

Vocational maturity of in-service and pre-service secondary school teachers: A comparative study

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Abstract

This paper intends to compare the vocational maturity of in-service and pre-service secondary school teachers. 106 secondary school teachers (54 in-service and 52 pre-service) were selected through stratified random sampling technique. For the sake of data collection, Teacher's Vocational Maturity Battery (TVMB) developed by Rathod and Varma was used. Mean, SD and t-test were employed to analyze the data. The study revealed that there is significant difference between the vocational maturity of in-service and pre-service secondary school teachers. In-service teachers possess significantly better vocational maturity than pre-service teachers. There is no significant difference between the vocational maturity of in-service male and female secondary school teachers. There is significant difference between the vocational maturity of pre-service male and female secondary school teachers. Pre-service female teachers are found to have significantly better vocational maturity than pre-service male counterparts. There is significant difference between the vocational maturity of in-service and pre-service male secondary school teachers. In-service male teachers are found to have significantly better vocational maturity than pre-service male teachers. There is no significant difference between the vocational maturity of in-service and pre-service female secondary school teachers.

Keywords: vocational maturity, in-service, pre-service, secondary school teachers

Introduction

Education is the process of man-making and transforming the child into a civilized personality. Though there are many agencies of education, the formal system of education is the most important and dominant one in our country. From primary level to higher studies, children in our country are at large exposed to the formal system of education. During the process of formal education, there are a large amount of factors that determine the academic success of the students. Teachers at all levels of education play an important role in the life of the students because they influence the overall personality of a student. The duty of a teacher is not limited to the act of class room teaching. Each and every action of the teachers inside and outside the class room is useful to the students in one way or the other. To become such a personality from the light of which all the students take the spark to brighten their future, teachers should be equipped with certain characters. From among those characters, vocational maturity is of prime importance.

The concept of vocational maturity has its origin in the developmental theory of career behavior, which envisages that selection of an occupation is a process spanning a considerable number of years usually from the late childhood to early adulthood. The process even continues after the person establishes in an occupation and makes effort to maintain and progress in it. Teachers are generally in establishment phase of developmental stages. But, for a teacher to become vocationally mature, the basic need is to act according to mature behavior pattern. Vocational maturity, being the maturity of attitudes and competencies pertaining to career decision making, has been defined normatively in terms of congruence between individual's career behavior and his expected behavior at that age. The closer the correspondence between the two, the greater the individual's vocational

maturity. It envisages that choice of an occupation is a process that continues throughout the life. According to Crites (1973), it is the maturity of attitudes and competencies that are realistic in career decision making at the particular developmental stage reached on the continuum of career development from early exploratory years to decline. Crites's (1971) [4] model of career maturity consists of affective and cognitive dimensions. The cognitive dimension is composed of decision-making skills; the affective dimension includes attitudes toward the career decision-making process. Similarly, focusing on the cognitive aspect, Coetzee & Jacob (2007) [3] and Schreuder & Coetzee (2006) [17] were of the view that career maturity refers to a person's ability to make career decisions that reflect decisiveness, self-reliance, independence, and a willingness to compromise between personal needs and the requirements of one's career situation. Thus, vocational maturity indicates the positive, perfect and elaborated feelings, thoughts or attitude of an individual towards competencies required for job, attitude towards related facts of job and consistency of career choice.

Review of literature shows a mixed influence of gender and locale of students on their vocational maturity. Most studies conducted over two decades have found that females in several age groups have higher scores on career maturity measures than males (Alvi & Khan, 1983; Herr & Enderlein, 1976; King, 1989; Lokan, 1984; Luzzo, 1995 Westbrook, 1984) [2, 10, 11, 13, 14, 19]. In other studies (Fouad, 1988) [8] found that females were higher on some subscales only. Achebe's (1982) [1] reported that males scored higher than females on vocational maturity scale. Dhillon & Kaur (2005) concluded that the students of public schools possess a higher career maturity attitude and career maturity competence. Hasan (2006) [9] found that self-concept, occupational aspiration and gender were potential enough in generating variance in career

maturity. Salami (2008) [16] showed that there was no significant difference between the males and females in their career maturity. Vineeta Sirohi (2013) [18] revealed that students in schools with vocational guidance and counseling provisions showed high career maturity as compared to those schools which are deprived of these provisions. Kounsar Jan (2014) [12] reported that rural, urban and semi-urban students have shown almost same attitude towards vocational maturity. Antonescu (2015) [7] found positive relationships between the two concepts: motivation and vocational maturity.

