

# Vocational Attitude Maturity of Senior Secondary Students: An Evaluative Study



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## Abstract

This study was carried out to evaluate the attitude on vocational maturity of science and arts stream girls studying in senior secondary schools. A total of 200 girl students from senior secondary schools affiliated to U.P. Board running in Moradabad District of Uttar Pradesh participated as respondents. The age of the subjects was 16-18years. Selection of respondents was done with the help of simple random sampling. Dr. (Mrs.) Manju Mehta's VAMS questionnaire was used to assess the Vocational Maturity of science and arts stream girl students of senior secondary level. Mean, S.D. and test of significance were calculated to find out the difference between the mean scores of science and arts stream's girl students on vocational maturity. The result reveals that there is a significant difference between the vocational maturity of science and arts stream girl students of senior secondary level. Science stream's Girl students have good attitude on vocational maturity then arts stream's girl students of senior secondary level.

**Keywords:** Vocational Maturity, Science Stream, Arts Stream, Girls of Senior Secondary Schools.

## Introduction

The entire development of an individual and of the nation depends upon education. It is the most powerful tool in refining the attitude of an individual which prepares him for future vocation. World is changing rapidly, in this changing world education play a vital role to make an individual healthy with body and mind which can perform healthful and harmonious action. Our Prime Minister Narendra Modi has dreamt to see the India as a Human Resource Capital of the entire world. India is a developing country where the problem of facilitation of vocational maturity is the most important problem.

In the context of senior secondary school education, Secondary education commission (1952-53) aimed to increase the productive and vocational efficiency of our students. Vocational Maturity has become the key factor for increase the productive and vocational efficiency of our students. Maturity is the stage of mind which copes with the conflict between fair and unfair issues. If maturity is come with the developing stages like childhood and adolescence, it become necessary to having the vocational maturity for adolescent studying in XIth and XIIth Grade who are facing problem in making crucial decision regarding their field of further studies according to their vocational choices.

The assumption can be made that a vocational mature person is more capable for making an appropriate and realistic vocational choice and decision. Vocational mature individual has the ability to identify specific occupational preferences and to implement activities in order to achieve their goals. 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 vocational choices.

Vocational Development task can be effectively coping up by the people of higher vocational Attitude Maturity. V.A.M. helps in making an appropriate and realistic vocation choice and decision. A vocation mature person consist the quality of a readiness, attitude and competency towards doing different vocational tasks effectively. Career mature individuals implement activities in order to achieve their goal; they have the ability to identify specific occupational preference. The concept of career maturity was defined as the life stage in which an individual actually is evidenced by

the developmental tasks with which he is dealing, in relation to his age (Super et. al. 1957).

It is extremely important to identify an individual's state of vocational maturity in order to give appropriate vocational guidance. The highlighted factors underlying vocational maturity includes:

1. Vocational Aspiration Level
2. Influence and Money in Job Choice
3. Altruism and Passivity in Job Choice
4. Lack of Job Awareness and Change in Job Performance
5. Indecisiveness in Vocational Choice
6. Vocational Understanding
7. Lack of Independence
8. Chance Factor in Vocational Choice.

### Objectives of the Study

1. To measure the level of vocational maturity of girl students studying in senior secondary schools of Moradabad district.
2. To compare the level of Vocational Maturity of science stream girl students and arts stream girl students studying in senior secondary schools of Moradabad district.
3. To compare science stream girl students and arts stream girl students studying in senior secondary schools of Moradabad district on different factors of vocational maturity like
  - a. Vocational Aspiration Level
  - b. Influence and Money in Job Choice
  - c. Altruism and Passivity in Job Choice
  - d. Lack of Job Awareness and Change in Job Performance
  - e. Indecisiveness in Vocational Choice
  - f. Vocational Understanding
  - g. Lack of Independence
  - h. Chance Factor in Vocational Choice

### Review of Literature

It was examined that the female students of secondary schools are more vocationally mature than male students (Pandey & Manral, 2017). (Sharma & Ahuja, 2017) revealed that private school students having more career mature than government school students. (Kounsar, 2014) compared rural, urban and semi-urban secondary school students and find that semi-urban students showed better attitude towards vocational maturity than rural and urban students. (Dhillon & Kaur, 2005) results also clearly indicated that the students of public schools also possess a higher career maturity attitude than students of government school.

