

## RELATION OF CAREER GUIDANCE AND COUNSELLING WITH CAREER MATURITY

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### Abstract

*Education is the act of learning things around us. Education is the first and foremost rights of every human being. Education helps a person in nourishing his present and future by ensuring aim of the life. Career education or Vocational education is very important especially in the context of recent changes in education system which aims to bridge the gap between work-oriented education and mature career choices. Choosing an appropriate career is an important decision that one has to make. Career decision making is a very complex process. Career maturity ensures that students are concerned about their career goals; they are curious and ready to consult others in getting information about the world of work. Although educational and vocational decisions are made by an individual, they are greatly influenced by the expectations of society, Family and peers but at same time we can not ignore the importance of guidance and counseling in developing the right attitude related to career among adolescents . Therefore, the present research is an attempt to understand how the vocational choices and the career decisions are made; and how are these determined by guidance and counseling.*

**Keywords:** *Maturity, Career maturity, Career Guidance & Counselling, Career Decision Making*

### Introduction

The maturity marks the end of growth and development. In some aspects of development, maturity of structure and functions comes at early age, whereas, in the other, it comes later. Development comes from the maturation and learning. The concept is concerned with the forces inside and outside the individual. The maturity as a term is used commonly in two ways firstly, in the reference to the behaviour that conforms to the standards and expectations of the adult and secondly, in reference to the behaviour that is appropriate to the age of the individual under observation. According to C.V Good, Maturity is the stage at which development has its maximum and growth has ceased. It applied to cells, organs, functions -physical, mental, social and entire organism. Growth and development have been considered from several angles .The genetic aspects of growth process are always described. Emotion, attitude, interest and abilities have been treated in their respective relations to the process of growth. The maturity and the growing child however develop not only in physical, mental and emotions behaviours but also correspondingly in social functioning and in making appropriate career decision making.

Choosing an appropriate occupation by oneself is considered as one of the hallmark of career maturity that is required in the process of career decision making. Career maturity refers to the individual's degree of readiness to choose, to plan and to prepare for future vocation. It is a pre-requisite ability to make a wise choice towards particular occupation and represents development along a continuum. Greater the maturity, greater is likelihood that individual is able to cope with developmental tasks at different stages of vocational development. According to Crites (1978) career maturity involves forming interest, making consistent and competent choices and developing attitude towards career. Kelly (1996) emphasizes "Choosing a career is a life long process that

demands accurate perceptions of ability, potential and achievement". It can be said that career maturity is related with knowledge, ability, information, aspiration, attitude, planning and usability. In order to attain these desired goals, some intervention strategies are taking up for enlightens the path of success which favorably enriches the quality of a man. Career maturity is central to a developmental approach to understanding career behavior and involves an assessment of an individual's level of career progress in relation to his or her career-relevant development tasks (Crites, 1976). It refers, broadly, to the individual's readiness to make informed, age-appropriate career decisions and cope with career development tasks (Savickas, 1984). Career maturity, characterized by the

- (a) ability to plan in a manner utilizing existing resources;
- (b) acceptance of responsibility for choices;
- (c) Possessing an awareness of preferred occupations and;
- (d) competence in decision making (Super & Overstreet, 1960) is an important personal attribute.

Career maturity is the preparedness to make suitable career judgments. It is essential as a progression approach to understand the career behaviours and connect an assessment of an individual's degree of career growth in account to his or her career pertinence elaboration task. It refers, broadly, to the individuals' preparedness to make informed age suitable. Career decisions cope with career development tasks. It denotes the points reached on the continuum of career development from early developing years, i.e. adolescent to decaying i.e., the old age. In other words, it refers to an individual's readiness for career decision making. Several criteria have been suggested by various vocational psychologists as indicators of career maturity. One of these criteria is career choice attitude that has been taken for study in this investigation. Career adjustment is a mark of maturity. A mature individual pitches in the society over with lucrative course. The contribution reasonably depends upon the capability of the individual and to the necessity of the social class. The result produces the independence of economic for an individual as well as the family and that offers the contentment.

