

A STUDY OF VOCATIONAL MATURITY OF SECONDARY SCHOOL STUDENTS

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Abstract: This study examines the vocational maturity of secondary school students. The sample consisted of 400 students (193 Boys & 207 Girls) of tenth class studying in government schools of Almora district of Uttarakhand. They were selected on the base of multi stage random sampling. The major findings of the research revealed that female students are more vocationally mature than their counterpart.

Key words: Vocational maturity, career maturity, career decision.

1. INTRODUCTION:

“Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity”

- T. P. Nunn

The above statement of T. P. Nunn rightly supported the modern concept of education. Modern education seeks to develop the inherent capacities of a child in the social environment. The modern education put the child in the center of learning process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. Besides the social, moral, cultural and spiritual aim of education the purely simple ‘bread and butter’ aim cannot be lost sight of. In fact the aim of education as for earning a living and making a good economic living is one of the major aims. Parents educate their children, not particularly for culture, but with the expectation that their children after education will become doctor, engineer, army officer, administrator, professor and the like. He sacrifices his hard earning to the maximum, for the benefit of his children with the expectation of monetary reward. So the immediate purpose of education is to enable the student in earning a livelihood. However ultimate purpose of education is to attain exalted state of virtuous conduct by growing a discerning mind which can distinguish good from bad and lead us to salvation. To help people in raising them to a higher level of existence, education acts as a catalyst.

As the child grows up his self-concept develops through stages of fantasy to exploration, establishment and maintenance along with his vocational development. Early childhood fantasies give shape to specifying a vocational preference. Upon implementation such vocational preferences become choices. At the annual convention of the American Personnel and Guidance Association in 1950, Ginsberg declared that vocational choice is not a once-in-a-lifetime phenomenon. Rather, he and his colleagues (Ginzberg, Ginsburg, Axelrad, & Hernia, 1951) proposed that vocational choice is a developmental process which spans the years from late childhood to early adulthood when the individual enters the world-of-work. Ginzberg also proposed that career decision making is largely irreversible and eventually results in compromise between needs and realities. It is important to foresee such compromises and give proper career counseling, so that, with proper guidance a child is able to choose not merely a career but a vocation. Here comes the importance of Vocational Maturity. Vocational maturity can be defined as the place reached on the continuums of vocational development from exploration to decline (Super 1955). Vocational maturity is thus the degree which one has reached in cognitive, emotional and other psychological factors whereby one acquires the capacity of making realistic and mature career choices (Super 1955). The high-lighted aspects of vocational maturity include (Lal Krishan, 2014):

- Obtaining information about oneself and converting such information to self-knowledge.
- Acquiring decision making skills and applying them in effective decision making.
- Gathering career information and converting it into knowledge of occupational world.
- Integrating self-knowledge and knowledge of the occupational world.
- Implementing the obtained knowledge in career planning.

The stage of secondary education is a critical period for the development of vocational maturity, in this stage the students have to take academic and occupational decisions over the course of their study and these educational and vocational decisions pave the way for future decisions to be taken by any individual in the world of work. The mind of a child is a dynamic self-adjusting and self-learning force, which needs proper guidance for these decisions and for wholesome growth and development. Many factors play a role in these decisions such as self-concept, intelligence,

personality, level of aspiration, region of residence, locus of control, home environment, family structure, school type, gender, modernization and SES. Social, cultural and political factors also influence these decisions.

2. NEED AND IMPORTANCE OF THE STUDY:

In India, education has little utility to life, as it does not directly prepare a person for earning livelihood. Due to this the need of vocationalization has been keenly felt (Sharma & Sharma, 2004, p.211-212). Mahatma Gandhi, the father of nation rightly stated that true education ought to be a kind of insurance against unemployment. In the same way 'improvement of vocational efficiency' is the major aim, of education recommended by Secondary Education Commission (1952-53). 'Increasing productivity' as an aim of education is also recommended by Indian Education Commission (1964-66). To achieve these aims we require vocationally mature individuals. Vocationally mature individuals have the ability to identify specific occupational preferences and are successful for reaching their goals step by step (Westbrook, Sanford, & Donnelly, 1990). Individuals who have mature vocational attitudes earlier are likely to have more successful careers in the future because they have more awareness about the vocational decision making process, they can think more about a variety of careers, possess higher levels of self-efficacy related to decision making, and are more committed to making vocational choices (Luzzo, 1993). Various socio psychological factors are involved in the process such as intelligence, occupational aspirations, self-concept, academic achievement, interests, adjustment, vocational guidance, geographical location, gender, socio-economic status, and family environment etc. Many studies done before in India and abroad depicts a significant relationship of vocational maturity with intelligence, personality, locus of control, self-concept, vocational guidance, level of aspiration and many factors. However efforts in India are little, still a lot of work to be done with vocational maturity to explain new facts of relationship, so that the professional progress of an individual can be enhanced. This motivated the researcher to study the vocational maturity of secondary students.