The above reviewed literature indicates the gap of information for attitude on vocational maturity among science and arts stream girl students. In our

education system at the time of entering higher secondary education girl students have to choose one of the stream science or arts. At this stage it became necessary to know the attitude on vocational maturity of senior secondary girl students so that they can take the right step towards their job choice. Hence the present study is an attempt in this direction.

### 4. HYPOTHESES

1. There exists no significant difference in vocational attitude maturity of science stream girl students and arts stream girl students studying at senior secondary level.
2. There exists no significant difference in dimension-wise vocational attitude maturity of science stream girl students and arts stream girl students studying at senior secondary level.

### Methodology

#### Sample and Sampling Technique

Two hundred girl students of science and arts stream studying in 11<sup>th</sup> and 12<sup>th</sup> class from U.P. Board affiliated senior secondary schools in Moradabad district of Uttar Pradesh participated as sample for the present study. The age of the subjects was 16-18 years. Selection of respondents was done with the help of simple random sampling.

#### Description of Tool

To ensure the accomplishment of objectives of the study, the investigator selected following tool for the collection of required data: Dr. (Mrs.) Manju Mehta's VAMS questionnaire was used to evaluate the attitude of senior secondary girl students of science and arts stream on Vocational Maturity.

#### Statistical Techniques

1. The normality of data represented through Normal Probability Curve (NPC). Z-Score of raw score was calculated to present on NPC.
2. Percentile Norms were computed for overall percentage comparison of girl students of senior secondary level on vocational maturity.
3. Percentile Norms were computed for percentage comparison of science and arts stream girl students of senior secondary level on vocational maturity.
4. t-test was used to find the significant difference between the attitude of science and arts stream girl students of senior secondary level on vocational maturity.
5. t-test was used to find the significant difference between the attitude of science and arts stream girl students of senior secondary level on 8 factors of vocational maturity.

\*Computer was used for statistical analysis.

**Analysis and Interpretation**  
**Normality of Data**

**Table 1 Z Score & Frequency of Vocational Attitude Maturity Scores**

Total Girls (N=200)			Science Stream Girls (N=100)			Arts Stream Girls (N=100)		
Raw Score	Z Score	Frequency	Raw Score	Z Score	Frequency	Raw Score	Z Score	Frequency
5	-2.37	3	5	-2.82	2	5	-2.37	1
6	-2.07	3	6	-2.51	1	6	-2.00	2
7	-1.77	8	7	-2.21	2	7	-1.64	6
8	-1.46	7	8	-1.90	1	8	-1.27	6
9	-1.16	12	9	-1.60	3	9	-.90	9
10	-.86	17	10	-1.29	7	10	-.54	10
11	-.56	17	11	-.99	5	11	-.17	12
12	-.26	27	12	-.68	5	12	.19	22
13	.04	19	13	-.38	8	13	.56	11
14	.34	15	14	-.07	7	14	.93	8
15	.64	24	15	.23	18	15	1.29	6
16	.95	15	16	.54	12	16	1.66	3
17	1.25	17	17	.84	15	17	2.02	2
18	1.55	13	18	1.15	11	18	2.39	2
19	1.85	3	19	1.45	3	-	-	-
Total		200	Total		100	Total		100

