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Career Maturity AndCreativity Of Under Graduate StudentsIn Mizoram: A Correlational Study

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Abstract

A person's career maturity is influenced by several aspects, some of which are outlined here that are seen more significant. Environmental and biological/psychological aspects are the categories in which the components are classified. Cultural practices, family dynamics, financial status, and other ecological factors are also considered environmental factors. In addition to being significant in terms of itself, psychological problems act as triggers for 237 external factors. Some of these factors include age, sex, interests, academic achievement, and intellectual aptitude. Most college students are in the 18–22 age bracket. They have just entered maturity, having recently completed their adolescent. These developmental phases are just as significant as others. This is the time when childhood ends and adulthood begins. The foundation of childhood vanishes during this time, and a radical process of transformation begins. It is, in reality, a time of revolutionary transition. It is unmistakably a time of maturation, when the adolescent transforms into a man or woman. The phrase now has a more expansive connotation than it had in the past. The adolescent stage is now extended until the person is anticipated to reach sexual maturity, rather than being restricted to the time when the individual grows to be intellectually, emotionally and socially mature. The link between creativity and career maturity, intellect, personality types, mental and neurological processes, and various strategies for fostering creativity for both personal and societal economic gain are topics of discussion. World Creativity and Innovation Day is observed on April 21st of each year to commemorate the creative and inventive abilities of individuals throughout. Since 2002, the day has been observed in over 46 nations. The capacity to recognise and get ready for a professional decision is now considered career maturity. Consequently, it is a person's proficiency with the duties involved in vocational development, as well as their knowledge and attitude appropriate for the stage at which they are in their career development. The study aims to determine the level of creativity and career maturity of undergraduate students of Aizawl District, Mizoram and the relationship between the two variables. The study employed a descriptive method where a sample of 300 students was selected from six colleges of Aizawl District using a random sampling technique.

Percentage calculation, mean, standard deviation, ANOVA and Pearson Co-Efficient Correlation were used as statistical techniques for data analysis. The study found that undergraduate students of Aizawl District had low level of creativity and average level of career maturity. Moreover, the study also revealed that there was a positive relationship between creativity and career maturity where the higher the level of creativity, the higher the level of career maturity and vice versa.

Keywords: Career Maturity, Creativity, Relationship, Mizoram, Aizawl District

INTRODUCTION

Every society strives to develop its members' creative abilities in order to fulfil the educational requirements of every student. Before creating and implementing such a system, the demands for manpower must be thoroughly evaluated. Our most valuable national resource is human talent. Therefore, everyone's first priority should be its development and conservation. Everyone loses out when human ability is squandered, but everyone gains when it is properly utilised. However, the majority of contributions to the advancement of civilization come from a small number of really gifted people. In the fields of science, technology, literature, fine arts, business, industry, and social leadership, they open up new possibilities and establish new benchmarks. Society would begin to stagnate and eventually die as soon as it lost its natural talent-bestowing ability.

Creativity is the ability to generate new and original ideas, solutions, or products that are valuable and useful. It involves thinking outside the box, making connections between seemingly unrelated concepts, and approaching problems in innovative ways. Creativity can manifest in various forms, including art, science, technology, writing, and everyday problem-solving. It is often driven by curiosity, imagination, and a willingness to take risks and explore the unknown. Research has found that creative students are capable of solving real-world problems and achieving academic accomplishments. Other studies have shown that the development of students' creativity is related to their lifelong development, including career choices, personal traits, and more

The role of occupation in an individual's life has much broader psychological importance than is generally recognized. Young men and women leaving educational institutions and entering the workforce face various problems related to their career choices. These individuals are influenced by numerous variables, including educational, vocational, social, and personal factors. These variables play a significant role in the educational choices of students, which in turn become instrumental in their career decisions.

Career maturity is conceptualized as an individual's readiness to make well-informed, age-appropriate career decisions and to shape one's career carefully in the face of existing societal opportunities and constraints. Selecting a career and settling into it is a crucial task and a source of personal gratification. In the modern age of science and technology, hundreds of vocations are available to an individual, making the choice of the right vocation increasingly difficult.

Adolescence is a period when major decisions are made in a student's life, as their career will often depend on the subjects selected at this level. Many times, students are forced to choose a career that goes against their wishes due to various pressures and influences. This situation underscores the importance of proper guidance and support in helping young individuals make career choices that align with their interests and aptitudes, leading to greater satisfaction and success in their professional lives. John O'Crites (1973) "Career maturity is the ability to make appropriate occupational choices that fits the subject abilities, occupational interests and occupational preferences. Because of this maturity long term adjustment is considered to be more likely".

REVIEW OF RELATED LITERATURE

Fadaee and Alzahrh (2014) studied the key factors of creativity and innovation as development of communities together. In this paper, first the concept of innovation was introduced, then the difference between creativity and innovation comes, at the end the relationship between creativity, innovation and entrepreneurship is depicted. Authors also argued that our age is acceleration age, transformation and change. This wave of change affects all our lives by planned or unplanned. Hence, a society is leading tin global competition that has skilled and creative experts. Currently, one of the contributing factors to transform the face of economic, social and industrial of a country is an entrepreneurial activity. Hence, in the new field, a society is leading in a competitive community that its graduates should be able to collect the creativity and dynamism of resources and effort to pay creative business and be entrepreneurs.