Therefore, vocational maturity of the teachers may vary from person to person according to the gender, type of schooling where he or she has gone, type of locality, and the type of training they have got. Vocational maturity of the teachers plays an important role in determining the performance of the students. Only the teachers who possess high degree of vocational maturity can show justice to their profession. Those who lack the vocational maturity may at certain points give little preference for the teaching and learning process. It is a matter of fact that utmost care and attention should be ensured while dealing with the adolescents who pursue education in the secondary schools. Teachers should be capable of understanding the thoughts, actions, feelings and emotions of their students; and responding accordingly. The researcher hopes that the findings of the present study will help the teachers to develop and maintain their vocational maturity. It is also expected that more activities will be designed for achieving career maturity during the training period.

Objectives

- 1) To know the vocational maturity of in-service and pre-service secondary school teachers.
- 2) To study the vocational maturity of in-service male and female secondary school teachers.
- 3) To compare the vocational maturity of pre-service male and female secondary school teachers.
- 4) To know the vocational maturity of in-service male and pre-service male secondary school teachers.
- 5) To study the vocational maturity of in-service female and

pre-service female secondary school teachers.

Hypotheses

- 1) There will be no significant difference between the vocational maturity of in-service and pre-service secondary school teachers.
- 2) There will be no significant difference between the vocational maturity of in-service male and female secondary school teachers.
- 3) There will be no significant difference between the vocational maturity of pre-service male and female secondary school teachers.
- 4) There will be no significant difference between the vocational maturity of in-service male and pre-service male secondary school teachers.
- 5) There will be no significant difference between the vocational maturity of in-service female and pre-service female secondary school teachers.

Methodology

In the present study, the survey type descriptive research method is adopted. A sample of 106 secondary school teachers (54 in-service and 52 pre-service) was selected through stratified random sampling technique from Hyderabad City of Telangana State, India. For the sake of data collection, Teacher’s Vocational Maturity Battery (TVMB) developed by Rathod and Varma was used. There are four aspects of the test namely – test of knowledge about self, vocational information test, vocational planning test, and problem solving ability test and consist of 88 items. After collection of the data, the scoring was done according to the scoring procedure given in manual of the scale. The mean, SD and t- test was employed to analyze the data.

Results and Discussion

1. To verify the first hypothesis, the mean score of the vocational maturity of in-service and pre-service secondary school teachers, the two groups are subjected to t-test and the results are presented in the table-1.

Table 1: Significant difference between the vocational maturity of in-service and pre-service secondary school teachers

Group Compared	N	Mean	SD	Df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
In-service teachers	54	136.72	10.31	104	2.05	1.98	Significant
Pre-service teachers	52	132.65	10.08				

As seen from the table-1, the mean score of the vocational maturity of in-service secondary school teachers is 136.72 with an SD of 10.31, while the mean score of pre-service teachers is found to be 132.65 with an SD of 10.08. The calculated t-value is 2.05 and the tabulated t-value is 1.98. Since, the calculated t-value is more than tabulated t-value which is found to be significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference between the vocational maturity of in-service and pre-service

secondary school teachers, is rejected. Thus, it is concluded that there is significant difference between the vocational maturity of in-service and pre-service secondary school teachers. In-service teachers are found to have significantly better vocational maturity than pre-service teachers.

2. To verify the second hypothesis, the mean score of the vocational maturity among in-service male and female secondary school teachers, the two groups are subjected to t-test and the results are presented in the table-2

Table 2: Significant difference between the vocational maturity of in-service male and female secondary school teachers

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
In-service male teachers	25	134.00	10.19	52	1.84	2.01	Not Significant
In-service female teachers	29	139.07	9.99				

From the table-2, it can be observed that the mean score of the vocational maturity among in-service male secondary school teachers is 134.00 with an SD of 10.19, while the mean of in-service female teachers is found to be 139.07 with an SD of 9.99. The calculated t-value is 1.84 and the tabulated t-value is 2.01. Since, the calculated t-value is less than tabulated t-value which is not significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference between the vocational maturity of in-service male and female

secondary school teachers’, is accepted. Thus, it is concluded that there is no significant difference between the vocational maturity among in-service male and female secondary school teachers.

3. To verify the second hypothesis, the mean score of the vocational maturity among pre-service male and female secondary school teachers, the two groups are subjected to t-test and the results are presented in the table-3.

