



AN INVESTIGATION ON VOCATIONAL MATURITY, HOME ENVIRONMENT & LEVEL OF MODERNIZATION OF SECONDARY SCHOOL STUDENTS

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Abstract

This study investigates the vocational maturity, home environment and level of modernization 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 the majority of male and female secondary students show high level of vocational maturity. Findings also exhibits that the female secondary students have more favorable home environment that the male secondary students.

Keywords: Vocational maturity, career maturity, home environment, modernization.



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INTRODUCTION

In 21st century, we appear to converge towards another stage in the development of education framework in another point of view, where substance and procedure of education will be course to help the person to find, create and prepare one's ability and capacities prompting individual and country's development and flourishing. Since, no two people are similar. There are loads of contrasts in their conduct, fitness, knowledge, identity, and interests and in maturity. Maturity of people can be different types as physical maturity, psychological maturity, enthusiastic maturity, relationship maturity and vocational maturity and so on.

Vocational maturity is the capacity to settle on proper occupational decision that fit the subject's capacities, occupational interests and occupational preference. In light of this maturity long haul vocational modification is consider. So the vocational maturity is connection with various environments. Among the whole environment, Home environment is

the main environment to impact the vocational maturity of students. As indicated by Crites (1976) vocational maturity is fundamental to development ways to deal with understanding profession conduct and includes an appraisal of an individual's level of advance in connection to his or her profession applicable development errand.

Puberty which is a stage of development from youth into adulthood is a characteristic marvel that is basic in each person. This has by chance influenced the students of these days and has represented a few troubles before these particularly in the region of vocational decision and different difficulties. Normally, it is gathered that as the child forms into adulthood, he ought to have the capacity to make up his/her brain or have the capacity to confront the undertaking and test of which specific business to get into when he/she leaves the school, yet this assignment still looks intricate as the students don't know of which work that are in accordance with their abilities.

Vocational maturity is one of the essential builds of vocational brain research, which permits surveying both rate and level of an individual's development concerning vocational decision. The issue of assistance of vocational maturity can be said as one of the essential issues in a creating nation like India. It appears to be overwhelmingly important that one picks his occupation as per his capacities, interests and identity attributes and so on. It has individual and in addition social criticalness to an individual; it would bring more prominent felling of bliss and benefit through upgraded vocational and in addition general change, fulfillment and achievement. To a general public it would help in smooth working of economy through successful utilization of HR. It may bring about diminished bill for mental causalities expanded over all creation and elevate in way of life.

Vocational maturity is a key to any developmental way to deal with understanding vocation conduct; it includes an appraisal of an individual's level of vocation advance in connection to his or her profession important development undertakings. Besides, it alludes, extensively, to the individual's availability and attention to settle on age-suitable vocation choices and adapt to profession development undertakings. Vocation maturity likewise alludes to the capacity to settle on proper profession decisions both sensible and predictable after some time, and additionally, to be very much educated of what is required to settle on a specific vocation choice.

Home environment also plays an important role in the vocational maturity or career preferences of the students. Home environment is a blend of two words-Home and Environment. Home is a smaller than normal type of society. It is a social foundation through

which our social legacy is transmitted. Quite a bit of what we used to call heredity is really the impact of the Home in translating individuals, traditions, disposition and partner them individual and gathering responses, methods for considering ways doing, methods for acting. Along these lines, Home atmosphere remains for each one of those conditions which are declaring their impact on the youngster since origination to death. Bhardwaj (2001) considers Home as the main unit with which the kid has consistent contact and it is likewise the most capable medium through which esteem frameworks create.

Home environment every one of the circles throughout one's life like insight, identity, learning capacity, adjustment, fearlessness, behavior, way of life, habits, propensities, mentality, maturity and so on these all have critical effect on Vocational maturity.

