually brighter and economically better students went to science and commerce streams and poor once to arts and in turns their vocation preferences were by and large in time influence their courses of study

**Holland (1997)** revealed that several factors influence the development of vocational interest including peers, parents, socio-economic status, class, culture, physical environment and reinforcement histories. Likewise, there were a number of factors that influence a work environment, including physical environment, job requirement and social environment.

**Salami (2004)** revealed that most secondary students in Nigeria are not vocationally mature by the time they are leaving school. The reason is that the technical aspects of the secondary school curriculum could not be fully implemented due to lack of qualified personal and equipment.

**Yost, D.S. (2006).** This study incorporated qualitative methods to identify the obstacles, the aspects of teacher education that shaped success, and the extent that teachers were able to use critical reflection as a problem-solving tool.. Results of the study supported the view that the development of self-efficacy during teacher training involved opportunities to successfully apply learning in practice, and to critically reflect upon challenges. A supportive school environment was not found to be the most important factor in retaining teachers, since efficacious teachers tended to transfer rather than drop out of teaching altogether.

**Walker, K. (2007).** Teaching is recognised as a challenging profession in which teachers have to meet multiple demands of the school and the wider community. This short paper discussed the teacher resilience and Wellbeing series of units incorporated in the teacher education program at James Cook University. The units were argued to help student teachers understand issues around resilience, develop skills to identify negative stress and devise strategies to deal with stressors using accessible resources and colleague support. In the conclusion, the author emphasised that teacher resilience as a learning subject is significant to prepare pre-service students for the demanding role of classroom work.

**E. Cornu, R. (2009).** This paper uses Jordan's model of relational resilience as a framework to discuss the professional experiences during pre-service teacher education at an Australian university. This model suggests that engagement in "mutually empathic and responsive relationships" is the key to developing resilience. Using the results of survey data, the main features of this university's "Learning Communities" model of professional experience that contribute to the development of the pre-service teachers' resilience are identified. For example, peers, mentor teachers and university mentors provide support of somewhat different types.

**Chong, S., & Low, E.-I. (2009).** This study explored the developing professional identities of student-early career teachers, including their motivations for joining teaching and how they feel towards teaching and the teaching profession at different times (at entry and exit of their teacher training and at the end of their first year of teaching). The study concluded that teacher education programmes should place a priority on supporting student teachers as they build a positive professional identity. In addition, it was argued that schools should monitor and support beginning teachers' coping and assist them to keep building a positive professional identity.

**Jennings, P. A., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2011).** The results indicated that the teachers in study one demonstrated improvements for pre-post intervention in well-being and found the program enjoyable and beneficial for their teaching. Overall, they were satisfied with the program due to an improvement of their classroom management skills and relationships with students. In particular, urban teachers were able to self-regulate to find balance in work and life, whereas suburban/semi-rural teachers did not report such a high level of satisfaction. Moreover, suburban/semi-rural participants did not find the intervention program very engaging or beneficial. The discrepancies in the findings suggested that CARE may be more effective in supporting teachers working in high-risk settings.

**Belknap, B. M. (2012)**The study explored nine early career female teachers' perceptions of resilience in three school districts in a large metropolitan area.. The study had implications for support systems for new teachers in the form of formal induction or informal teams or mentors. Future research is recommended to compare perceptions of resilience across different groups of teachers and different school settings.

**Curry, J. R., & O'Brien, E. R. (2012).**This article explored how a wellness paradigm may reduce work-related stress and promote teacher resilience. The researcher suggested that wellness is a promising practice that can be incorporated in teacher training programs to help pre-service teachers learn how to foster resilience. Within the wellness paradigm, the researcher recommended that beginning teachers should focus on five domains: physical health and nutrition, leisure, relationships, school- or work-based pursuits, and an additional area of their choosing (i.e., spirituality, finances, hobby, etc.).