Table 3: Significant difference between the vocational maturity of pre-service male and female secondary school teachers

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Pre-service male teachers	25	127.88	9.32	50	3.66	2.01	Significant
Pre-service female teachers	27	137.07	8.78				

As seen from the table-3, the mean score of the vocational maturity among pre-service male secondary school teachers is 127.88 with an SD of 9.32, while the mean score of pre-service female teachers is found to be 137.07 with an SD of 8.78. The calculated t-value is 3.66 and the tabulated t-value is 2.01. Since, the calculated t-value is more than tabulated t-value which is significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference between the vocational maturity of pre-service male and female secondary school teachers’, is rejected. Thus, it is concluded

that there is a significant difference between the vocational maturity of pre-service male and female secondary school teachers. Pre-service female teachers are found to have significantly better vocational maturity than their male counterparts.

4. To verify the fourth hypothesis, the mean score of the vocational maturity among in-service male and pre-service male secondary school teachers, the two groups are subjected to t-test and the results are presented in the table-4.

Table 4: Significant difference between the vocational maturity of in-service and pre-service male secondary school teachers

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
In-service male teacher	25	134.00	10.19	52	2.21	2.01	Significant
Pre-service male teacher	25	127.88	9.32				

It can be observed from the table-4 that the mean score of the vocational maturity among in-service male secondary school teachers is 134.00 with an SD of 10.19, while the mean score of pre-service male secondary school teachers is found to be 127.88 with an SD of 9.32. The calculated t-value is 2.21 and the tabulated t-value is 2.01. Since, the calculated t-value is more than tabulated t-value which is significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference between the vocational maturity of in-service male and pre-service male secondary school teachers’, is rejected.

Thus, it is concluded that there is significant difference between the vocational maturity of in-service and pre-service male secondary school teachers. In-service male teachers are found to have significantly better vocational maturity than pre-service male teachers.

5. To verify the fourth hypothesis, the mean score of the vocational maturity among in-service female and pre-service female secondary school teachers, the two groups are subjected to t-test and the results are presented in the table-5.

Table 5: Significant difference between the vocational maturity of in-service and pre-service female secondary school teachers

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
In-service female teachers	29	139.07	9.99	54	0.79	2.01	Not Significant
Pre-service female teachers	27	137.07	8.78				

As seen from the table-5, the mean score of the vocational maturity among in-service female teachers is 139.07 with an SD of 9.99, while the mean score of pre-service female teachers is found to be 137.07 with an SD of 8.78. The calculated t-value is 0.79 and the tabulated t-value is 2.01. Since, the calculated t-value is less than tabulated t-value which is not significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference between the vocational maturity of in-service female and pre-service female secondary school teachers’, is accepted. Thus, it is concluded that there is no significant difference between the

vocational maturity of in-service and pre-service female secondary school teachers.

Findings of the Study

- There is significant difference between the vocational maturity of in-service and pre-service secondary school teachers. In-service teachers possess significantly better vocational maturity than pre-service teachers.
- There is no significant difference between the vocational maturity of in-service male and female secondary school teachers.

- There is significant difference between the vocational maturity of pre-service male and female secondary school teachers. Pre-service female teachers are found to have significantly better vocational maturity than their male counterparts.
- There is significant difference between the vocational maturity of in-service and pre-service male secondary school teachers. In-service male teachers are found to have significantly better vocational maturity than pre-service male teachers.
- There is no significant difference between the vocational maturity of in-service and pre-service female secondary school teachers.

Conclusion and Implication

As far as the formal system of education is concerned, the teacher occupies a central place in it as the success of the students depends on him to a great extent. His/her attitude towards teaching profession will undoubtedly reflect on all the activities related to the teaching and learning. It is only when the teacher is vocationally matured that the result of the teaching will be commendable. Such teachers who possess high level of vocational maturity can definitely boost their students in all means and so that they can produce better result from their students. Many problems related to the students and teaching-learning activities can be easily solved if the teachers occupy a high level of vocational maturity.

From the findings above, it is very much apparent that the vocational maturity of in-service secondary school teachers towards teaching profession is better than that of pre-service secondary school teachers. This spreads light on the need of implementing more activities to develop the vocational maturity of pre-service secondary school teachers. More opportunities should be provided for the pre-service teachers to engage themselves with the real field of teaching. Continuous assessment and support from the teacher educators are required to develop vocational maturity among prospective teachers. Teachers training institutions should made proper provision of vocational guidance and career counseling which will certainly helpful in developing the vocational maturity among prospective teachers. This study also showed that vocational maturity of pre-service female teachers is better than that of their male counterparts. It may be due the female teachers are whole heartedly involved in the teaching related activities. Hence, it is recommended that male pre-service teachers may be given more attention in the training institutes. When compared to the in-service male secondary teachers also, pre-service male teachers are lower in the vocational maturity. Actions should be taken from the side of pre-service training institutes to implement suitable measures to ensure the sincere involvement of the male pre-service teachers in the art of teaching and dealing with students.

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