3. OBJECTIVES:

The objectives of the study were:

- To study the gender differences in vocational maturity of secondary school students.
- To study the region of residence differences in vocational maturity of secondary school students.
- To study the vocational maturity of secondary school students on the basis of family structure.

4. HYPOTHESIS:

The hypotheses of the study were:

- There is no significant gender difference in vocational maturity of secondary school students.
- There is no significant region of residence differences in vocational maturity of secondary school students.
- There is no significant family structure difference in vocational maturity of secondary school students.

5. RESEARCH METHODOLOGY:

5.1 RESEARCH DESIGN:

The research method used by researcher in this study is normative survey. The survey is an important type of study. There is no manipulation of subjects, the researcher measures things as they are.

5.2 SAMPLE OF STUDY:

Considering the nature of the study, multistage random sampling employed to select participants. The sample consisted of 400 students (193 Boys & 207 Girls) of tenth class studying in government school of Almora district of Uttarakhand.

5.3 TOOL USED:

The following tool was used to get the opinions of the students:

- ❖ Vocational Maturity Scale (VMS) constructed and standardized by Dr. A. K. Srivastava.

5.4 PROCEDURE:

The VMS was administered to the students by researcher himself. They were explained about the purpose of the study and after establishing a good rapport and ensuring clear understanding of instructions, they were asked to respond on the scale.

5.5 STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS:

We have used descriptive statistics- Mean, Standard Deviation and Critical-Ratio (C.R.), inferential statistics-t-test and graphical representation for data analysis.

5.6 ANALYSIS AND INTERPRITATION OF DATA:

H₀1 There is no significant gender difference in Vocational Maturity of Secondary School Students:

Having collected the data with the help of standardized Vocational Maturity Scale (VMS), mean, standard deviation and critical-ratio were tabulated and analyzed.

TABLE NO. 1
Vocational Maturity of Secondary Students w.r.t. gender

GENDER	N	MEAN	S.D.	C.R.	LEVEL OF SIGNIFICANT
MALE	193	23.60	2.35	7.215	SIGNIFICANT
FEMALE	207	25.26	2.24		

*At 0.05 level of significance. $df = (193-1) + (207-1) = 398$

In table 1 the mean, standard deviation and critical-ratio is presented. The mean score and S.D. for vocational maturity of male students is 23.60 and 2.35 respectively. Vocational maturity of female students has the mean and S.D. is 25.26 and 2.24 respectively.