We are occupied with the self idea, vocational maturity and level of goal of secondary students and how these change as they are exposed to modern Impacts. In this review we were occupied with changes in mental traits as modernization happens, especially the adjustments in secondary students who are most influenced by modernization

As in education, the formal education assuming creatively and deliberately utilized can be an effective impact of Modernization. The education today is connected with advancement in both physical and technical. Education is the primary organization for the improvement of attitude, interests and values and the instructor is its fundamental operator. So, if the instructor is updated and modernized the pupils will be more effectively educated.

The class comprises of various types of pupils and they contrast to their greatest advantage, IQ, state of mind, accomplishment and so forth. A few understudies change with the evolving time, some don't. There are sure causes behind this type of distinction in state of mind. The present review endeavors to discover the causes which impact their disposition and makes deterrents during the time spent modernizing. There are sure factors which influence their state of mind towards modernization. And this evaluation will help the instructor to rule out an effective way of teaching so that all of the pupils will be able to cope up with the modernization.

OBJECTIVES

Objectives of the study were:

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

3. To study the level of modernization of secondary school students on the basis of gender.

HYPOTHESES

1. There exists no significant difference in home environment between male and female secondary students.
2. There exists no significant difference in modernization between male and female secondary students.

RESEARCH METHODOLOGY

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 school of Almora district of Uttarakhand.

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.
- ❖ Home Environment Scale developed by A. Akhtar & S. B. Saxena.
- ❖ Comprehensive Modernization Inventory developed by S. P. Ahluwalia & A. K. Kalia.

PROCEDURE

The VMS, HES & CMI 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 descriptive statistics- Mean, Standard Deviation, inferential statistics- t-test and graphical representation for data analysis.

ANALYSIS AND INTERPRITATION OF DATA

The vocational maturity scale helped to know the conative aspects of the career decision making and entering the world of work. The level of vocational maturity of the secondary students was assessed through the scale.

Table No. 1 Showing level of vocational maturity on VMS w.r.t gender & region of residence

Gender	Region of Residence	Level of Vocational Maturity				
		Very High	High	Average	Low	Very Low
Male	Urban	1.56	81.25	17.19	0	0
	Rural	0	79.06	19.38	1.56	0
Female	Urban	1.25	95	3.75	0	0
	Rural	5.51	91.34	3.15	0	0

Analysis of the data on the vocational maturity scale indicates that irrespective of the region of residence (urban or rural) most of the males (81%) and females (95%) show high level of vocational maturity. Gender wise variation in the level of vocational maturity is found with respect to the region of residence. In case of females, very high level of vocational maturity (5.51%) is found in rural resident and females from urban residence show average level of vocational maturity (3.75%). Whereas in the case of males, larger proportion (1.56%) of students belonging to urban residence show very high level of vocational maturity as compared to 0% of their counterpart. So, at both the extremes high and low level of vocational maturity female students are more prominent.

H₀1 There exist no significant difference in home environment between male and female secondary school students.

Having collected the data with the help of standardized home environment scale (HES), mean, standard deviation and critical-ratio were tabulated and analyzed.

Table No. 2 Home Environment Score of the Secondary School Students w.r.t. gender

Dimensions of Home Environment	Gender	N	Mean	S.D	C. R.	df	Level of significant
Protectiveness	Male	19	15.0	2.6	0.318	3	Not Significant
		3	9	2			
	Female	20	15.1	2.7			
		7	8	1			
Parental Involvement	Male	19	15.6	2.3	1.76	3	Not Significant
		3	3	9			
	Female	20	16.0	2.7			
		7	9	8			

Academic stimulation	Male	19	15.6	2.7				
	Female	20	16.1	2.4	1.7	3		
		3	9	6	9	8		Not Significant
Reward	Male	19	16.7	2.1				
	Female	20	16.6	2.6	0.4	3		
		3	5	2	5	8		Not Significant
Parental warmth	Male	19	14.6	2.7				
	Female	20	14.8	2.5	0.6	3		
		3	8	9	9	8		Not Significant
Punishment	Male	19	5.87	2.9				
	Female	20	7.29	2.9	4.8	3		
		3	7	7	3	8		Significant
Participation in home affairs	Male	19	14.1	3.0				
	Female	20	14.4	2.7	1.1	3		
		3	0	9	1	8		Not Significant
Control	Male	19	7.93	3.4				
	Female	20	8.08	3.2	0.4	3		
		3	7	4	5	8		Not Significant
Permissiveness	Male	19	14.0	3.4				
	Female	20	14.4	3.3	1.2	3		
		3	6	2	3	8		Not Significant
Parental expectation	Male	19	17.4	1.9				
	Female	20	17.9	1.7	2.9	3		
		3	5	3	5	8		Significant
Total Home Environment	Male	19	137.	14.				
	Female	20	141.	13.	2.8	3		
		3	30	39	6	8		Significant

