

A Study of Vocational Maturity of Secondary School Students in Relation to Home Environment



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Abstract

This study examines the vocational maturity of secondary school students in relation to their home environment. The sample consisted of 400 students (193 Boys & 207 Girls) of tenth class studying in government and government aided schools of Almora district of Uttarakhand. They were selected on the basis of multi stage random sampling. Major findings of the study revealed that there is no significant correlation between vocational maturity and home environment of the male secondary school students. Finding also revealed that there is a significant correlation between vocational maturity and home environment of female secondary school students.

Keywords: Vocational Maturity, Career Maturity, Home Environment, Family Environment

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 2014)

1. Obtaining information about oneself and converting such information to self-knowledge.
2. Acquiring decision making skills and applying them in effective decision making.
3. Gathering career information and converting it into knowledge of occupational world.
4. Integrating self-knowledge and knowledge of the occupational world.
5. 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, locus of control, home environment, school type, gender, modernization and SES. Social, cultural and political factors also influence these decisions.

Because children's lives are centered initially within their home, the home environment becomes the primary agent of socialization. The home environment involves the circumstances, social climate and psychological climate conditions within homes. Since each home is made up of different individuals in a different setting, each home environment is unique. The environments can differ in many ways. At home parents are a child's first educator. Parents promote and support the physical, emotional, social, psychological and intellectual development of a child from infancy to adulthood. Parents can be both facilitators and inhibitors of their children's psychological development. Family or home environment has a strong impact on child's whole development. This impact is stronger during the child's early years but continuous throughout their school years. Researches indicate that home environment plays an important role in vocational development. Parent's educational attainment and occupational status, family income as well as such corresponding variables as values, opportunities, and parental encouragement, serve to enhance or limit an individual's potential occupational status (Schoenberg et al. 1984). Families provide financial and emotional support, and also transmit values, goals, and expectations to their children, which can impact the career development process. Theories suggest that parents assist in shaping children's self-concept and

can serve as role models (Crites, 1962; Super, 1957).

Many career choice theories indicate that the family or home plays a role in shaping the values and needs of its members. Super's (1957) theory suggests that the family can influence the development of the child's self-concept, which shapes their abilities, interests, values and career choices. Similarly, Crites (1962) suggested that the amount of parental identification will be reflected in the interests of their children and in turn, the careers that they choose to pursue. Crow and Crow (1965) describes that home is the primary societal unit. At home, family relationships play an important role in an individual's life pattern from early childhood through adulthood. Much of an individual's personality patterning originates at home. Not only does the child inherit certain family potentialities, but during his developing years, his attitudes, beliefs, ideals and overt behavior reflects the influences on him of home experiences. Crow and Crow (1965) state that, the fulfillment of a child's basic psychological and physical needs is the primary responsibility of his or her family. The degree of successful adjustment achieved by the child in his family relationships depends on various factors of influence.

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, 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. Almost studies in this field review one variable at a time. 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 in relation to their home environment.

Objectives of the Study

The objectives of the study were,

1. To investigate the relationship between vocational maturity and home environment of secondary school students on the basis of gender.
2. To investigate the relationship between vocational maturity and home environment of secondary school students on the basis of region of residence.

Hypothesis

The hypotheses of the study were,

1. There is no significant correlation between vocational maturity and home environment of male secondary school students.
2. There is no significant correlation between vocational maturity and home environment of female secondary school students.
3. There is no significant correlation between vocational maturity and home environment of rural secondary school students.
4. There is no significant correlation between vocational maturity and home environment of urban secondary school students.

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.

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 & government aided schools of Almora district of Uttarakhand.

Tool Used

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

1. Vocational Maturity Scale (VMS) constructed and standardized by Dr. A. K. Srivastava.
2. Home Environment Scale (HES) constructed and standardized by Aaliya Akhtar & Dr. Shail Bala Saxena.

Procedure

The VMS & HES were 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.

Statistical Techniques Used for Data Analysis

We have used Pearson's coefficient of correlation-r, p value and graphical representation for data analysis.

Analysis and Interpretation of Data

H₀₁ There is no significant correlation between vocational maturity and home environment of male secondary school students.

Having collected the data with the help of standardized Vocational Maturity Scale (VMS) and Home Environment Scale (HES), Pearson's coefficient of correlation-r, and p value were tabulated and analyzed.

Table - 01

Correlation between Vocational Maturity and Home Environment of the Male Secondary School Students

Variable	Home Environment	Protectiveness	Parental Involvement	Academic Stimulation	Rewards	Parental Warmth	Punishment	Participation in Home Affairs	Control	Permissiveness	Parental Expectation	Total Home Environment
Vocational Maturity	r	-0.044	0.245	0.307	-0.097	0.020	0.036	0.057	0.013	0.037	0.101	0.129
	p value	0.543	0.0005	0.000	0.179	0.782	0.62	0.431	0.857	0.609	0.162	0.073
	N	193	193	193	193	193	193	193	193	193	193	193

Since p value is greater than 0.05, the null hypothesis is accepted at 5% level of significant. Hence, it is concluded that there is no significant correlation between vocational maturity and home environment of the male secondary school students. Table 01 revealed that Protectiveness and Rewards are negatively correlated with vocational maturity of male students however Parental Involvement, Academic Stimulation, Parental warmth, Punishment Participation in Home Affairs, control, Permissiveness

and Parental Expectation are positively correlated with vocational maturity of male students.