**Coetzee, S., Ebersöhn, L., & Ferreira, R. (2013).** This paper, which examined how to sustain teacher resilience in poverty and rural education settings, defined resilience as “a process of risk management and development despite adversity within the complex interaction between a person's lifespan, life roles, culture and personal beliefs” (p. 4). As a conclusion, the authors pointed out that resilience is a condition of a teacher's well-being and appears to be enabled and sustained by adversity.

## **SIGNIFICANCE OF THE STUDY**

In present scenario education needs to be linked with immediate placement to make it usable and practical in nature, so more stress is laid on vocational career, but are our educational institutions are not turning out really skilled youth, who have real employment potential as per the requirements of vocation. In order to survive in the competitive world, certain competencies needs to be imbibed in students which are sense of innovativeness, positive self concept, ability to face problematic situation, decision making abilities. All these needs to be encouraged .

Importance of this study is very much in the present era of competition. Because this world signify the placement of a right person at right job and its importance in helping the student to choose job or occupation according to his potentialities or entrepreneurial traits. So the need of the situation is that apart from making our students vocationally

mature, our education system should also provide training and knowledge in entrepreneurial skills. It is often said that adolescents must understand their interests, abilities and need of time and then relate themselves to the present existing situations before taking any final decision about their career or vocation in which they want to work. Stage of adolescence is very critical. This is the stage of choosing right path for future progress.

Vocational plan and selection of courses are related, vocational maturity is very important concept which helps an individual in choosing the appropriate and suitable vocation thus making vocational adjustment, the present study aims at identifying or exploring the level of vocational maturity of students of pre service teachers.

### **OBJECTIVES OF THE STUDY**

1. To assess vocational maturity of the Pre service teachers.
2. To find out difference in vocational maturity Level among the Male Pre service teachers.
3. To find out difference in vocational maturity Level among the Female Pre service teachers.
3. To find out difference in vocational maturity Level among the Rural Pre service teachers
- To find out difference in vocational maturity Level among the Urban Pre service teachers

### **HYPOTHESES OF THE STUDY**

1. There is no significant difference in the level of Vocational Maturity between male and female students of Pre service teachers.
2. There is no significant difference of Entrepreneurial Traits between male and female students of Pre service teachers.
3. There is positive relationship between Vocational Maturity and Entrepreneurial Traits of male and female students of Pre service teachers.

### **METHOD**

The present study is a descriptive survey method is used. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and to draw valid generalizations and conclusions from the facts discovered. It is a descriptive study that concerned with description of existing phenomena with an objective to justify current condition and make more intelligent plans for improving them.

## SAMPLING TECHNIQUE

Data will be collected by using stratified random sampling technique. Stratified random sampling means, a method of sampling, which involves the division of a population into smaller groups, known as strata. In stratified random sampling, the strata are formed based on their members sharing a specific attribute or characteristic. A random sample from each stratum is taken, in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample.

