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AN INVESTIGATION ON THE RELATIONSHIP BETWEEN SELF-IMAGES AND CAREER MATURITY OF THE STUDENTS IN PRESCHOOL TEACHER EDUCATION UNDERGRADUATE PROGRAMMES

Introduction

The concept of self-image is described as the individual's descriptions about himself or herself. Among the study of self-image description literature, it can be seen that there are numerous concepts about self-image, most of which are used in an interchanging manner. (Franzoi, 1999). In spite of the difficulties in the description of the concepts concerning self-image, it is a widely studied issue from the historical point of view. James (1890) is the first one to think over self-image and mention its disturbed aspect.

The concept of self-image includes individuals' thoughts and perceptions about themselves; the respect of self-image includes the evaluation of these thoughts and perceptions, that is, making the thoughts about self-image meaningful (Rosenberg, 1979).

Self-image, ego and identity are concepts, which can be used instead of each other, still there have been studies, which question and put forward the differences of these concepts. For example, according to Kohut (1991), self-image is a deep psychological concept, which the child builds in relation with the self-image objects and which constitutes the origin of the personality. Self-image includes both the basic layers of personality revealing power and success and the idealised targets and the main skills between the ideals and wishes.

According to Kernberg, entity is an intra-psychic fact including various schemes and emotional connections; an entity scheme is perceptive structures including real or imaginary relations with the basic objects (Gökler, Cuhadaroglu, 2001). Identity develops in late adolescence and early adulthood and points out the intersections between the self-image of the individual having already developed and the socio-cultural status. The concept of self-image is a cognitional representation of the self-image.

In fact, the concept of self-image is like a big picture. We paint it again and again all through our lives. Small changes in this picture are sometimes not recognised by anybody or not approved by the others; then we go back to the origin of the picture.

The aim of this research is to analyse the relationship between the self-image and career maturity of the students who study pre-school teacher education undergraduate programmes. It is known that self-image and career maturity are continuously developing and interactive concepts. This research is a descriptive research studying the relationship between these two concepts.

Method

The students who study pre-school teacher education undergraduate programmes of the Faculties of Education at universities in Ankara constitute the universe of the research. 146 randomly chosen students constitute the sample group of the research.

The variables studied at the research are as follows: self-image, career maturity, settlement units (big city, city, country) as well as the educational and occupational status of their parents.

As the data collecting tool in the research, Offer Self-Image Questionnaire is used to determine the level of students' self-image; Career Maturity Inventory and personal information forms developed by the researcher were used to determine the level of career maturity.

The collected data was analysed within the SPSS program. The correlation method of Pearson moments multiplication is used to study the relationship between the level of the career maturity and self-image. T tests and the One Way ANOVA analysis method were used for the statistic analysis for the differences between the groups. The data obtained as the result of the research is presented in graphics 1-2 and charts 1-13.
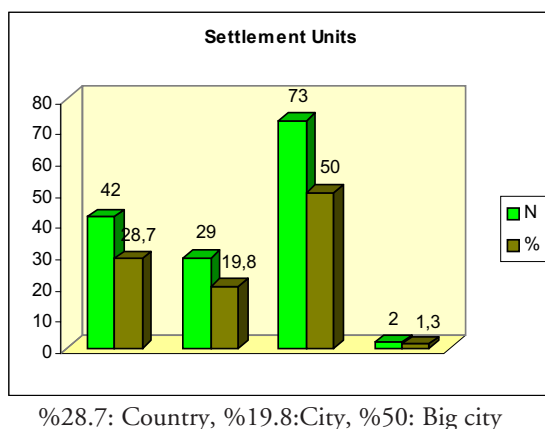
Results

Graphic-1

Graphic-2

%28.7: Country, %19.8:City, %50: Big city
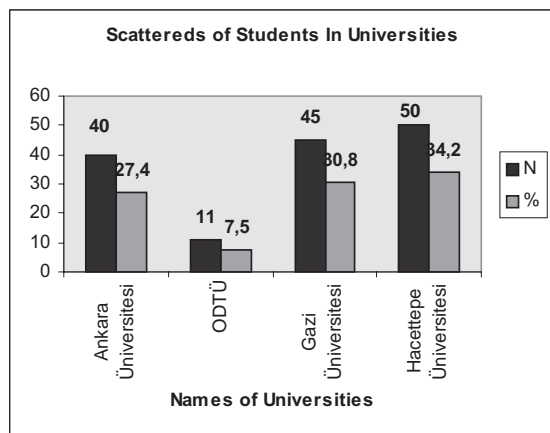
Table 1

**Descriptive Statistics of Student's Self-Image
And Career Maturity Level**

	N	x	Sd
Offer Self-Image	146	50	15.00
Career Maturity	146	13.34	2.53

Table 2

**Correlations of Offer Self Image and Career
Maturity Measures**

	Self-Image
Career Maturity	0.24*
N	146
P	0.03

* $p < 0.05$

The Pearson moments correlations coefficient, which is calculated to determine if there is a relationship between the points, which the students take from the Offer Self-Image Questionnaire and the points from the career maturity inventory is 0.24 ($p < 0.05$). The statistical meaning of these relation shows that the more positive the self-image of the students, the higher the level of career maturity.

