CHAPTER – 1

INTRODUCTION
1 INTRODUCTION

Because of being one of the most important constructs in the area of vocational behaviour, the concept of vocational maturity has been attracting the attention of academicians and researchers from various disciplines, such as, Home Science, Psychology, Sociology, Education and Social work.

This area of research has gained importance in Home Science because of the following two reasons:

1. Career Guidance and Counselling is one of the most important area of study of Home Science.

2. One of the most important task of an adolescence is to take decision about his/her future career, Careerwise adolescent stage is a crucial stage. The subject of Home Science has always interested in studying the problems of adolescents and has devoted to find out their scientific solutions. So, the study of vocational development of adolescents can not be remainined untouched.

The vocational development of adolescents can not be properly understood without understanding career maturity.

1.1 CONCEPTUAL SHADE AND OPERATIONAL DEFINITION

The term vocational maturity has been defined normatively, in terms of congruence between an individual's vocational behaviour at a point of time and his/her expected vocational behaviour at that particular age. The closer the correspondence between the two, the greater the individual's vocational maturity.

The better understanding of the concept of vocational maturity and the factors influencing can help in career guidance and counselling.

The concept of career maturity has its origin in the developmental theory of career behaviour which inquisages that the selection of an occupation is a process spanning a considerable number of years usually from the childhood to early adulthood.
The process even continues after the person establishes in an occupation and makes efforts to maintain and advance in it and later in life prepares to retire from it.

Career maturity is the term which denotes the place reached on the continuum of career from early exploratory years to decline.

As pointed out by Krumboltz-Beaker-Heven and Burnalt (1979) "Basically, career maturity consists of activities, knowledge and attitudes about occupational planning and career decision making that tend to show development over the adolescent years".

Here we have accepted the operational definition of vocational maturity suggested by crites (1978) which regarded it as a sum total of five attitudinal variables and five competencies.

**Attitudinal variables pertaining to career maturity are:**

(i) Decisiveness in career decision making.

(ii) Involvement in career decision making.

(iii) Independence in career decision making.

(iv) Orientation to career decision making.

(v) Compromise in career decision making.

**Competencies are:**

(i) Self Appraisal (S.A.) or knowing yourself.

(ii) Occupational Information (O.I.) or knowing about jobs.

(iii) Goal Selection (G.S.) or choosing jobs.

(iv) Planning (PL) Looking ahead (What should they do?)
Here in the present study the definition of career maturity as proposed by Crites (1976) has been accepted. The reasons behind the acceptance of this definition are as under:

(1) Most part of the career maturity are concerned over the adolescent years. Since, Crites (1976) has explicated his view that the career development takes place in the adolescent and early adulthood the definition proposed by Crites (1976) is accepted in the present study.

(2) Crites (1976) has already pointed out that most of the career behaviours develop during adolescents age, since our sample is consist of high school students within the age range of 15 to 16 years, Crites' (1976) model of vocational maturity has been accepted and considered to be appropriate for such a sample. In addition to it the Career Maturity Inventory (CMI) constructed and standardized by Crites (1973,78) has been adopted under Indian conditions by Gupta (1989) in Hindi Language.

This tool is appropriate one to measure components pertaining to attitude and competencies of career maturity. No other psychometrically sound test of career maturity is available under Indian conditions. So, it was considered appropriate to accept Crites definition of career maturity and also to employ the Indian adaptation of Crites Career Maturity Inventory adopted by Gupta (1989) to measure the dependent variable, i.e., Career Maturity.

1-2. MODELS OF VOCATIONAL MATURITY: A Critical Review

Career Maturity was the key issue of the symposium of National Vocational Guidance Association, Washington, America. This symposium was held in 1974 in Washington D.C.

A monograph was also published by the association in which the construct of vocational or career maturity was discussed elaborately. Two models of vocational maturity were emerged:


Super's model (1974) is largely structural and developmental in nature. Whereas Crites laid stress on the career related attitudes and competencies largely develops during adolescent and early adulthood.

