

A Study on Career Maturity of B.Ed. College student teachers with few background Variables

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ABSTRACT

The investigation conducted a study to find out the differences in the Career Maturity of B.Ed. student teachers with few background variables (sex, type of college and medium of instruction). This research was carried by descriptive survey method. A sample of 210 B.Ed. student teachers from 10 B.Ed. Colleges of Bengaluru affiliated to Bangalore University was selected using simple random sampling technique. Data was collected through career maturity tool was developed and standardized by John O. Crites and Mark L. Savickas. The Purpose of the tool was to study the dimensions of career maturity viz., concern, curiosity, confidence and consultation. The tool consists of 24 items distributed over four dimensions mentioned above. The tool found reliability by test-retest reliability and the value was 0.86. The collected data was analyzed by utilizing Independent 't' and F Test along with Scheffe's Post hoc test and the significance level was fixed at 0.05 level of confidence in all the cases with the help of SPSS Package and MS Excel. From the 't' test analysis it was found that there was a significant difference in Career Maturity of B.Ed. college male and female student teachers. The college male student teachers had higher career maturity level than the female student teachers. This may be due to parental support and guidance received by male students and positive or negative environment in which students live, has been noted to have the greatest influence on career development rather than characteristics such as family composition and/or educational status and employment of family members. The study suggests that College Counsellors shall assist parents in learning how to provide support both emotionally and morally thereby understanding the emotions and capabilities of students in choice of subjects and occupational challenges.

Keywords: Identity Styles, B.Ed. College, student teachers, education, sex, type of college

1. INTRODUCTION

Making informed and logical decisions regarding one's educational and work aspirations is a sign of career maturity. It entails having a clear grasp of one's abilities, principles, and interests and being able to use this understanding to establish and meet practical career goals. According to Crites (1976), career maturity is essential to a developmental approach to analysing career behaviour and entails a comparison of a person's level of career advancement to the activities that are directly related to their career. According to Hoyt (1977), career maturity refers to a person's level of self-awareness and integration of their professional and personal lives. Individual readiness to make informed, age-appropriate job choices and decisions, awareness of what is necessary to make a career decision, and the extent to which one's choices are both practical and consistent across time are all considered to be components of career maturity (Crites, 1978; Caswell, & Kiewra, 1998; Super, 1983).

A person's capacity to make career decisions that exhibit decisiveness, self-reliance, independence, and a readiness to compromise between personal needs and the demands of one's career circumstances is referred to as having reached career maturity, according to Coetzee (2006).

According to the definitions mentioned above, professional maturity suggests that students are prepared to choose careers that are appropriate for their age and/or developmental stage and to handle the demands of the workplace at any given time of their lives. There are a number of elements that can influence a child's career maturity, according to research on students' career maturity. A paradigm for measuring career or vocational maturity has been studied, evaluated, and addressed for more than 30 years. Super (1957), who coined the phrase in his career development theory, described it as the extent to which a person has mastered the age-appropriate vocational responsibilities pertinent to his or her developmental stage (Betz, 1988).

Career maturity is crucial for B.Ed. students because they are getting ready to start their careers as teachers. The capacity for making wise career selections and successfully managing one's career development is known as career maturity. Developing career maturity might be beneficial for student teachers who are in the process of preparing for a career in teaching. Some elements that can influence a student teacher's professional maturity include:

- **Self-awareness:** Student teachers should be encouraged to reflect on their strengths, interests, and values, and how these align with their chosen career path. Understanding one's own personality, goals, and preferences can help student teachers make informed decisions about their future.
- **Career exploration:** Student teachers can benefit from exploring the various career options available within the field of education. This can involve researching different teaching specialties, considering alternative career paths within education, and seeking out opportunities to gain hands-on experience in different settings.
- **Networking:** Building relationships with mentors, colleagues, and other professionals in the field can help student teachers learn about different career paths, gain insights into the profession, and make connections that may lead to future opportunities.

- **Professional development:** Student teachers should be encouraged to engage in ongoing learning and professional development, both within and outside of their formal coursework. This can involve attending conferences, participating in workshops and training sessions, and seeking out opportunities to expand their skills and knowledge.