Table 3

**The Relationship Between The Points Of Offer Self-Image Questionnaire and The Career Maturity
Inventory, which the Students who have Lived in the Country Have Before They Start University**

	Offer Self-Image
Career Maturity	0.31*
N	42
P	0.045

* $p < 0.05$

The relationship between the points of the Offer Self-Image Questionnaire and the Career Maturity Inventory, which the students who have lived in country before they start university have, is determined with the Pearson Moments Multiplication Correlation Coefficient, that is 0.31 ($p < 0.05$). This correlation coefficient is meaningful at the level of 0.05. As a result, it is seen that the factor of living in the country affects the relationship between the self-image and career maturity level.

Table 4

The Relationship Between the Offer Self-Image Questionnaire and Career Maturity Inventory Point of the Students Who have Lived In <u>Cities</u>

	Offer Self Image
Career Maturity	**0.09**
N	**29**
P	**0.063**

Table 5

The Relationship Between The Offer Self-Image Questionnaire And The Career Maturity Inventory Point Of The Students Who Have Lived In <u>Big Cities</u>

	Offer Self Image
Career Maturity	**0.26***
N	**73**
P	**0.03**

* $p < 0.05$

As it can be seen from Table 4, when the settlement unit is "city", the correlation coefficient that shows the relationship between the Offer Self-Image Questionnaire and the Career Maturity Inventory Points is 0.09. This correlation coefficient is not significant.

The relationship between the Offer Self-Image Questionnaire and the Career Maturity Inventory point of the students who have lived in big cities is calculated with the Pearson Moments Correlation coefficient is 0.26 ($p < 0.05$). This coefficient is significant at the level of 0.05. The factor of living in big cities affects the relationship between the self-image and the level of career maturity in a significant way.

Table 6

Offer Self Image Points

Group	N	x	Sd
Parent's low education level	47	47.24	14.75
Parent's high education level	48	53.25	15.38

Table 6 shows that Offer Self-Image points are close to each other when the education level of the parents of the students constituting the illustration group is low or high. (Middle school level depends on the group due to the education level at the research). The ones who have finished middle or primary school are considered low-educated, and the ones who have finished high school or university are considered highly educated)

Table 7

T Tests Results

Grup	N	sd	T	df	p
Low education level	47	14.75	-1,94	93	-
High education level	48	15.38			

In order to examine if there is any difference in Offer Self-Image points of the students whose parents have high or low education, the T test is applied. According to the results of the T test it is determined that there is no significant difference between the Offer Self-Image points. This situation shows that the education level of parents is not predicted over the students' self-image level.

Table 8

Career Maturity Points

Group	N	$\overline{x}$	Sd
Parent's low education level	47	12.45	1.73
Parent's high education level	48	12.04	2.71

Table 8 shows that there is not much difference in the average points of career maturity of the students due to the education level of their parents.

Table 9

Career Maturity T Tests Results

Grup	N	ss	T	Sd	p
Parents' educational level (low)	47	1.73	0.86	93	-
Parents' educational level (high)	48	2.71			

As a result of T test analysis, it is found that there is no significant difference between the student's career maturity inventory points according to their parents' education level. It is seen that the parents' education level does not affect the development of career maturity level.

Table 10

Students career Maturity Points due to Father Occupation

Group	N	$\overline{x}$	sd
Civil Servant	33	12.57	1.94
Worker	17	12.00	2.18
Merchant	43	12.91	2.42
Retired	46	12.98	2.88

Table 10 shows that the career maturity level points do not differentiate due to the occupation of the father.

Table 11

One-Way ANOVA Results

Source	Sum of squares	df	Mean Square	F	sig
Between groups	22.96	3	7.65	1.27	–
Within groups	814.67	135	6.04		
Total	837.63	138			

The results of the one-way ANOVA analysis, which is made in order to determine if there is any significant difference between the career maturity inventory points of the students whose fathers have different job show that there is not any significant difference between these students' career maturity points.

Table 12

Student's Offer Self-Image Points (According To Father's Occupations)

Group	N	$\overline{x}$	Sd
Civil Servant	33	51.73	17.25
Worker	17	49.71	14.76
Merchant	43	50.76	12.53
Retired	46	49.48	15.97

The offer self-image points shown are examined according to the fathers occupation, it is seen that the points are very close to each other.