(1) Crites model postulates a general factor, four group factors and eighteen more specific factors. The group factors are consistency of career choices (actually of occupational preferences), realism of career choices, competencies and career choices attitudes.

He accepts the career pattern study's hypothetical position on the consistency and realism factors. Finally Crites identified two group factors responsible for the maturity of careers:

(1) Attitudinal Factors

(2) Competencies Factors

The attitudinal factors includes the following five variables:

(i) Decisiveness in career decision making.

(ii) Involvement in career decision making.

(iii) Independence in career decision making.

(iv) Orientation to career decision making.

(v) Compromise in career decision making.

The factors pertaining to competencies includes the following five variables:

(i) Self Appraisal (S.A.)

(ii) Occupational Information (O.I.)

(iii) Goal Selection (G.S.) [choosing a job]

(iv) Planning (P.L.) [looking ahead]

(v) Problem Solving (P.S.) [what should they do?]
A more intrinsic problem has been identified by Crites himself and verified in several other studies.

This problem arises from the theoretical requirement that vocational maturity measures must rise monotonically from grade to grade and the fact that items were tried out and selected on this basis whereas Crites (1973) himself has shown that 12th graders tend to make lower mean score than the 11th graders.

Other problem which is worth mentioning here is that of attitude scale of Career Maturity Scale (Crites, 1973)

(2) **SUPER’S MODEL** :

Super's Model (1974) is based on "Career Pattern Study". It postulates five group factors:

(i) Planfulness or Time perspective

(ii) Exploration

(iii) Information

(iv) Decision making and

(v) Reality Orientation

The first two are largely attitudinal, the next two are cognitive, and the fifth, a late maturing factor, largely cognitive, each group factor consists of two or more specific factors.

On the basis of his model Super develops the Career Development Inventory (CDI). Although it is still unpublished instrument and is being refined time to time it has been used in a number of evaluation studies, Goodstadt, Gross & Shanner 1975; Hundaru; 1974; Hammer, 1974).

Form I of career development inventory measures planfulness, resources in exploration and information and decision making.

Hall (1978) further modified the CDI. In this modification the length of CDI became almost double as compared to the previous one.
He introduced six logically and empirically established variables to be measured by the scale. These variables are: Planfulness, Resources for exploration, Decision making, Knowledge of careers and knowledge of world of work.

**A critical evaluation of Super's model and his scale, viz, CDI has raised the following three issues:**

(I) Career Decision Making Inventory (CDI) which is based on Super's model still needs to measure information that is pertinent to the objectives of a program, which might include breadth of occupational knowledge but which might instead stress knowledge of one or more fields of work explored by a youth.

(II) The need for universally applicable, test stimuli and responses (applicable to any occupation)

(III) Lack of hard data or interjudge agreement made it impossible to sample all of the information categories and hence to develop some of the sub scales called for by Super's model.

**Factors Affecting Vocational Maturity: A Critical Review.**

Career Maturity is substantially and positively associated with age, intrinsic work values, Level of aspiration, Psycho-social stages and socio-economic status.

People who score high on career maturity inventories tend to be older. Hen and Ederline (1976), Kelso (1973, 1977), Edwards, Natziger and Holand (1974) reported a positive correlation between career maturity and occupational perception.

Miller (1974) examine the relationship between vocational maturity and work values. He reported that the persons with intrinsic work-values showed higher career maturity than the persons with the extrinsic work values. Similar finding was also reported by Walls and Gulkus (1974). They also reported positive correlation between vocational aspiration and career maturity.
Locus of control has also been found an important factor determining career maturity. Gable, Thompson and Glanstein (1976) reported a high coefficient of correlation between career maturity and internal locus of control.

Munley (1975) studied the level of vocational maturity in the context of Erickson theory of Psycho-Social development and found that vacationally matured subjects successfully resolved the first six psychosocial stage crisis than the vocationally immature subjects.

In a study Smith (1976) found the subjects with lower socio-economic status also displayed lower level of vocational maturity.

Self concept has also emerged as one of a crucial factors affecting vocational maturity.