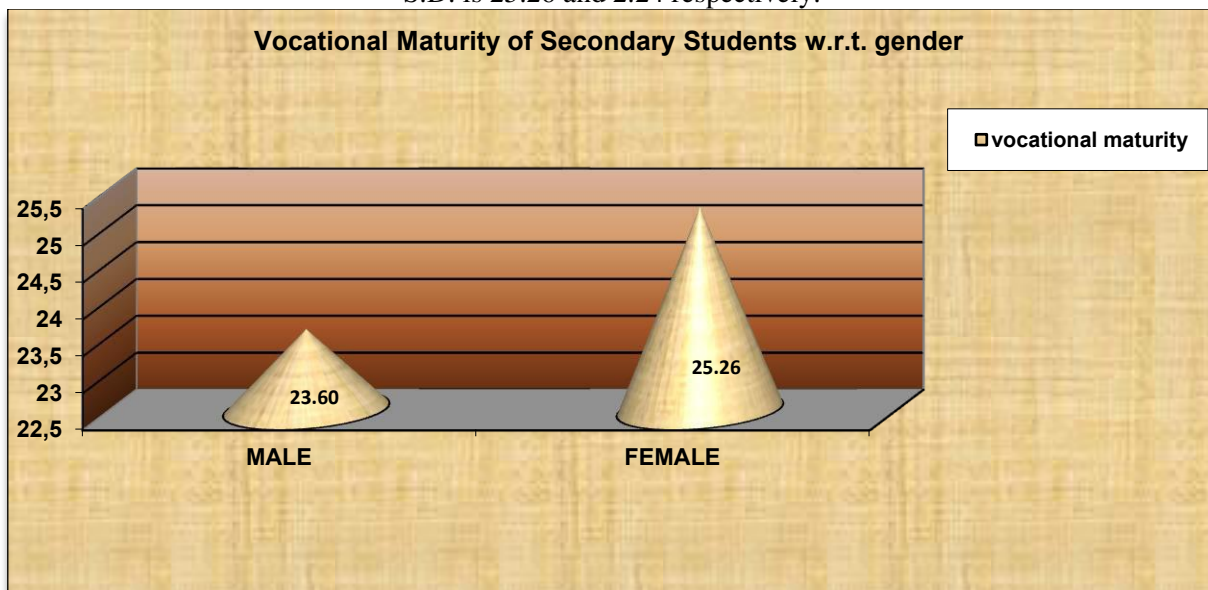


Table 1 show that mean differential with regard to Vocational Maturity of male and female students is statistically significant. Vocational maturity is significant at .05 level ($t=7.215$). This indicates that the female students ($M_2= 25.26$) of class tenth have more vocational maturity as compared to male students ($M_1= 23.60$). This result of the present study could be supported by Bhandari (2014) who also found that female senior secondary students have higher score on vocational maturity measures than male senior secondary students. Hence hypothesis 1 is rejected.

H₀2 There is no significant region of residence differences in Vocational Maturity of Secondary School students.

Having collected the data with the help of standardized Vocational Maturity Scale (VMS), mean, standard deviation and critical-ratio were tabulated and analyzed.

TABLE NO. 2
Vocational Maturity of Secondary Students w.r.t. region of residence

REGION OF RESIDENCE	N	MEAN	S.D.	C.R.	LEVEL OF SIGNIFICANT
URBAN	144	24.77	2.31	1.92	NOT SIGNIFICANT
RURAL	256	24.28	2.49		

*At 0.05 level of significance. $df = (144-1) + (256-1) = 398$

In table 2 the mean, standard deviation and critical-ratio is presented. The mean score and S.D. for vocational maturity of urban students is 24.77 and 2.31 respectively. Vocational maturity of rural students has the mean and S.D. is 24.28 and 2.49 respectively.

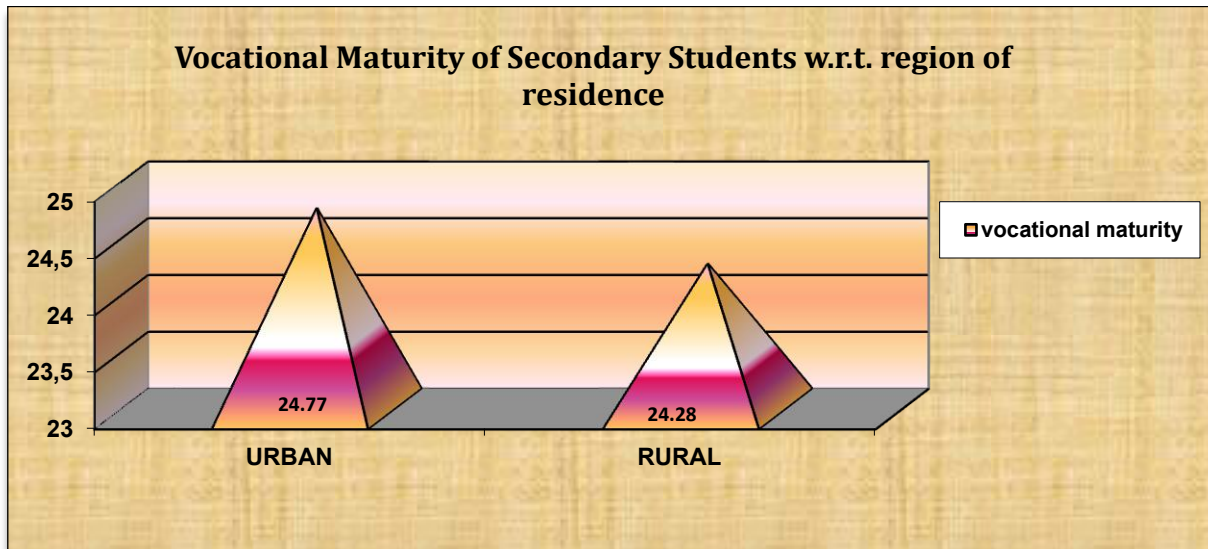


Table 2 show that mean differential with regard to Vocational Maturity of urban and rural students is statistically insignificant. Vocational maturity is insignificant at .05 level ($t=1.92$). This indicates that there is no significant difference between the vocational maturity of urban students ($M1=24.77$) and rural students ($M2=24.28$). Hence it is concluded that there is no difference among the vocational maturity of urban students and rural students. Hence hypothesis 2 is accepted.