Table 13

One-Way ANOVA Results

Kaynak	Sum of squares	df	Mean Square	F	sig
Between groups	110.94	3	36.98	0.16	–
Within groups	31086.08	135	230.26		
Total	31197.02	138			

The results of the one way ANOVA analysis, which is made to determine if there is any significant difference between the offer self-image points of the students whose fathers have different jobs show that there is not any significant difference in their offer self-image points.

Discussion
The results obtained from the research show that there is a significant relation between the student self image and career maturity. In all literature about the development of career and self-concept, both of the properties are described as a dynamic process that changes and develops all through the life. There are many research results showing that there is a significant relation between the self-image concept and career maturity. Theorists, who study career development, put forward that career selection process, just like the other development fields, develops through the life in stages and it is affected by the development of self-image system (Ginzberg, 1951). The fact that there is a significant relationship between the self-image and career maturity underlines the importance that self-concept should be supported by the ones who have influence over its development at the early stages of childhood.

Through their lives, individuals feel who they are and what makes them different from the others. The development of identity and confidence is a motivator element in life (Harter, 1983). The formation of identity in Erikson's (1968) ego psychology theory is a psychosocial development property built by various identifies from the infancy, shaped by the re-gathering of these identifies in adolescence and the identification and continuity of this situation (Cuhadaroglu, 2001). Self-concept develops through an ongoing and important process in adolescence and adulthood (Gander-Gardiner, 1993).

The development and formation of self-image concept change very fast in the transition period from childhood to adolescence. Rosenberg (1979) states in his research that the children's descriptions about themselves are characterised by many more personality properties. Small children express themselves by physical properties. In adolescence, social identity properties are more mentioned, self-control develops faster, and the source of self-image becomes the adolescents themselves instead of their parents. The self-formation affects the academic success, development of career interests and selections in adolescence (Jones, 1982).

Career is the reflection of personality (Ginzberg, 1972). He claims that career development and personality development are parallel to each other (effected by the self-system). Holland (1953) also puts forward that ca-

reer selection is an expression of personality. He claims that members of a specific job have similar properties.

Self-image is formed by the affection of the environment and our inner-world. At first, in childhood, healthy identifications with parents take place, and then in adolescence teachers have a great effect on self-concept (Gander-Gardiner, 1993). The teacher has the entity function for the students. Researchers show that teachers who have empathy affect students the most. Children-adolescents who feel that they are understood and respected think that they are important and valuable. Because of the crucial effect over the child life, the university students educated in order to be teachers, who are also the illustration group of this research, should be supported all through their lives to reach psychological and career maturity. Psychology and career assistance services, psychosocial support projects, affection observations are advised models in this concept. It is thought that these supporting services will contribute the to student personality development, academic success and self-development.

There can be different variants affecting the relationship between the level of career maturity and self-image except from the ones examined in this research. The following research can be related to evaluation of family affection relations and father-child relations, cultural values, academic success, sex, emphatic skills, self-awareness, career and self-concept.

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Santrauka

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BAKALAURANTŲ, BŪSIMŲJŲ IKIMOKYKLINIO UGDYMO PEDAGOGŲ SAVĘS VERTINIMO IR PROFESINĖS BRANDOS RYŠIŲ TYRIMAS

Šio tyrimo tikslas – ištirti bakalaurantų, būsimųjų ikimokyklinio ugdymo pedagogų, savęs vertinimo ir jų profesinės brandos ryšius.

Teigiama, kad asmens savęs vertinimas ir jo profesinė branda yra sampratos, ugdomos visą gyvenimą ir sąveikaujančios viena su kita. Šis tyrimas yra aprašomasis, vykdomas siekiant ištirti šių dviejų koncepcijų sąryšį. Šio tyrimo aibė sudaryta iš I kurso studentų bakalaurantų, studijuojančių ikimokyklinio ugdymo pedagogiką įvairiuose Ankaros miesto pedagoginiuose fakultetuose. Iš šios aibės buvo atsitiktinai paimta 146 tiriamųjų imtis.

Duomenims apdoroti naudotas SPSS programų paketas, kad būtų ištirtas sąryšis tarp profesinės brandos ir savęs vertinimo, remiantis Pearson'o-Moment'o koreliacijos metodu. Grupių skirtingumui ištirti pasinaudota T testu ir vieno veiksnio variantiškumo analize.

Tyrimo rezultatai rodo, kad egzistuoja statistiškai reikšminga pozityvi koreliacija tarp savęs vertinimo ir profesinės brandos. Kiti tyrimo parametrai – studentų tėvų išsilavinimas, tėvų profesija ar gyvenamoji vieta – prieš stojant į universitetą neturėjo įtakos šiam sąryšiui, tačiau gyvenimas „didmiestyje" ir „kaime" turėjo įtakos profesinės brandos ir savęs vertinimas sąryšiui.

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