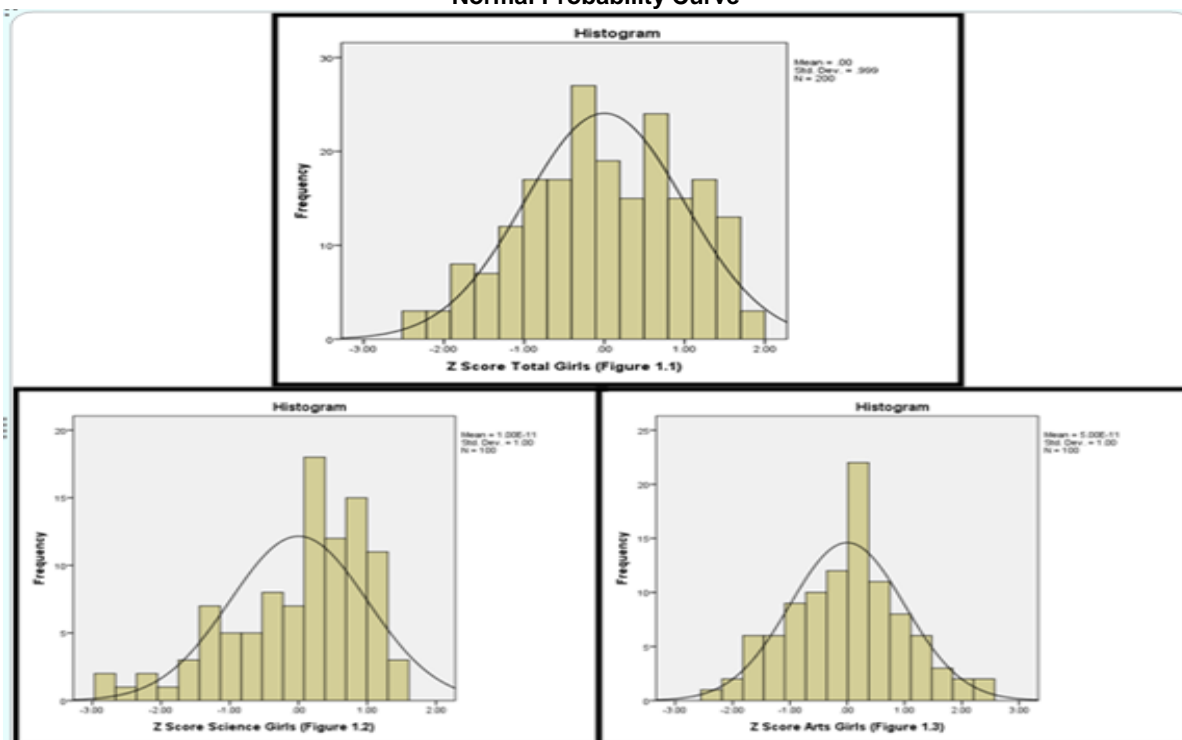
Table 1 shows the z scores and frequencies of vocational maturity scores obtain by girl students of senior secondary schools affiliated to U.P. Board.

With the help of z scores and frequencies, Normal Probability Curve drawn is shown in figure 1.1, 1.2 & 1.3

**Table 2.** Descriptive statistics of Vocational Attitude Maturity scores

	Total Girls (N=200)	Science Stream Girls (N=100)	Arts Stream Girls (N=100)
Mean	12.86	14.24	11.47
Median	13	15	12
Mode	12	15	12
Std. Deviation	3.32	3.28	2.73
Skewness	-.227	-.889	.029
Kurtosis	-.660	.252	-.149

**Normal Probability Curve**



The perusal of Table 2 and figure 1.1 reveals that mean (12.86), median (13) & mode (12) for vocational attitude maturity score of total girl students are seem to nearby equal. The negative value of skewness (-.227) indicate a pile-up on the right. The negative value of Kurtosis (-.660) indicate a flat and light tailed distribution.

The perusal of Table 2 and figure 1.2 reveals that mean (14.24), median (15) & mode (15) for vocational attitude maturity score of total science stream girl students are seem to nearby equal. The negative value of skewness (-.889) indicates a pile-up on the right. The positive value of Kurtosis (.252) indicates a pointy and heavy tailed distribution.

The perusal of Table 2 and figure 1.3 reveals that mean (11.47), median (12) & mode (12) for vocational attitude maturity score of total arts stream girl students are seem to nearby equal. The positive value of skewness (.029) indicates a pile-up on the

left. The negative value of Kurtosis (-.149) indicates a flat and light tailed distribution.

Skewness and Kurtosis indices of total girl students VAM score, science stream girl students VAM score and arts stream girl students VAM score are under acceptable limits of  $\pm 2$  to prove normal distribution (Trochim & Donnelly, 2006; Field, 2000 & 2009; George & Mallery, 2010; Gravetter & Wallnau, 2014). So, it can conclude that vocational attitude maturity score for total girl students, science stream girl students and arts stream girl students are normally distributed.

### Norms

Percentile norms were computed for Girl students of senior secondary level studying in UP Board schools, for the whole inventory of Vocational Attitude Maturity. Table 1 gives the percentiles for all Girl students and for science and arts stream girls respectively.