The prominent researchers who have examined the relationship between career or vocational maturity and self concept are: Pitman, Hosie and Hansen (1978) ; Helbing (1984) ; Levy - Leboyar (1984); Taylor (1985); Pavlak and Kammer (1985) ; Khan & Alvi (1985) ; Ono and Sakayanagi (1986).

Although different investigators reported the relationship between career maturity and self concept as positive in nature, the magnitude of relationship has been reported differentially by the different investigators. It has also been reported that this relationship is moderated by cultural factors, In other words the relationship between career maturity and self-concept operates differentially in different culture.

Self appraisal and its effect on career maturity has also been studied by many researchers working in the area of career development and career counselling. Prominent among them is the study reported by Westbrook - 1976.

The subjects who were aware about themselves, their abilities and potentialities were found to be career-wise more matured than the subjects who were not appraised of themselves.

Career maturity has also been a centre of attention of vocational counsellors and the researchers working in the area of career development.
So a large number of studies have been conducted and still being conducted to examine the effect of career information and career education on career maturity. The important researches in this area are: Terbilco (1984); Taylor (1985); Czerwinska (1977); Fresques and Misewsian (1987) and Westbrook (1988). In almost all the researches cited above a positive impact of career information on career maturity has been reported.

Most of the researches in this area of investigation have ignored the requirement of soundness of methodology as recommended by Goffredson (1978) and Oliver and Freds (1979) for conducting evaluative studies employing pre-test, post-test or before-after design.

Career maturity has always been an important concept for the theorists devoted to propound the theory of vocational development (Crites, 1976 & Super, 1978).

Impact vocational maturity has been taken as a criterion measure for the subjects who have developed abilities in taking appropriate career choice. A large pool of empirical studies have been reported throwing light on the relationship between career maturity and career development abilities. Prominent among such studies are the study conducted by Helbing (1984) who examined the relationship between career maturity and self identity. He reported that subjects with high career maturity are better able to solve the crises pertaining to developmental stages than the subjects with low level of career maturity.

The construct of self esteem has also been found correlated with career maturity in a positive manner. But different subjects of the career maturity inventory showed low to moderate level of correlation ranging between 0.18 to 0.30 with self identity measure (Khan & Alvi, 1983).

Some psychopathological groups were also studied with regard to their level of vocational maturity. Karayanni (1981) investigated the level of career maturity of emotionally maladjusted high school students. The results revealed that the normal students showed higher level of career maturity than the maladjusted students.

Liardiello and Bigham (1982) studied the career maturity of Schizophrenic clients but remained inconclusive.
Career maturity was also found to be positively and highly correlated with commitment to work and achievement motivation (Nevill and Super (1988); Healy, Maurton and Anderson (1984); Savicks, Silling and Schwart (1984).

Mukuno (1977) Conducted a longitudinal study of interest development during adolescence period. We found that interest in Science language and rights increased over the time period of study, interest in forestry, agriculture and outdoor activities remained constant, whereas interest in non-professional vocational decreased over the time period studied.

Ogava and Tanaka (1979) examined the effect of a father's occupation on a son's occupational choice. They reported that across all occupations significantly more sons hoped to enter the occupations of their father. This effect was found more true in case of professionals, technical workers and public servants. Significantly more parents expected their sons to choose father's occupations. This result was found among Doctors, Teachers, Shopkeepers, Engineers, Public Servents and factory owners.

Waits (1980) described many social trends and suggested that the career patterns of adults one likely to become more complex than in the past time. They laid much stress on providing guidance services, guidance needs of adolescents were found to be based on developmental stages, roles and life events.

Sovickas, Silling, Mare and Schwartz (1984) worked on a hypothesis that time perspective is a component in vocational maturity and career decision making. Two measures of time perspective i.e. (1) Long term Personal Direction Scale and (2) The achievable of future goals scale were administered on the Ss. They found that time perspective was a component in the attitudinal vocational maturity and career decision making. The results varified the hypothesis.