Migunde, et.al. (2015) tried to establish the career maturity and career decision making status of secondary school students in Kisumu Municipality and to determine the relationship between career maturity and career indecision of secondary school students in Kisumu Municipality, Kenya. A sample of 370 secondary school students from year one to year four were surveyed on career maturity and career indecision. The current study found that students from public schools are more career mature and have lower career indecision than their counterparts from private schools, receiving career counseling significantly increases one's level of career maturity and females scored significantly higher on career indecision. Career maturity was found to be a significant predictor of career indecision. Based on the results, the researcher concluded that the type of school a student attends and career counseling had a significant influence on their career maturity and decision-making status. As career maturity increases, students' level of career indecision decreases. Secondary school students should be provided with adequate career information and encouraged to explore various careers and consult widely to improve their levels of career maturity.

Osborne, et.al. (2015)conducted a testto represent what is humankind's longstanding obsession with expanding its engineering capabilities to allow machines to perform tasks that have previously been confined to workers. While many barriers to automation have recently been overcome, allowing sophisticated algorithms and autonomous vehicles to substitute for workers in a wider range of domains, creativity arguably still provides a big obstacle to automation. This study examined the potential quantitative impact of the expanding scope of automation on creative employment, and related implications for the demand for skills and the future of inequality. The algorithm uses the trends and patterns it has learned from bulk data to correct for what is likely to be mistaken labels. The non-parametric approach also allows for complex, non-linear, interactions between O*NET variables: for example, perhaps one variable is not of importance unless the value of another variable is sufficiently large. Finally, the probabilistic approach returns not just the most likely label for an occupation, but also quantifies the uncertainty in this classification given the available data. As such, our approach is robust to mislabelling and provides a transparent assessment of the confidence in and justification for its classification. The result of this study estimated that as many as 24 percent of jobs in the United Kingdom, and 21 percent in the United States, have a high probability of being creative, including a wide range of occupations in Education, Management, Computers, Engineering and Science in addition to Arts and Media. We also report that creative skills receive higher wages in the labour market: with the important exception of some Arts and Media jobs, creative professions on average earn relatively high wages.

Rao and Reddy (2015)studied the relationship between metacognition and career maturity among adolescents. This study examined the relationship between metacognition and career maturity in adolescents in the age range of 16-18 studying in II year Pre- University/ 12th standard (n=60). Two standardized tools were used in the research, Metacognitive Awareness Inventory and Career Maturity Inventory (Indian Adaptation). Two groups of students, Group A (students studying in the Science Stream) and Group B (students studying in the Arts Stream) were compared. The data findings suggested that metacognition level and career maturity were not significantly related. There were no significant gender differences on all parameters. Though the level of meta-cognitive awareness was not significantly different between the groups there was a significant difference in the self-appraisal component of career maturity. The role of metacognition in career decision-making needs to be explored in more detail in a larger sample.

OBJECTIVES OF THE STUDY

1. To find out the level of creativity among College students of Aizawl District.
2. To find out the career maturity level among College Students of Aizawl District.
3. To study the relationship between creativity and career maturity level of college students in Aizawl District.

HYPOTHESIS

1. There is no significant relationship between creativity and career maturity level of college students in Aizawl District.

METHODOLOGY

The present study employed a descriptive survey method, aimed at describing the nature and current status of a phenomenon. The intent is to use the collected data to justify existing conditions and practices or to create more informed plans for their improvement. A descriptive study's purpose is to describe and interpret what exists, which involves recording, describing, analyzing, and interpreting present conditions. Such studies often include comparisons or contrasts and attempt to uncover relationships between existing, non-manipulated variables.

POPULATION AND SAMPLE

The population of the study includes all college students of Aizawl district, Mizoram. The investigator employed a random sampling technique to select a representative sample of the entire population. Out of a total of 14 colleges, six colleges were randomly selected for investigation: Pachhunga University and Zirtiri Residential College for Science, Aizawl North and J. Thankima College for Arts, and Hrangbana and Government Aizawl College for Commerce. From each of the six selected colleges, 100 students from each stream were randomly chosen, resulting in a final sample consisting of 300 students, with an equal distribution of 150 male and 150 female students.

TOOL

The investigator will employ the following tools:

1. Verbal Test of Creative Thinking (TCW) developed by Baqer Mehdi. (1973)
2. Career Maturity Inventory (Indian adaptation) developed by Dr. Nirmala Gupta. (1989)

DATA COLLECTION AND ANALYSIS

To facilitate data collection for the study, principals of various colleges were contacted and asked for their cooperation. Consistent and uniform testing conditions were maintained for all students to ensure the reliability of the data. Before the testing began, every effort was made to ensure that the participants were comfortably seated in a room that was free from any external disturbances. Lecturers were enlisted to help administer the tests, ensuring the process ran smoothly. Before administering the actual test tools, participants were thoroughly briefed about the purpose of the study. This step was taken to build rapport with the participants and help them feel comfortable and at ease. Participants were assured that their results would be kept strictly confidential to encourage honest and accurate responses.