**Table-3 Percentile Norms**

Percentiles	Girl Students	Science stream Girls	Arts stream Girls
P <sub>10</sub>	8	10	8
P <sub>20</sub>	10	11	9
P <sub>25</sub>	10.25	12	10
P <sub>30</sub>	11	13	10
P <sub>40</sub>	12	14	11
P <sub>50</sub>	13	15	12
P <sub>60</sub>	14	16	12
P <sub>70</sub>	15	16	13
P <sub>75</sub>	15	17	13
P <sub>80</sub>	16	17	14
P <sub>90</sub>	17	18	15
P <sub>99</sub>	19	19	18

In accordance with the raw scores obtained by the subjects on the Vocational Attitude Maturity inventory, they can be classified into four categories. The four different categories of Vocational Attitude Maturity are, 'A' which stands for 'Excellent', 'B' which stands for 'Good', 'C' which stands for 'Average', 'D' which stands for 'Unsatisfactory'. This categorization was done by dividing the base line of the normal

curve into four equal units, according to percentile norms shown in Table 3 excellent group lies above than P<sub>75</sub>; good group lies between P<sub>50</sub> and P<sub>75</sub>; Average group lies between P<sub>25</sub> and P<sub>50</sub> and unsatisfactory group lies lower than P<sub>25</sub>. Table 4 presents the classification of Vocational Attitude Maturity for total scores of all Girl students of senior secondary level.

**Table 4. Classification of Vocational Attitude Maturity in terms of Categories**

Category	Description	Range of Score		
		Total Girls	Science Girls	Arts Girls
A	Excellent	15 & above	17 & above	13 & above
B	Good	13-14	15-16	12
C	Average	11-12	13-14	11
D	Unsatisfactory	10 & below	12 & below	10 & below

### Percentage of Girl Students on Vocational Attitude Maturity

On the basis of categorization shown in Table 4, Table 5 represents the percentage of total

girls, science and arts stream girl students on vocational attitude maturity lies in four categories.

**Table 5 Overall Percentage Comparisons Of Total Girls, Science And Arts Girl Students On Vocational Attitude Maturity**

	Total (200)	Science (100)	Arts (100)
Excellent	36%	29%	32%
Good	17%	30%	22%
Average	22%	15%	12%
Unsatisfactory	25%	26%	34%

A perusal of Table 5 reveals that out of 200 samples of girl students in which 100 girls of science and 100 girls of arts stream studying at senior

secondary level have the least proportion. Out of total 200 girl students 36% girl students has been categorized as excellent, 17% of the girls possess

good and 22% girls are having average attitude on vocational maturity and 25% girl student has been found to possess unsatisfactory vocational maturity. The girl students of science and arts stream differ on vocational attitude maturity. On the basis of percentage it has been found that out of 100 girls of science stream 29% show excellent maturity, 30% show good, 15% show average and 26% show unsatisfactory attitude on vocational maturity. Likewise out of 100 girls of arts stream 32% show

excellent maturity, 22% show good, 12% show average and 34% show unsatisfactory attitude on vocational maturity.

### Comparison of Science Stream and Arts Stream Girl Students on Vocational Attitude Maturity

#### Hypotheses-1

There exists no significant difference in vocational attitude maturity of science stream girl students and arts stream girl students studying at senior secondary level.

**Table 6** t-ratio for vocational attitude maturity of science and arts stream girl senior secondary school students

Sr.no.	Area	N	Mean	S.D.	S.ED	t-ratio	p-value	Level of significance
1.	Science stream girls	100	14.24	3.282	.427	6.487	.000	Significant at .05 level
2.	Arts stream girls	100	11.47	2.732				

Table 6 examines the mean score, S.D., t-value, p-value and level of significance of the difference for science and arts stream girls. The p-value .000 is less than .05 indicates that t-value (6.487) of vocational maturity is significant at .05 level. Hence the null hypothesis become rejected and it can concluded that there is a significant difference in vocational attitude maturity of science stream girl students and arts stream girl students studying at

senior secondary level. The mean score of science stream girls (14.24) and arts stream girls (11.47) are differ in their attitude towards vocational maturity.