Developing career maturity can help student teachers make informed decisions about their future, set achievable goals, and take ownership of their career development. The development of career maturity among B.Ed. college students can be influenced by a variety of factors. One of the most important of these is the quality of the education and career guidance that they receive. B.Ed. college students who receive comprehensive education and guidance on career-related topics, such as job search strategies, resume writing, and interviewing skills, are more likely to develop career maturity than those who do not.

Another important factor that influences career maturity among B.Ed. college students is their level of self-awareness. Self-awareness is the ability to understand one's own thoughts, feelings, and behaviors, and how they impact one's career decisions. B.Ed. college students who have a high level of self-awareness are more likely to make informed and rational career decisions than those who do not. Additionally, a B.Ed. college students' level of involvement in extracurricular activities and internships can also play a role in their career maturity. These activities provide students with opportunities to gain real-world experience and explore different career options, which can help them to make more informed decisions about their future careers.

In order to promote career maturity among B.Ed. college students, it is important for colleges and universities to provide comprehensive education and guidance on career-related topics. Additionally, colleges and universities should also provide opportunities for students to gain real-world experience through internships and extracurricular activities. Moreover, support services such as counseling and mentoring can also help B.Ed. college students to develop self-awareness and make informed career decisions.

Career Maturity is an important aspect of the professional development of B.Ed. college students. It involves having a clear understanding of one's skills, values, and interests, and being able to use this knowledge to set and achieve realistic career objectives. The development of career maturity can be influenced by various factors, including the quality of education and guidance, self-awareness, and involvement in real-world experiences. By providing support and resources to B.Ed. college students, colleges and universities can help to promote career maturity and prepare students for successful careers as educators. Developing career maturity can help student teachers make informed decisions about their future, set achievable goals, and take ownership of their career development.

REVIEW OF RELATED LITERATURE

In their study of professional maturity among secondary school students, Singh and Sahiba (2020) found no significant differences in career maturity by gender or school type. Jeyalakshmi and Nagasubramani (2018) investigated the career maturity of Theni District higher secondary students. The outcome showed that there was no significant difference in the career maturity of higher secondary students based on gender or the media of instruction. In their 2018 study, Manivannan and Venkataraman looked into secondary students' professional maturity. The results showed that students had a high level of career maturity and that there was no discernible difference in mean Career Maturity scores between Tamil and English Medium students. However, there was a discernible difference between students from Government and Private schools in terms of Career Maturity. Adolescent students' career maturity in connection to sex and school type has been studied by Dhull (2018). The results showed that girls were more career-adept than their male counterparts, and private school pupils were more career-adept than their government school counterparts. Lalnunsiami (2016) looked at how prepared college students in the Aizawl District were for their careers. The results showed no sex discrepancy in professional maturity among college students and that the majority of students had an average degree of career maturity. In his study on school students' career maturity in connection to school management, Roy (2015) found that there are notable differences between secondary school students in private schools. According to the aforementioned studies, no research has been done on the career maturity of B.Ed. student instructors, particularly in Bangalore, Karnataka.

NEED AND IMPORTANCE OF THE STUDY

Career maturity alludes to the degree of preparation and readiness that an individual has concerning their career objectives, plans, and thinking abilities. With regards to B.Ed. understudy instructors, career maturity is a significant component as it can influence their future accomplishment as teachers. Career maturity helps understudy instructors to evaluate their assets, interests, and values and settle on informed conclusions about their career ways. This can assist them with picking a career that lines up with their objectives and desires, prompting a seriously satisfying and fulfilling career. Career maturity helps understudy instructors to foster the abilities and information important to really play out their positions. This incorporates thinking abilities, critical thinking abilities, and the capacity to adjust to evolving conditions, which are fundamental for progress in the homeroom. At the point when understudy instructors have a reasonable comprehension of their career objectives and have done whatever it may take to accomplish them, they are bound to feel fulfilled and satisfied in their jobs as teachers. This can prompt a more prominent feeling of direction, inspiration, and commitment to their work. Career maturity helps understudy educators to distinguish regions for development and advancement, and do whatever it takes to upgrade their abilities and information. This can incorporate chasing after extra preparation or training, searching out mentorship amazing open doors, or partaking in proficient improvement programs. Career maturity is a huge variable for B.Ed. understudy educators as it can influence their career achievement, work execution, work fulfillment, and expert development and advancement. Understudy instructors should foster their career maturity abilities to accomplish their objectives and become effective teachers. Consequently the current study

is to know the Career Maturity level among B.Ed. understudy instructors with respect to not many foundation factors of Bengaluru City.