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

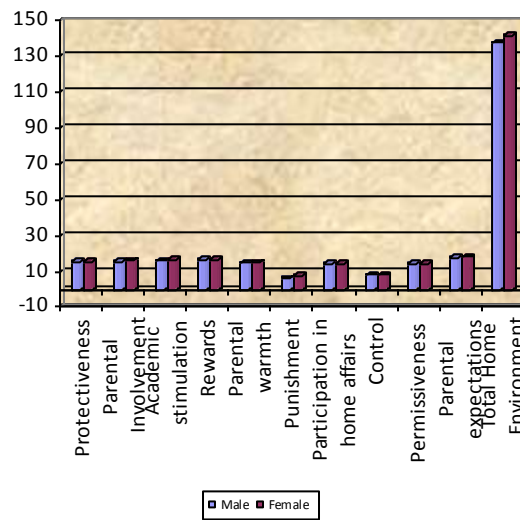


Fig 1: Home Environment of the Secondary School Students w.r.t. gender

In table 2 the mean, standard deviation and critical-ratio for ten dimensions of home environment and total home environment of male & female students presented. From the above table it is concluded that:

The mean score and S.D. for total home environment score of male students is 137.30 and 14.39 respectively. Total home environment score of female students has the mean and S.D. is 141.26 and 13.46 respectively. Mean differential with regard to home environment of male and female students is statistically significant. Home environment is significant at .05 level ($t=2.86$). This indicates that the female students ($M_2= 141.26$) of secondary schools have more favorable home environment as compared to male students ($M_1= 137.30$). This result of the present study could be supported by Bhandari (2014) who also found that the female students exhibit better family environment. This result of the present study could also be supported by Luzzo (1995) who also found that female in several age group have higher score on vocational maturity measures than males. Anshu Narad (2007) also supported this result. Hence hypothesis 1 is rejected.

While comparing the home environment of male secondary students with female secondary students for the ten dimensions of home environment, the ten dimensions of home environment namely. Protectiveness, the calculated t value is 0.318. Parental involvement, the calculated t value is 1.76. Academic stimulation, the calculated t value is 1.76. Reward, the calculated t value is 0.45. Parental warmth, the calculated t value is 0.69. Punishment, the calculated t value is 4.83. Participation in home affairs, the calculated t value is 1.11. Control, the calculated t value is 0.45. Permissiveness, the calculated t value is 1.23. Parental

expectation, the calculated t value is 2.95. Hence, there is a significant difference at 0.05 levels in male and female secondary school students in punishment dimension of home environment. The mean of female secondary students is 7.29 higher than the male secondary students (5.87) in the punishment dimension, which shows that the female secondary students get more physical as well as affective punishment than their counterparts.

H₀2 There exist no significant difference in modernization between male and female secondary school students.

Having collected the data with the help of standardized Comprehensive Modernization Inventory (CMI), mean, standard deviation and critical-ratio were tabulated and analyzed.