Healy, O'shea and Crook (1985) conducted a study to see the relationship of career attitudes with age and career progress. The attitude scale of Career Maturity Inventory was used, Path analysis suggested that career attitudes matured with age. Career progress was also found positively related with employee's age.
Westbrook, Sanford, Merwin, Fleener et al (1987) devoted their effort in constructing and refining the vocational maturity scale. They worked out the reliability and validity of the Revised Research Edition of the Career Planning Questionnaire (CPQ). This Questionnaire designed to measure 6 theoretically different aspect of career maturity - career decisiveness, involvement in career related activities, career salience, self knowledge, career concerns and certainly of career values. The reliability and validity of the scale (CPQ) was reported to be sufficiently high co-efficient.

Triger, Shelef, Miriam and Porat (1983) developed a Hebrew version of Career Maturity Inventory (CMI) and established relationship between vocational adjustment and vocational maturity. The criterion for vocational adjustment was based on 3 variables (1) absorption at work (2) ability at work (3) vocational choice satisfaction. It was concluded that the vocational maturity test has predictive validity with respect to the variable of vocational adjustment.

Bluestein (1987) ascertained the relationship between vocational maturity and decision making style. He focused the discrepancy between research and theory of decision making. He concluded that a reliance on the rational style was the only significant decision making style that can predict the vocational maturity. He also highlighted the advantages of viewing theory research and practice in career decision making.

The relationship between the cognitive career maturity and self-reported career maturity was examined by Westbrook, Sanford and Youngblood (1987). The subjects were administered the Career Maturity Inventory to measure their career maturity in five areas of cognitive career maturity: self-appraisal, occupational information, goal selection, planning and problem solving. Content validity of the measure was worked out with the help of thirty six vocational counsellors. No relationship was found between cognitive career maturity and self-reported career maturity.

Post Kammer (1987) assessed the intrinsic and extrinsic work values and career maturity of 9th and 11th grade boys and girls. He reported that girls valued achievement and variety to a higher extent than the boys more highly valued management, Economic returns and independence whereas girls more highly valued altruism and way of life.
Robbins (1987) to predict the level of career indecision within the hierarchial model of career development, Robbins (1987) assessed the value of age, instability of goal, self-esteem and interest pattern of undergraduate students. He administered career decision scale before and after completing a six-weeks career planning classes. He also administered the Strong - Campbell Interest Inventory and Self-Esteem and goal instability, self esteem and interest pattern were significant predictor of the Career Decision Scale Score. The Pre course CDS score was found the good predictor of the post-course CDS score. He did not find age as a significant predictor of career decision making.

Westbrook, Sanford, Gilleland, Fleemer et.al. (1988) in an effort to establish a relationship between accuracy of self-appraisal and ability to appraise the career relevant capabilities of other administered the self-appraisal scale of Crites (1978) viz, Career Maturity Inventory and the Differential Aptitude Tests on 44 black and 143 white female students of 9th standard. Significant sex and race difference were found in the ability to appraise the others. Scholastic aptitude for significant variance in the ability to appraise other than in the capability of self-appraisal.

Henry (1999) examined the relationship between perceived problem solving and career maturity. Career Developmental Inventory and Problem Solving Inventory. Product-moment correlation and multiple regression analysis were worked out to see the relationship. A significantly positive relationship was found between the two variables.

**INCREASING CAREER MATURITY:**

Career maturity can be increased by a career counsellor by administering career intervention strategies such as Computer Assisted Vocational Guidance, Group Counselling and Educational Interventions. Although it is very much difficult to establish a cause and effect relationship between intervention strategies and career maturity because of inadequate research during a large number of studies have reported significantly positive impact of such interventions on career maturity.

**INDIAN STUDIES:**

Gupta (1987) reported a positive correlation between career maturity and educational grade. She reported a high level of career maturity of boys as compared to their girls counterpart.
Hasan, Rao and Thakur (1998) examined the relationship of sex and residential background with career maturity. They reported that under Indian conditions (i) Males were significantly higher on career maturity and (ii) Urban students scored significantly higher on career maturity than the rural students.