#### Hypothesis-2

There exists no significant difference in dimension-wise vocational attitude maturity of science and arts stream girl students studying at senior secondary level.

**Table 7.** t-ratio of dimensions-wise vocational attitude maturity of science and arts stream girl senior secondary school students

Sr.No.	Dimensions of Vocational Attitude Maturity	Stream	N	Mean	S.D.	S.ED	t-ratio	p-value	Level of significance
1.	Vocational Aspiration Level	Science	100	2.09	.767	.107	.000	1.000	Not significant at .05 level
		Arts	100	2.09	.753				
2.	Influence and Money in Job Choice	Science	100	2.06	.930	.125	2.406	.017	Significant at .05 level
		Arts	100	1.76	.830				
3.	Altruism and Passivity in Job Choice	Science	100	2.61	.650	.098	3.982	.000	Significant at .05 level
		Arts	100	2.22	.733				
4.	Lack of Job Awareness and Change in Job Performance	Science	100	1.56	.686	.097	4.730	.000	Significant at .05 level
		Arts	100	1.10	.689				
5.	Indecisiveness in Vocational Choice	Science	100	2.60	1.035	.147	3.055	.003	Significant at .05 level
		Arts	100	2.15	1.048				
6.	Vocational Understanding	Science	100	1.64	.560	.077	6.875	.000	Significant at .05 level
		Arts	100	1.11	.530				
7.	Lack of Independence	Science	100	1.04	.695	.096	2.396	.018	Significant at .05 level
		Arts	100	.81	.662				
8.	Chance Factor in Vocational Choice	Science	100	.64	.482	.064	6.391	.000	Significant at .05 level
		Arts	100	.23	.423				

The perusal of Table 7 reveals about t-value of all eight dimensions of vocational attitude maturity- t-value (.000) of vocational aspiration level is not significant at .05 level. Hence there is no significant difference in vocational aspiration level of science stream girl students and arts stream girl students studying at senior secondary level. The mean score of science stream girls (2.09) and arts stream girls (2.09) shows that they do not differ at first dimension of vocational attitude maturity.

t-value (2.406) of Influence and money in job choice score, t-value (3.982) of Altruism and passivity in job choice score, t-value (4.730) of Lack of job awareness and change in job performance score, t-value (3.055) of Indecisiveness in vocational choice score, t-value (6.875) of vocational understanding score, t-value (2.396) of Lack of independence score and t-value (6.391) of chance factor in vocational choice score are significant at .05 level. Hence there is a significant difference in Influence and money in job choice, Altruism and passivity in job choice score, Lack of job

awareness and change in job performance score, Indecisiveness in vocational choice score, vocational understanding score, Lack of independence score and chance factor in vocational choice score of science stream girl students and arts stream girl students studying at senior secondary level. The mean scores of science stream girls and arts stream girls are differ in their attitude towards these seven dimensions of vocational attitude maturity.

### Conclusion

On the basis of statistical analysis the following conclusions have been drawn:

1. During the stream-wise analysis the results reveal that science stream girls have shown the high score range towards vocational maturity in all categories then art stream girls.
2. The stream-wise mean difference has shown that science stream girl students have high attitude towards vocational maturity then arts stream girl students.
3. Using the dimension –wise significance of mean difference , it has been found that science and arts stream girl students are equal to each other on first dimension of vocational attitude maturity i.e. vocational aspiration level.

Whereas science girl students are having better score then arts stream girl students on rest seven dimensions of vocational attitude maturity i.e. Influence and Money in Job Choice, Altruism and Passivity in Job Choice, Lack of Job Awareness and Change in Job Performance, Indecisiveness in Vocational Choice, Vocational Understanding, Lack of Independence, Chance Factor in Vocational Choice.

### Educational Implications

Major suggestions and implications of the study in education in particular are:

1. To develop vocational maturity among girl students of senior secondary level there is need to provide vocational counseling at this level.
2. Educational curriculum must be re-organize at senior secondary level to make it job oriented.
3. Vocational planning workshop and events should be arranged in schools.
4. To develop some general attitude for vocation decision making debates, seminar, workshop etc. should be conduct in schools.

5. Arts stream girl students show low vocational attitude maturity. So, adequate exposure should be given for solving their vocational problems.

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