## SAMPLING SIZE

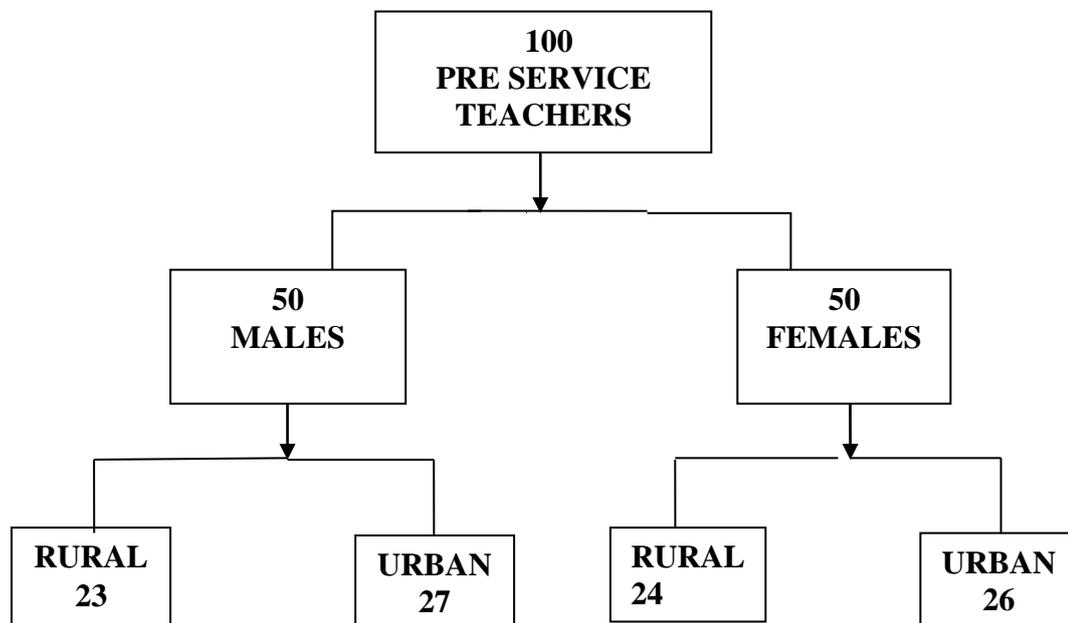
The study was conducted on 100 Pre service teachers of District Sirmour in the state of Himachal Pradesh,

## SAMPLING AREA

The area of sampling where the study was conducted is 100 students of Bachelor of Education (B.Ed.) in the teacher training Institutes located in the Sirmour District of Himachal Pradesh.

## SAMPLING FRAME

The study will be conducted on the students of BBA of LPU. Sample will be chosen by employing stratified random sampling technique.



## DATA ANALYSIS

Data collected was put for tabulation and statistical calculation. Various statistical techniques like calculation of Mean, and percentile.

**TOOL**

In the present study following tools will be used. They are:-

1. Vocational Attitude Maturity Scale by Dr. Manju Mehta.

**DIMENSIONS OF TEST**

The test consists of five items or factors purposed by Crites (1971)

1. Involvement in the choice process.
2. Orientation towards the problem of vocational choice
3. Independence in decision making.
4. Preference for factors in vocational choice.
5. Conception of vocational choice.

**RELIABILITY**

The reliability of this scale was determined by Kuder Richard formula-20 on the score of standardization sample. The reliability co-efficient was equal to.89 which is very high.

**VALIDITY**

The validity of scale has been calculated to be .875. Furthermore factorial validity of scale was also established by factor analysis of data of 168 subject's items. It was done by using principal component analysis method.

**ADMINISTRATION OF THE TEST**

The questionnaire booklets were given to the subjects. Instructions are written on the booklet. There is no time limit for the test, the students were ensured that the answers will be kept confidential. They will be also told that there are no right and wrong answers to the statements. Questions are designed to find out differences in attitude towards various matters related to vocational choice. In total, there are 20 items in the test. Each item has to be answered in the YES or NO and no statement is to be left out.

**SCORING**

Each item to which keyed response were given was awarded the score of one. Score of every student is total number of keyed responses.

**STATISTICAL TECHNIQUES**

Statistical techniques bring objectivity in interpretation and lead reliability in the results. In research studies statistics used not only to understand and compare data but also to test hypotheses. To test the significance of the variable under study the investigator used mean, standard deviation, correlation and t-test.

**RESULTS AND DISCUSSION****VOCATIONAL MATURITY OF MALE PRE SERVICE TEACHERS**

This section shows the data of vocational maturity of Male Pre service teachers. Table -1 reflects the mean score of the male pre service teacher in terms of their vocational maturity.