H₀₂ There is no significant correlation between vocational maturity and home environment of female secondary school students.

Having collected the data with the help of standardized Vocational Maturity Scale (VMS) and Home Environment Scale (HES), Pearson's coefficient of correlation-r, and p value were tabulated and analyzed.

Table - 02
Correlation between Vocational Maturity and Home Environment of the Female Secondary School Students

Variable	Home Environment	Protectiveness	Parental Involvement	Academic Stimulation	Rewards	Parental Warmth	Punishment	Participation in Home Affairs	Control	Permissiveness	Parental Expectation	Total Home Environment
Vocational Maturity	r	.0007	0.204	0.105	0.013	0.187	0.156	0.125	0.040	0.170	0.051	0.218
	p value	0.992	0.003	0.132	0.852	0.007	0.024	0.072	0.567	0.014	0.465	0.0016
	N	207	207	207	207	207	207	207	207	207	207	207

Since, p value 0.0016 is less than 0.01; the null hypothesis is rejected at 1% level of significant. Hence, it is concluded that there is a significant correlation between vocational maturity and home environment of female secondary school students. Table 02 revealed that all the dimensions of the home environment are positively correlated with the vocational maturity of the female secondary students.

H₀₃ There is no significant correlation between vocational maturity and home environment of rural secondary school students.

Having collected the data with the help of standardized Vocational Maturity Scale (VMS) and Home Environment Scale (HES), Pearson's coefficient of correlation-r, and p value were tabulated and analyzed.

Table - 03
Correlation between Vocational Maturity and Home Environment of Rural Secondary School Students

Variable	Home Environment	Protectiveness	Parental Involvement	Academic Stimulation	Rewards	Parental Warmth	Punishment	Participation in Home Affairs	Control	Permissiveness	Parental Expectation	Total Home Environment
Vocational Maturity	r	-0.04	0.262	0.209	0.007	0.127	0.166	0.144	-.008	0.074	0.199	0.220
	p value	0.52	0.000	.0007	0.91	0.042	0.007	0.021	0.89	0.238	0.001	.0004
	N	256	256	256	256	256	256	256	256	256	256	256

Since, p value 0.0004 is less than 0.01; the null hypothesis is rejected at 1% level of significant. Hence, it is concluded that there is a significant correlation between vocational maturity and home environment of rural secondary school students. Table 03 revealed that Protectiveness and Control are negatively correlated with vocational maturity of rural students however Parental Involvement, Academic Stimulation, Parental warmth, Punishment Participation in Home Affairs, Rewards, Permissiveness and Parental Expectation are

positively correlated with vocational maturity of rural students.

H₀₄ There is no significant correlation between vocational maturity and home environment of urban secondary school students.

Having collected the data with the help of standardized Vocational Maturity Scale (VMS) and Home Environment Scale (HES), Pearson's coefficient of correlation-r, and p value were tabulated and analyzed.

Table - 04

Correlation between Vocational Maturity and Home Environment of Urban Secondary School Students

Variable	Home Environment	Protectiveness	Parental Involvement	Academic Stimulation	Rewards	Parental Warmth	Punishment	Participation in Home Affairs	Control	Permissiveness	Parental Expectation	Total Home Environment
Vocational Maturity	r	0.006	0.185	0.231	-0.129	0.019	0.151	-0.037	0.09	0.149	-0.052	0.140
	p value	0.94	0.027	0.005	0.123	0.82	0.07	0.66	0.28	0.074	0.53	0.094
	N	144	144	144	144	144	144	144	144	144	144	144

Since, p value 0.094 is greater than 0.05; the null hypothesis is accepted at 5% level of significant. Hence, it is concluded that there is statistically no significant correlation between vocational maturity and home environment of urban secondary school students. Table 04 revealed that Participation in Home Affairs and Rewards are negatively correlated with vocational maturity of urban students however Parental Involvement, Academic Stimulation, Parental warmth, Punishment, Protectiveness, Control, Permissiveness and Parental Expectation are positively correlated with vocational maturity of urban students.

Findings

It is concluded from the results of the study that

1. There exists statistically insignificant correlation between vocational maturity and home environment of the male secondary school students.
2. There exists statistically significant correlation between vocational maturity and home environment of female secondary school students.
3. There exists significant correlation between vocational maturity and home environment of rural secondary school students.
4. There exists statistically insignificant correlation between vocational maturity and home environment of urban secondary school students.

Conclusion

1. Insignificant relationship observed between Vocational Maturity and Overall Home Environment of secondary boys while positive significant relationship observed between Vocational Maturity and Parental Involvement & Academic Stimulation dimensions of Home Environment. It may be concluded that although Overall Home Environment does not influence the Vocational Maturity of secondary boys yet Parental Involvement & Academic Stimulation dimensions of Home Environment influence the Vocational Maturity of secondary boys.
2. Significant positive relationship observed between the Vocational Maturity and Home Environment of secondary girls. Hence it may be

concluded that Home Environment directly influences the Vocational Maturity of secondary girls.

3. Significant positive relationship observed between Vocational Maturity and Home Environment of secondary students belonging to rural area whereas insignificant positive relation observed for students belonging to urban area.

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