STATEMENT OF THE PROBLEM

The topic identified for the present investigation is 'A Study on Career Maturity of B.Ed. College Student Teachers with few background Variables.' The researcher conducted a study on to find out the differences in the career maturity of B.Ed. student teachers with few background variables (sex, type of college management and medium of instruction).

OBJECTIVES OF THE STUDY

1. To find out the differences in the Career Maturity of B.Ed. college male and female student teachers.
2. To examine the differences in the Career Maturity of B.Ed. student teachers educating in Government, Private Aided and Private Unaided Colleges.
3. To examine the differences in the Career Maturity of B.Ed. student teachers learning through English and Kannada language as medium of instruction.

RESEARCH HYPOTHESES

1. There is no significant difference in the Career Maturity of B.Ed. college male and female student teachers.
2. There is no significant difference in the Career Maturity of B.Ed. student teachers educating in Government, Private Aided and Private Unaided Colleges.
3. There is no significant difference in the Career Maturity of B.Ed. student teachers learning through English and Kannada language as medium of instruction.

METHODOLOGY

The investigation conducted a study to find out the differences in the Career Maturity of B.Ed. student teachers with few background variables (sex, type of college and medium of instruction). This research was carried by descriptive survey method. A sample of 210 B.Ed. student teachers from 10 B.Ed. Colleges of Bengaluru affiliated to Bangalore University was selected using simple random sampling technique. Data was collected through career maturity tool was developed and standardized by John O. Crites and Mark L. Savickas. The Purpose of the tool was to study the dimensions of career maturity viz., concern, curiosity, confidence and consultation. The tool consists of 24 items distributed over four dimensions mentioned above. The tool found reliability by test-retest reliability and the value was 0.86. The collected data was analyzed by utilizing Independent 't' and F Test along with Scheffe's Post hoc test and the significance level was fixed at 0.05 level of confidence in all the cases with the help of SPSS Package and MS Excel.

ANALYSIS AND INTERPRETATION OF DATA

Table-1: Table shows independent 't' test results on Career Maturity Scores of B.Ed. student teachers with regard to sex.

Groups	N	Mean Scores	Standard Deviation	't' Value and Sig. level
Male	100	29.580	5.848	4.07*
Female	110	26.054	6.686	

*Significant at 0.05 level

From the above table-1, it can be inferred that the obtained 't' value 4.07 is greater than the table value 1.97 (df 208) at 0.05 level of significance. Hence, the null hypothesis-1 is rejected and alternate hypothesis has been accepted that 'there was a significant difference in Career Maturity of B.Ed. college male and female student teachers.' The table further reveals that the college male student teachers (M=29.580) had higher career maturity level than the female student teachers (M=26.054).