Appropriate career choice can only be possible if the individual is equipped with the ability to realise his potential and utilise the same in the given set of circumstances that his immediate environment provides. In other words the individual should be matured, to take the right decision regarding his career. The modern society is rapidly changing. A few occupations are slowly becoming obsolete while newer occupations are emerging. A few decades ago people did not know about IT professionals, perhaps not even dreamt about them One must know that a few professions as we know them today will definitely cease to exist tomorrow. A time comes in ones life when he or she has to take a decision regarding the type of occupation he or she is best suited for, the type of vocation he or she would like to pursue and the career he or she wants to build through his or her life. This process of choice-making' has been a subject of study and a topic of interest for many psychologists, sociologists and educationists

Many historians of vocational guidance nominate Frank Parsons (1909) as the father of the vocational guidance movement. Although perhaps only indirectly influenced by Munsterberg, and himself not a psychologist, Donald Super (1982) describes Parsons as 'a Boston lawyer-engineer-social reformer who became interested in unemployed school-leavers and set up a counselling service in the Boston Civic House, a social settlement' (my italics). Although the word 'counselling' is obviously a post hoc description of what took place in career guidance in the early 1900s, the authors of Career Guidance, Practice and Perspectives (Gysbers et al. 1973: v) identified it as 'a reform movement – a movement dedicated to helping individuals meet the challenges of the social and economic changes taking place during that time. [Career guidance] was seen then as a single event [occurring] at a specific time'. In his posthumously published book Choosing a Vocation (1909), Parsons had defined vocational guidance as an 'aid to young people in choosing an occupation, preparing for it, finding an opening in it, and building up a career of efficiency and success'. Parsons (1909: 5) elaborates the three-step procedure as follows.

- Studying individual's traits
- Studying requirement of an occupation
- Matching the two

Thus to him making vocational choice was a single decision as to what occupation suits one individual'. This process though rather simplistic was never the less the beginning of career guidance movement, that took place way back in 1909. According to S Narayan Rao (1995), the counselling movement has its origin in vocational guidance movement. Jessie B Davis started the Educational Career Counselling Centre in Detroit in 1889. Within a decade Eli Weaver (1907) published his book 'Choosing a vocation'. In India, Dr. Hoshang Mehta and Mr. Batliboi were the pioneer of the guidance movement, which they started in the Parsi Panchayat Bureau of Mumbai. Later on Dr.H P Mehta and his wife Dr Perin Mehta gave the movement a scientific and national character.

Concept of counselling and guidance exists since time immemorial. During the process of growth and development, children and young adults are confronted with the number of problems and needs leading to anxiety and frustration. Career is a life long process, but the initiation in career is the point in life where all individuals require potentiation in a more systematic manner to assist in the process of development of their career maturity. In India counselling and guidance have had a fairly early start at the beginning of the century but the development at grass root level has been extremely modest. At present only about 15% of schools have exposure to counselling and guidance programs in some form or other. They are mostly urban and metropolitan based. Studies have also been done to show the effects of sex, socio economic strata, parental education & aspiration, values, interest, aptitude, personality etc. on vocational maturity. Studies have also been done to identify and analyse the factor affecting vocational maturity. Two studies in contemporary India have been solely dedicated to the analysis of guidance programme on career maturity.

P K Tulsi (1983) used only group guidance on two parameters namely: Self awareness Occupational information. He also exposed one group to a combination of the above two guidance programme and compared the results of these three groups with a control group. Bhatnagar and Gupta (50) used a short-term guidance programme of eight weeks duration and the career maturity was evaluated through the attitudinal scale

A study at Punjab University by P K Tulsi (1983) was done to find the differential effect of career guidance strategy on vocational maturity patterns. He sampled 1405 students (743 girls and 662 boys) of IX grade, out of which 528 students were retained. They were divided into 12 categories based on intelligence (low, average and high) achievement motivation (high and low) and sex (Male and Female) i.e. 44 students in each category. The students were randomly divided into 4 groups for different guidance strategy namely self awareness, occupational information, combination of both and no treatment. The major findings were: Sex do not contribute to score variance in self appraisal, career attitude occupational information, goal selection, planning, problem solving and total competent test. The average intelligence group scored significantly higher in vocational maturity than low intelligence group. The F ratio for variable need achievement was not significant for all seven dimensions of vocational maturity. The effects of career guidance strategy was found to be significant in all direction of vocational maturity expect goal selection. Girls with high intelligence and high need achievement treated with combination of self appraisal and occupational information emerged as best group in which VMI could be increased.