**VOCATIONAL MATURITY OF THE MALE PRE SERVICE TEACHERS**  
**TABLE -1**

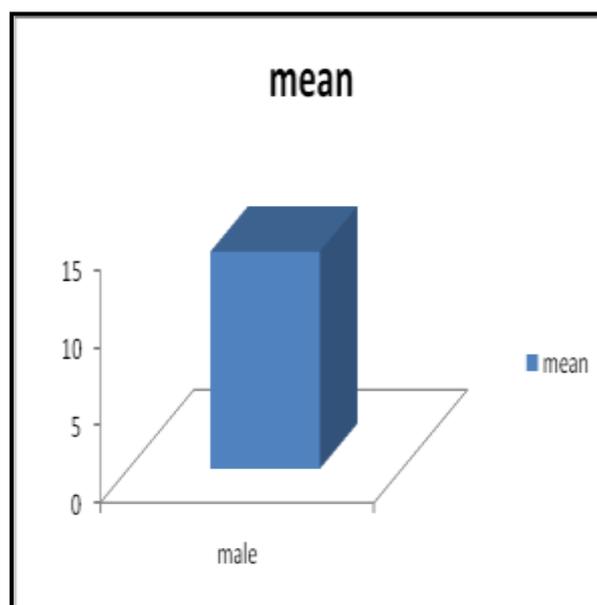
N	Mean Score
<b>50</b>	<b>14.06</b>

**(Vocational Maturity of male Pre Service teachers)**

The above table shows the data relating to vocational maturity of the male Pre service teachers. The table depicts that the mean score of male Pre service teachers in vocational maturity is 14.06. The mean score falls on 69 percentile as shown in the test manual. This reflects that male Pre service teachers possess high vocational maturity.

**FIGURE-1**

**GRAPHICAL PRESENTATION OF THE SCORES VOCATIONAL MATURITY OF MALE PRE SERVICE TEACHERS**



**Figure 2.1** depicts the vocational maturity scores of male students of pre service teachers.

**VOCATIONAL MATURITY OF FEMALE PRE SERVICE TEACHERS**

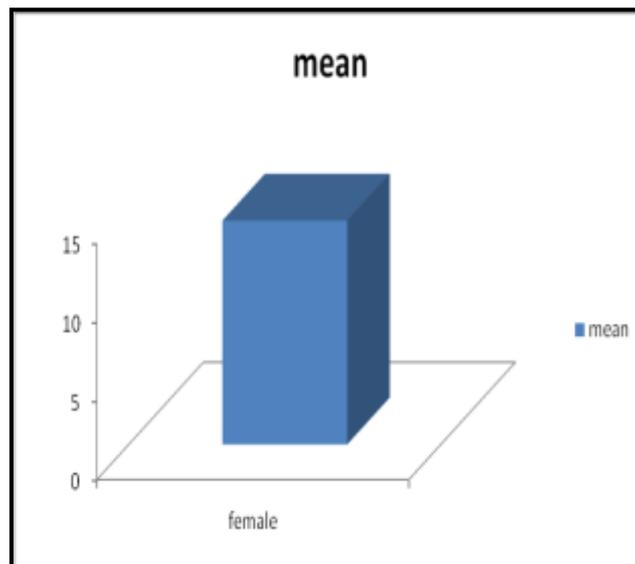
This section shows the data of vocational maturity of female pre service teachers. The table-2 shows the mean scores of the Female pre service teacher in relation to their Vocational maturity.

**TABLE -2**

<b>N</b>	<b>Mean Score</b>
<b>50</b>	<b>14.24</b>

**(Vocational Maturity of female Pre service teachers)**

The above table shows the data relating to vocational maturity of the Pre service teachers. The table depicts that the mean score of female Pre service teachers in vocational maturity is 14.24. The mean score falls on 69 percentile as prescribed in the test manual. This reflects that female Pre service teacher's possess high vocational maturity.