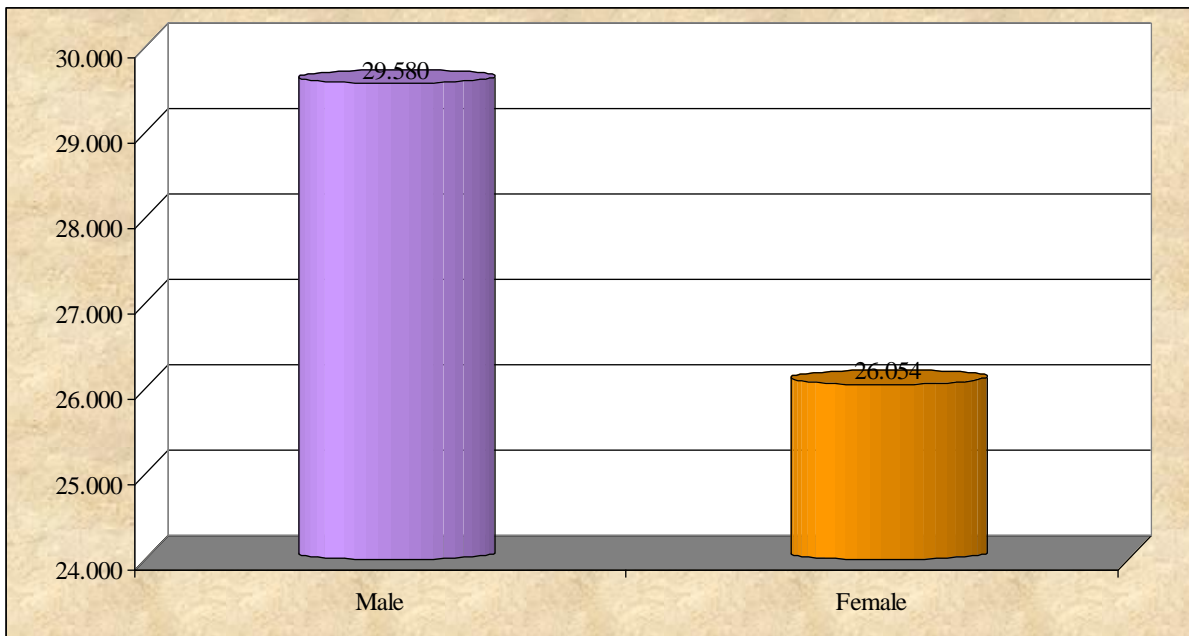


Fig.1: Bar graph shows comparison of Career Maturity of B.Ed. college male and female student teachers.

Table-2: Shows One-way ANOVA results on Career Maturity of B.Ed. College student teachers with regard to type of college (Government, Private Aided and Private Unaided).

Type of College	No	Mean	Standard Deviation	Source group	Sum of Squares	df	Mean Squares	F Value and Sig. Level
Government	65	29.800	6.371	Between Group	442.975	2	221.488	5.41*
Private Aided	75	27.320	6.065	Within Group	8468.091	207	40.909	
Private Unaided	70	26.257	6.753	Total	8911.067	209		

Table 'F' Value for df 2 and 207 is 3.04 at 0.05 level

The above mentioned table shows ANOVA results related to Career Maturity of B.Ed. College students with regard to different college managements. The obtained 'F' value 5.41 is higher than the table value of 3.04 for df '2 and 207' demanded for significance at 0.05 level of significance. The results of the study indicated that 'there was significant change in the Career Maturity of B.Ed. College student teachers from different college managements.' To determine the significant differences in the Career Maturity of B.Ed. College students from different college managements for paired mean scores, the 'Scheffe's post hoc test was applied and the results are presented in Table-2(a).

Table-2(a): Scheffe's Post Hoc Analysis on Career Maturity scores of B.Ed. college students studying in government, private aided and unaided institutions.

Type of College			Mean Difference
Government	Private Aided	Private Unaided	
29.800	27.320		2.480
	27.320	26.257	1.063
29.800		26.257	3.543*

*Significant at 0.05 level.

The said table-2(a) compare the significant paired mean difference in the Career Maturity of B.Ed. Student teachers studying in government and private unaided colleges and the mean difference is 3.543 which is greater than the critical difference value. It was concluded that 'there was a significant difference in the Career Maturity of B.Ed. College students studying in government and private unaided colleges.' The Career Maturity of B.Ed. College students from government and private aided; private aided and private unaided colleges and the mean differences of 2.480 and 1.063 respectively which are less than the critical difference value and it was concluded that comparison of career maturity of B.Ed. College student teachers between

government and private aided; private aided and private unaided colleges was not proved statistically. The students from government colleges had higher career maturity when compared with students from private aided and unaided institutions.

