

CHAPTER 1

INTRODUCTION

1.1 Introduction

The problem of choosing, preparing for a career and entering into careers have existed since the dawn of civilization. Mature career preferences, interests, aspirations and choices are important components for developing vocationally mature behaviors of an individual. Super (1955) was the first to introduce the concept of vocational maturity. According to him, vocational development not only determines how much of the road an individual has covered, but how fast he is traveling in comparison with others who are embarked on the same journey. Thus rate and progress along with roads might be an indication of an individual's vocational journey.

The ability to choose and prepare themselves to enter the world of work requires career maturity by teenagers. NEP 2020 brings a massive change in the role of career counselor in school education, so that students and parents get the right information at the right time according to their abilities, talents, interest and personality to attain 100% clarity and career success in the future. Individuals not choosing their career in the slough of despond as a result of poor competence. Every job can be described in terms of personality characteristics, it requires for the person to be happy and satisfied in it. For example an extrovert, in all probability would make a successful public relation officer and an introverted personality would be unhappy if placed on the job of a salesman. Studies revealed that persons very stable in their jobs showed interest patterns most suitable to work of their choice. The selection of appropriate occupation is valuable for individual goals of increasing satisfaction at work, earnings and stability of employment, as well as social purposes of productivity, efficiency and competitiveness. A person's success is always influenced by his ability to choose a career. A mature career planning is necessary for a successful career.

In childhood students start daydreaming about their career aspirations but in absence of adequate guidance it is only influenced by their peer group, neighbors, ideal personality or parents. At secondary school students start entering adolescence which is a period of transition from childhood

to adulthood, where a student stop daydreaming and trying to find self-identity. The Adolescent stage demands proper guidance about career as they get more confused about self-acceptance due to demands of parents and society. Gordan (1975) gave a wide-ranging definition of career and referred to the development of the total human being, how he lives his life. The varied roles, biological (child, sibling, spouse, parent and relation, etc.), social (student, friends, community member and citizen), professional (worker, manager etc.), personal (cultural identity, self-expression, self-realization, etc.) are the integral parts of the concept of career.

First Mudaliar commission (1952) recommended that school well planned efforts are made to provide assistance to individuals in deciding their future careers, education and other personal problems so at secondary stage vocational guidance is required and career masters can be of help in placing these pupils in their proper positions.

As per Programme of action (1992) recommendation vocational guidance will be available in the school for providing necessary guidance to students, parents and teachers regarding suitable educational and vocational choices. The guidance program should be directed at informing the students about job opportunities in various courses for on-the-job training and placement by working in collaboration with employers. National Curriculum Framework(2005) for school education Identified that diversification of streams provide wide range of options for students at the higher Secondary stage, this calls for effective counselling and guidance services for the benefit of the adolescent students who are to be helped To select streams, courses and units in such a way that they conform to their psychological needs attitude, abilities and aptitude .Discharge this duty the school shall have to provide specialized guidance and counselling services to the students at this crucial stage of education.

Career maturity is a consciousness of stimulating and enhancing the individual's ability to get an insight about the different aspects of one's personality, aptitude, interest etc and relating it to the nature and environment of the work.so that they are enabled to visualize and plan their career.

At the senior secondary stage of education occupational information should be provided to help the youngsters to become aware of the world of work. Career maturity is required to help them to relate it to themselves (their strengths, limitations, needs, attitudes and values) to clarify issues and to search for the appropriate occupational roles for themselves. Career maturity includes choosing and planning the right career and making students career ready by creating smart goals and clear future maps. This research project will provide an overview of the current state of career maturity in students of sr. secondary schools in Bhopal or any significant difference between the career maturity scores of governments and private school students.

1.2 Statement of the Problem: Hence the problem selected is specifically stated as “ **Career Maturity in Class XII Students of Bhopal.**”

1.3 Definitions of the Key terms used:

The concept of career maturity has its origin in the development theory of career behavior which envisages that selection of an occupation is a process spanning a considerable number of years usually from late childhood to early - adulthood. The process even continues after the establishment in an occupation and makes efforts to maintain and advance in it and later in life prepares to retire from it. Career maturity is a term which denotes the place reached on this continuum of career development from early exploratory years to decline. This process of career development has been further analyzed as unfolding through several distinct but unrelated factors (Super 1957, Crites 1978). This includes: -

- I. Consistency of career choice,
- II. Realism of career choices in relation to personal capabilities and employment opportunities
- III. Career choices attitudes, (CCA)
- IV. Career choices competencies

In this present study, **career maturity** is defined as the ability to make occupational choices appropriate for a person's abilities, interests, and preferences. Having career maturity is

associated with long-term occupational success. An individual's **career** is the sum total of his or her paid and unpaid work, educational pursuits, and life roles over the course of his or her life. In the past, the term '**career**' was associated with paid employment and defined a single occupation. Today, the term '**career**' is seen as an ongoing process of learning and development.

1.4 Need and importance: -

Selection of career is the most important and difficult task in an individual's life. Most of us spend our time thinking about what career we should opt for but sometimes fail to identify a suitable occupation because of lack of proper exposure and information. The 21st century is the era of science and technology. There are thousands of hidden or unhidden career options available for individuals. The choice of the right occupation becomes difficult and challenging. Many studies have indicated that most secondary school leavers in India made poor vocational decisions because of unrealistic vocational aspirations. It has been reported that students select occupations mainly because of the salaries, positions, glamor, peer group influence and prestige attached to them, without adequate knowledge of what it would be according to their aptitude, interest and their personality traits.

It has recently been noted that many graduate, post graduates, doctorate, engineering students are trying to switch in other jobs and professions like teaching, banking, agriculture etc because after spending many years they found that profession or job was not suitable for them as per their interest, persona and aptitude. They waste their precious time, efforts and energy that may cause stress, depression and several psychological issues. Timely guidance and counseling can help students to get better career choices.

1.5 Objectives: -

- 1) To study the career maturity of class XII students of govt. schools.

Sub objectives: -

- To study the career maturity of class XII students of KVS.

- To study the career maturity of class XII students of NVS
- To study the career maturity of class XII students of state government schools.
- To study the difference between career maturity of class XII male and female students of govt. school.

2) To study the career maturity of class XII students of private schools.

Sub objectives: -

- To study the career maturity of class XII students of missionary schools.
- To study the career maturity of class XII students of public schools.
- To study the career maturity of class XII students of schools run by religious trust.
- To study the difference between career maturity of class XII male and female students of private school.

2) To study career maturity in class XII students of Bhopal.

1.6 Hypothesis: -

- There is no significant difference between career maturity of male and female class XII students of govt. Schools.
- There is no significant difference between career maturity of male and female class XII students of private Schools.
- There is no significant difference between career maturity of government and private school class XII students of Bhopal.

1.7 Delimitations: -

Study will be delimited to the following points: -

- The study was restricted to the higher secondary schools of the Bhopal district only.
- The study could have included a large sample which was not possible due to time constraints. Therefore, the study was delimited to 120 students.
- The age group of the sample was restricted to 16-20 years.
- The study was restricted to six schools of Bhopal Dist.
- The study was completed in duration of 20 days.
- The study was restricted to the use of following tool only:
Indian adaptation of Career Maturity Inventory (CMI) (Originally prepared by John. O' Crites) adapted by Dr. (Mrs.) Nirmala Gupta (1989)