**FIGURE-2.1****GRAPHICAL PRESENTATION OF VOCATIONAL MATURITY SCORES OF FEMALE STUDENTS OF PRE SERVICE TEACHERS**

**Figure 3.1** depicts the vocational maturity scores of female students of pre service teachers.

**TABLE -3****VOCATIONAL MATURITY OF THE PRE SERVICE TEACHERS IN RELATION TO THEIR LOCALITY**

<b>SN</b>	<b>LOCALITY</b>	<b>N</b>	<b>MEAN SCORE</b>
<b>1</b>	<b>RURAL</b>	<b>47</b>	<b>11.20</b>
<b>2</b>	<b>URBAN</b>	<b>53</b>	<b>16.14</b>

The above table shows the data relating to vocational maturity of the Rural and Urban Pre service teachers. The table depicts that the mean score of rural Pre service teachers in vocational maturity is 12.50. The mean score falls on 55 percentile as prescribed in the test manual. This reflects that rural Pre service teacher's possess medium vocational maturity.

While on the other side the vocational maturity the mean score of urban Pre service teachers in vocational maturity is 16.14 the mean score falls on 79 percentile as prescribed in the test manual. This reflects that Urban Pre service teacher's possess high level of vocational maturity.

**FIGURE-3.1**

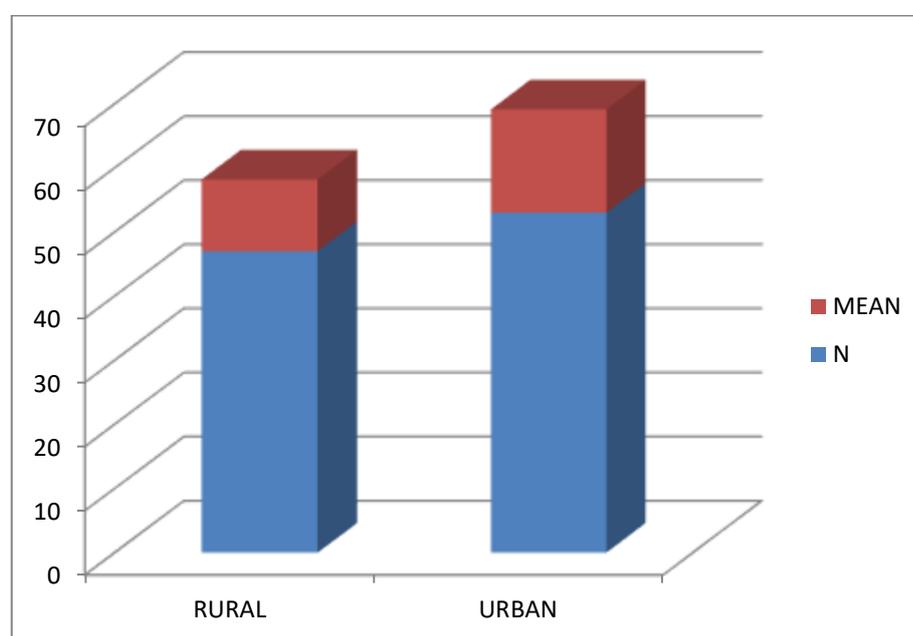


Figure 3.1 exhibits the vocational maturity of the pre service teachers in relation to their locality which signifies that the vocational maturity of urban pre service teachers is high as compared to the rural pre service teachers

## CONCLUSIONS

The conclusions of the hypotheses are:

1. There exists no significant difference between vocational maturity Pre service teachers.
2. There exists no difference between male and female students of Pre service teachers.
3. There is positive relationship between Vocational Maturity of male and female students of Pre service teachers.
4. There exists a difference from medium to high difference in the vocational maturity of the Rural and Urban Pre service teacher, urban pre service teachers possess the high level of vocational maturity as it may due to the more awareness among the urban pre service

teachers as compared to the Rural pre service teachers as in the rural area there is lack of mass media and other awareness channels about the vocational awareness programmes..

### **EDUCATIONAL IMPLICATIONS**

1. The level of vocational maturity of students of Pre service teachers varies with respect to type of institution in which they are studying.
2. The level of vocational maturity of pre service teachers does not vary with respect to gender.