Asha Bhatnagar and Nirmla Gupta (1988) in their study at NCERT, evaluated the effects of short term group guidance programme on the career maturity on the Attitudinal Scale. A sample of 100 students of IX Std from 2 co-education schools are taken after from group session spread over from walks, talks on following topics were administered: Need and importance of education and vocational planning. Improving study habits. Two career talks based on students interest. Two weeks education and occupational information sessions were also organised. A career exhibition and career talks by expert in various job fields were also arranged. The total programme was of eight weeks duration. Significant increase in Attitudinal Scale was seen in all students.

Dankyi (2001) conducted a study on Career guidance and counselling among selected Junior Secondary School Students in Kumasi. An interview conducted to investigate the present level of guidance offered at the Basic school level with emphasis on the JSS level, to find out how effective and efficient it is and how beneficial it is to the students in particular and the education programme in general. A survey conducted by the researcher revealed that there a large number of young junior secondary school graduates and dropouts who end up on the streets of the urban and metropolitan areas struggling to make ends meet. There seems to be ineffective organisation and administration of the guidance and counselling services in the JSS. Research Tools including observation, personal interviews as well as 'appropriate questionnaire were also used for the collection of data.

On the basis of the findings the researcher recommends that steps should be taken to provide well equipped workshops to help with the vocational training of the students. Additionally, teacher training curricula should include guidance and counseling so that guidance at the basic school level could be improved upon.

Bhatnagar,A. and Gupta, N. (1988) conducted a study to find the effect of a short term group guidance programme on the domain of career decision making of class IX students. The revealed higher career maturity scores after the guidance intervention programme, however, no sex differences emerged in career maturity either before or after the intervention.

Gaikwad, (1989) conducted A Descriptive and an Experimental Study of Educational and Vocational Choices of the Student After Passing Standard X, and of the Efficacy of Guidance Service at Different Levels . The research on A Descriptive and an Experimental Study of Educational and Vocational Choices of the Student After Passing Standard X, and of the Efficacy of Guidance Service at Different Levels gave the results that Student's choices were related to their friend's choices. Teachers and career masters played a significant role in student choices. Students with high intelligence showed definiteness and students with low intelligence were not certain about further courses. The higher the intelligence, the more was the occupational information while the lower the intelligence, the less the occupational information gained by student. Due to their parents' wishes student choose courses for which they had neither aptitude nor the required level of intelligence. Student's choices were not related to interest, aptitude or intelligence.

Gupta, S.K., (1991) studied The Impact of Training in Career Awareness and Career Decision-Making Skills Upon Occupational Attitudes and Guidance Needs of Secondary School Students. The variables age, sex and performance in school subject made a significant contribution on CAS and OAS score, their interaction effect was found to be insignificant. The correlation coefficients between the scores of CAS and OAS, CDS and OAS and CDS and CAS were insignificant. Boys had scored significantly higher than girls on CAS, CDS and OAS.

From the above discussion we can say that career guidance is a process which enables individuals to acquire the skills they need to make choices and decisions about their futures. In helping individuals to clarify their options, career guidance draws on skills which are best described by the seven activities of guidance developed by the Unit for the Development of Adult and Continuing Education (UDACE) – informing, advising, counselling, assessing, enabling, advocating and feeding back . . .

It is the Institute's stated belief that all citizens should have access to guidance which is:

- centred upon the individual;
- impartial and unbiased, without pressure from planners and providers of opportunities;
- confidential;
- based on the principles of equal opportunities;
- accessible to all potential users;
- delivered by appropriately qualified staff.

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