For the administration of the test tools, instructions as outlined in the test manuals were read aloud to the participants. Additionally, participants were requested to read the instructions printed on the cover page of each tool themselves to ensure they fully understood the procedure.

The data on creativity and career maturity scales were categorized by gender and streams of study. Statistical techniques used for analysis included percentage calculations to assess score distributions, frequency distributions to determine Mean and Standard Deviation, 't' Tests to identify significant differences between respondent categories, ANOVA to detect significant differences among streams within categories, and correlation analysis to explore relationships between creativity and career maturity across all respondents.

DATA INTERPRETATION AND DISCUSSION

Objective 1. The first objective was to find out the level of creativity among college students of Aizawl District

All 300 respondents were given the Verbal Test of Creative Thinking (TCW), developed by Baqer Mehdi, to determine the degree of creativity among college students in the Aizawl District. Following that, each score was computed, tallied, and examined. Since there are no distinct norms, the scores were interpreted as follows: 1 standard deviation above the mean is considered to be "high creativity," while 1 standard deviation below the mean is considered to be "low creativity."

Table 1: Overall mean of creativity of respondents

VARIABLE	N	Mean	SD
Creativity	300	46.26	19.78

Table 2: Level of creativity among college students of Aizawl District

Levels of Creativity	Score
High	119 (39.67)
Low	181 (60.33)

The respondents' overall level of creativity is displayed in Tables 1 and 2. It is evident that college students in the Aizawl District scored an average of 46.26 out of 300 on the originality scale. Based on the interpretation table 2, 119 students (or 39.67%) out of 300 respondents had high levels of creativity, whereas 181 students (or 60.33%) had low levels of originality. Table 2

indicates that 60.33% of the students had low levels of creativity, indicating that the college students in the Aizawl District as a whole scored poorly on creativity-related tests.

Objective 2. The second objective was to find out the career maturity level among college students of Aizawl District

Dr. Nirmala Gupta's Career Maturity Inventory (an Indian modification) was given to all 300 respondents to determine the level of career maturity among college students in the Aizawl District. The results were tallied and examined. Students with scores between 80 and 120 were regarded as high level, those with scores between 40 and 79.99 as normal, and those with scores between 0 and 39.99 had a low level of vocational maturity.

Table 3: Overall mean of career maturity of respondents

VARIABLE	N	Mean	SD
Career Maturity	300	61.23	16.33

Table 4:Level of career maturity among college students of Aizawl District

Levels of career maturity	Score N=300 (100)
High	40 (13.33)
Average	222 (74)
Low	38 (12.67)

(Figure in parenthesis are given in percentage)

The total career maturity level of Aizawl District college students is displayed in Tables 3 and 4. It is evident that college students in the Aizawl District had a mean career maturity level score of 61.23 out of 300 respondents. Out of 300 respondents, only 40 had a score above 80, meaning that only 13.33% of students had a high level of career maturity; 38 students had a score below 39.99, meaning that 12.67% of students had a low level; and 222 students had a score between 40 and 79.99, meaning that 74% of students had an average level of career maturity. This shows that the Aizawl district's college students' total average scores are within the typical range for careers.

Objective 3. The third objective was to compare the relationship between creativity and career maturity among college students of Aizawl district.

In order to find out the relationship between creativity and career maturity among college students of Aizawl district the following null hypothesis was formulated.

Null hypothesis 1: There is no significant difference between creativity and career maturity among college students of Aizawl District

The Pearson co-efficient correlation was employed to examine the correlation between male and female respondents from the three streams—Arts, Commerce, and Science—in order to investigate the relationship between creativity and career maturity among college students in the Aizawl District.

Table 5: Coefficient correlation between creativity and career maturity among college students of Aizawl District

Variable	Creativity	Career Maturity
Creativity	+1	.298**
Career Maturity		+1

***Correlation is significant at 0.01 level*

**Correlation is significant at 0.05 level*

Table 5 shows that among college students in the Aizawl District, creativity and professional maturity are positively correlated. Additionally, it is evident that there is a substantial association between the two variables at both the 0.01 and 0.05 levels. Therefore, the null hypothesis—which holds that there isn't any meaningful connection between creativity and vocational maturity—is disproved. The study shows that there was a significant positive connection between creativity and professional maturity, demonstrating that the more the creativity, the higher the career maturity and vice versa. A positive correlation of r=30 is formed between these two variables.

CONCLUSION

The findings indicate that there exists positive correlation between creativeness and career maturity however, most of the students have poor levels of creativeness, and a significant number have ordinary career maturity. Crucially, it has been found that creativity and professional maturity are positively correlated. This shows that among these students, higher levels of creativity are correlated with higher degrees of career maturity. These observations highlight the potential advantages of encouraging creativity in college students as a way to improve their decision-making abilities and preparation for the workforce.

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