### **SUGGESTIONS FOR FURTHER RESEARCH**

Research is never ending process. Every investigator after completing his piece of research inevitably become aware of areas in which further research is needed and naturally feels motivated to area, which may be taken up for research by other investigators.

The researcher by virtue of his experience in the field of study humbly offers the following suggestions for further research that could be undertaken by perspective researcher.

1. Large sample could be taken for further generalizations of results.
2. Study could also be conducted on lower grade students.
3. Also comparative study can be done on students of science, commerce and humanity.
4. Further studies can be conducted by relating entrepreneurial traits with other variables such as- family background, socio-economic status etc.
5. Same study can be conducted using other scales and tests.

### **SUMMARY**

In the present era vocational maturity plays a very important and significant role in the professional growth of and individual. A teacher should be professionally efficient so that he can face the various problems which encounters in the teaching learning situations, Education has become a very competitive task today, as this age of computer demands appropriate knowledge plus intellectual understanding of concepts. The old Today education is considered to be useful if it is functional in nature or has some practical use i.e. it helps in meeting problematic situations of life imparts a positive approach to life challenges. Vocational Maturity is used to as the goal of vocational education. A good decision at a right time becomes an asset and wrong decision a liability for life. So at the time of opting any vocation students should be motivated to select their profession according to their abilities and interest not as the parents wants.

### **REFERENCES**

Belknap, B. M. (2012). Fostering resilience in beginning special education teachers. (Doctor of Education), The George Washington University, Ann Arbor, MI.

Curry, J. R., & O'Brien, E. R. (2012). Shifting to a wellness paradigm in teacher education: A promising practice for fostering teacher stress reduction, burnout resilience, and promoting retention. *Ethical Human Psychology and Psychiatry*, 14(3), 178-191.

Chong, S., & Low, E.-I. (2009). Why I want to teach and how I feel about teaching: Formation of teacher identity from pre-service to the beginning teacher phase. *Educational Research for Policy and Practice*, 8(1), 59-72.

E. Cornu, R. (2009). Building resilience in pre-service teachers. *Teaching and Teacher Education*, 25(5), 717-723

Holland, J.L. (1997) *Making Vocational Choices: a theory of vocational personalities and work environments* (2nd Ed.) Englewood Cliffs: New Jersey, Prentice Hall.

Jennings, P. A., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2011). Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE ): Results of two pilot studies. *Journal of Classroom Interaction*, 46(1), 37-48.

Roy, J.A. (1978) A study of the vocational maturity of graduating – college seniors, *Dissertation Abstracts International*, 54 (4), 79

Salami, S.O. (2004). Gender, Identity Status and Career Maturity of Adolescents in Southwest Nigeria, *J. Soc. Sci.*, 16(1): 35-49.

Yost, D.S. (2006). Reflection and Self-Efficacy: Enhancing the Retention of Qualified Teachers from a Teacher Education Perspective. *Teacher Education Quarterly* (Fall), 9-76.

Walker, K. (2007). Resilience at JCU: Pre-service teachers exploring and explaining resilience. *Education Connect*, July, 12-15.

Yadav, R.K. (1979). A study of motives for the vocational preferences of adolescents. Ph.D. Thesis abstract, *Indian Educational Review*, Jan. 1980,78.

#### **WWW SOURCES**

- [www.eric.ed.gov](http://www.eric.ed.gov) •
- [www.findarticles.com](http://www.findarticles.com)
- [www.lib.umi.com](http://www.lib.umi.com)
- [www.psychologyhelp.com](http://www.psychologyhelp.com)
- [www.searcheric.org](http://www.searcheric.org)
- [www.vidyanidhi.org.in](http://www.vidyanidhi.org.in)
- [www.dissertationandtheses.com](http://www.dissertationandtheses.com)