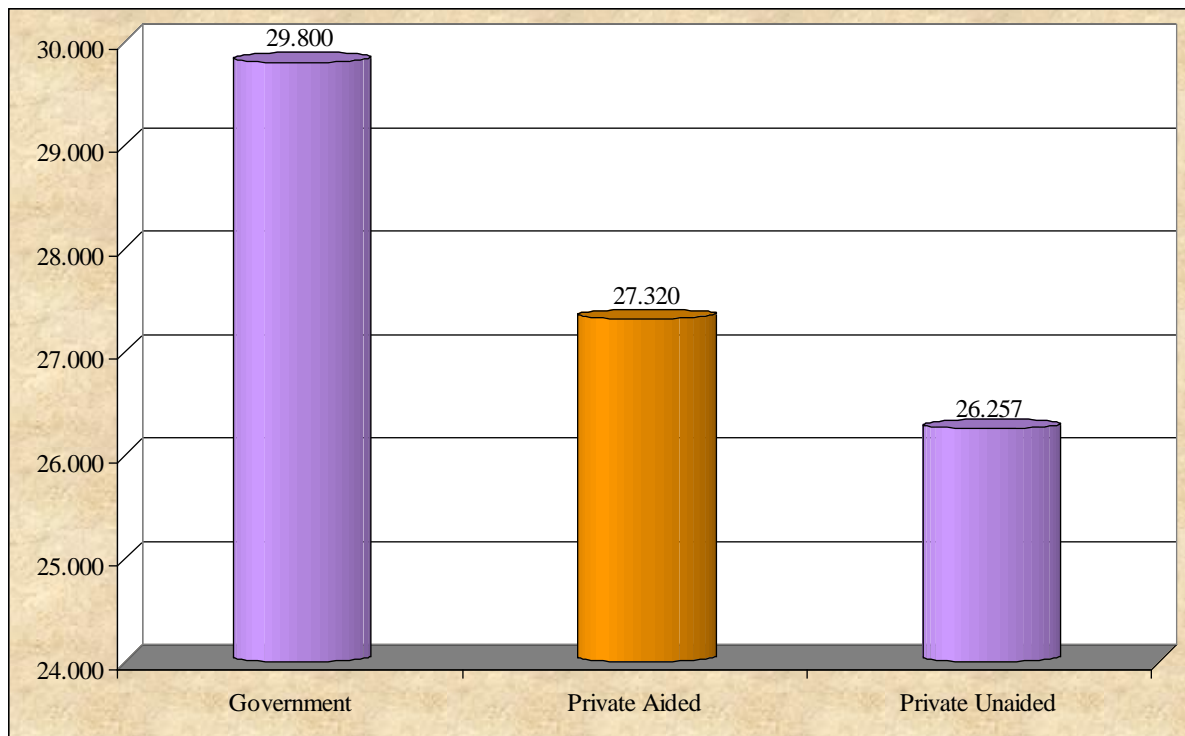


Fig.2: Bar graph shows comparison of Career Maturity of B.Ed. College student teachers of Government, Private Aided and Private Unaided Institutions.

Table-3: Table shows independent 't' test results on Career Maturity Scores of B.Ed. student teachers with regard to medium of instruction.

Groups	N	Mean Scores	Standard Deviation	't' Value and Sig. level
Kannada	155	27.774	6.617	0.16 ^{NS}
English	55	27.618	6.334	

NS=Not Significant

From the above table-3, it can be inferred that the obtained 't' value 0.16 is less than the table value 1.97 (df 208) at 0.05 level of significance. Hence, the null hypothesis is accepted that 'there is no significant difference in Career Maturity of B.Ed. student teachers learning through Kannada and English as language.'