H₀₃: There is no significant family structure difference in vocational maturity of secondary school students.

Having collected the data with the help of standardized Vocational Maturity Scale (VMS), mean, standard deviation and critical-ratio were tabulated and analyzed.

TABLE NO. 3
Vocational Maturity of Secondary Students w.r.t. family structure

FAMILY STRUCTURE	N	MEAN	S.D.	C.R.	LEVEL OF SIGNIFICANT
NUCLEAR	255	24.65	2.30	0.99	NOT SIGNIFICANT
JOINT	145	24.60	2.68		

*At 0.05 level of significance. $df = (253-1) + (147-1) = 398$

In table 3 the mean, standard deviation and critical-ratio is presented. The mean score and S.D. for vocational maturity of students belonging to nuclear family is 24.65 and 2.30 respectively. Vocational maturity of students belonging to joint has the mean and S.D. is 24.60 and 2.68 respectively.

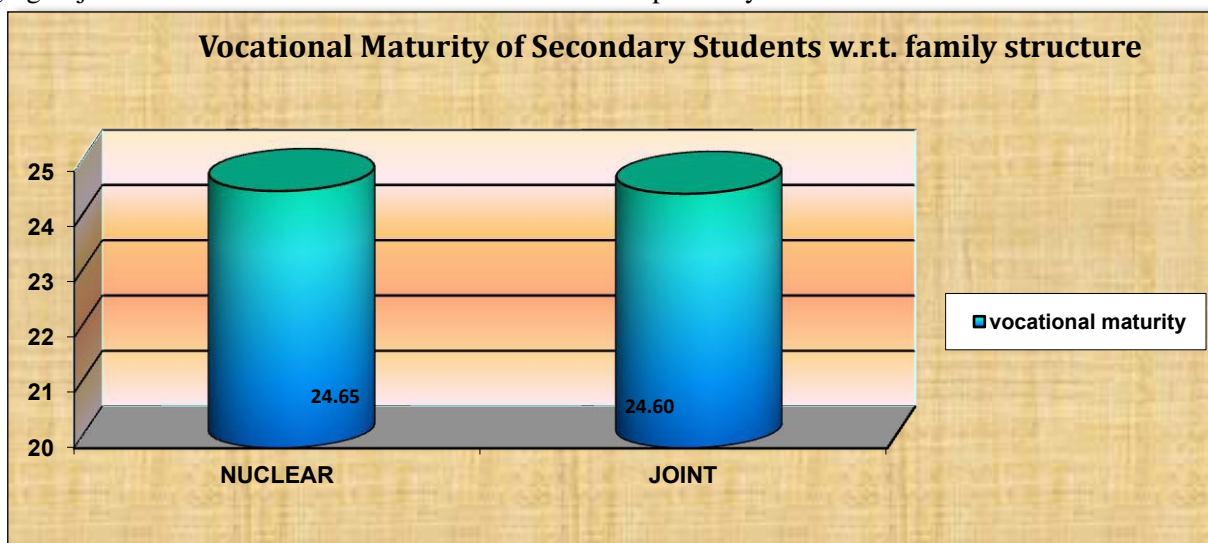


Table 3 show that mean differential of Vocational Maturity with regards to family structure of the secondary students is statistically insignificant. Vocational maturity is insignificant at .05 level ($t=0.99$). This indicates that there is no significant difference between the vocational maturity of students belonging to nuclear family ($M1=24.65$) and

students belonging to joint family ($M_2=24.60$). Hence it is concluded that there is no difference among the vocational maturity of students belonging to nuclear family and students belonging to joint family. Hence hypothesis 3 is accepted.

6. FINDINGS/CONCLUSION:

It is concluded from the results of the study that:

- Female students of secondary class are more vocationally mature than male students of secondary class.
- Secondary students belonging to both urban and rural region of residence are same in vocational maturity.
- Secondary students belonging to both nuclear and joint family are same in vocational maturity.

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