Table No. 3 Modernization of the Secondary School Students w.r.t. gender

Sub-Scales of Modernization	Gender	N	Mean	S.D	C.R.	df	Level of significant
Education	Male	19	26.2	3.7	3.6	3	Significant
	Female	20	27.4	3.1			
Parent-Child Relationship	Male	19	23.6	2.9	1.0	3	Not Significant
	Female	20	23.9	2.9			
Politics	Male	19	28.4	3.6	4.9	3	Significant
	Female	20	30.1	3.1			
Status of Women	Male	19	28.4	3.4	2.8	3	Significant
	Female	20	29.3	3.0			
Marriage	Male	19	24.1	3.0	3.0	3	Significant
	Female	20	23.2	2.8			
Religion	Male	19	26.7	3.9	0.0	3	Not Significant
	Female	20	26.7	3.0			
Socio-Culture Factors	Male	19	23.2	3.2	1.7	3	Not Significant
	Female	20	23.8	3.4			
Total Modernization	Male	19	180.	12.	3.3	3	Significant
	Female	20	184.	10.			
		7	78	22		8	

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

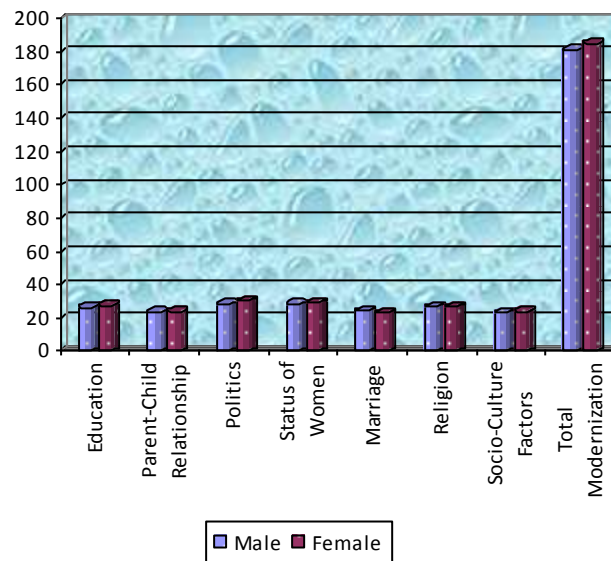


Fig 2: Modernization of the Secondary School Students w.r.t. gender

In table 3 the mean, standard deviation and critical-ratio for seven sub-scales of modernization and total modernization of male & female students presented. From the above table it is concluded that:

The mean score and S.D. for total modernization of male students is 180.94 and 12.86 respectively. Total modernization of female students has the mean and S.D. is 184.78 and 10.22 respectively. Mean differential with regard to modernization of male and female students is statistically significant. Modernization is significant at .05 level (3.31). This indicates that the female students ($M_2 = 184.78$) of secondary schools were highly modernized as compared to male students ($M_1 = 180.94$). Hence hypothesis 2 is rejected.

While comparing the modernization of male secondary students with female secondary students for the seven sub-scales of modernization, the seven sub-scales of modernization namely. Education, the calculated t value is 3.68. Parent-Child relationship, the calculated t value is 1.02. Politics, the calculated t value is 4.9. Status of Women, the calculated t value is 2.83. Marriage, the calculated t value is 3.04. Religion, the calculated t value is 0.01. Socio-Culture Factors, the calculated t value is 1.77. Hence, there is a significant difference at 0.05 levels in male and female secondary school students in Education, Politics, Status of Women and marriage sub-scales of modernization. The mean of female secondary students is higher than the male secondary students except in the marriage sub-scale, which shows that the female secondary students are more modernized on Education, Politics, and Status of Women than their counterparts.

FINDINGS

It is concluded from the results of the study that:

- Above 90% female secondary students and above 80% male secondary students have high vocational maturity.
- 5.51 % of female belonging to rural residence show very high vocational maturity as compare to female belonging to urban residence.
- 1.56% male students belonging to urban residence show very high vocational maturity as compare to male students belonging to rural residence.
- 1.56% male students belonging to rural residence show low vocational maturity as compare to male students belonging to urban residence.
- 95% female students belonging to urban residence show high vocational maturity as compare to female students belonging to rural residence.
- There exists statistically significant difference in home environment between male and female secondary students. Female secondary students have more favorable home environment as compare to the male secondary students. The present results could be due to the fact that female are more indulged to their family members then the male students.
- There exists statistically significant difference in modernization between male and female secondary students.

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