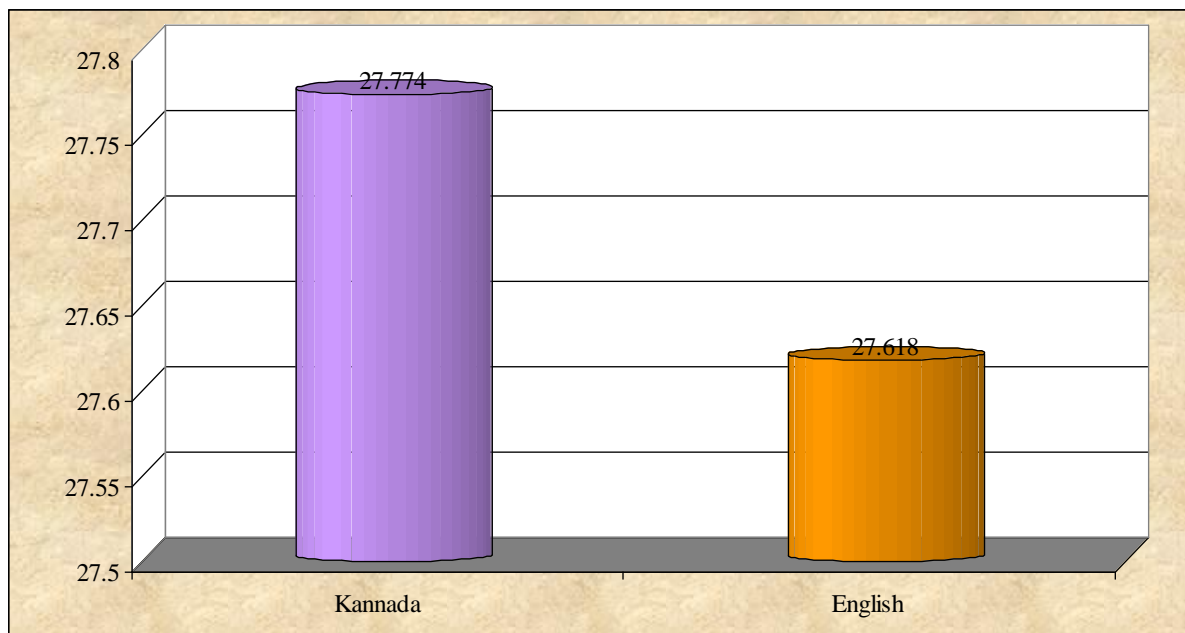


Fig.3: Bar graph shows comparison of Career Maturity of B.Ed. student teachers learning through English and Kannada as medium of Instruction.

RESULTS

1. There was a significant difference in Career Maturity of B.Ed. college male and female student teachers. The college male student teachers had higher career maturity level than the female student teachers.
2. There was significant change in the Career Maturity of B.Ed. College student teachers from different type of college management. The students from government colleges had higher career maturity when compared with students from private aided and unaided institutions.
3. There was no significant difference in the Career Maturity of B.Ed. student teachers learning through English and Kannada language as medium of instruction.

CONCLUSION

The degree to which a person is capable of mastering specific career-developmental activities that are appropriate for his or her life stage is referred to as career maturity. To provide effective career coaching, it is crucial to determine a person's level of career maturity. Male and female student instructors at B.Ed. colleges had significantly different career maturities, according to the analysis of the 't' test. Male student teachers at colleges exhibited greater levels of career maturity than female student teachers. Similar findings supported studies by Singh and Sahiba (2020) and Dhull (2018), which found that male and female students differed significantly in their professional maturity. Female students were also found to be more career-mature than their male counterparts. Male students' access to parental support and guidance as well as their living conditions, whether they are positive or bad, have been found to have a greater impact on career development than other factors like family structure, educational attainment, and employment of family members.

According to the results of the One-way ANOVA analysis, there was a substantial shift in the career maturity of B.Ed. college student teachers under various types of college management. When compared to students from private aided and unaided institutions, students from government colleges exhibited a higher level of career maturity. The same outcomes supported studies by Singh and Sahiba (2020) and Dhull (2018) that found government students to be more career-adept than their private counterparts. This could be as a result of a number of factors, including the fact that government college students are more likely to be in stable financial situations, have access to modern means of communication and education, and are therefore more aware of their future career options than students at private colleges. According to the results of the 't' test analysis, there was no discernible difference between the career maturity of B.Ed. student teachers who were learning in English and Kannada. According to the study, college counsellors should teach parents how to support their children ethically and emotionally so that they may better comprehend the motivations and emotional capacities of students when making academic and career decisions.

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