



A Study on Interrelation of Home and School Environment With Vocational Maturity of Senior Secondary School Students

KEYWORDS

Vocational Maturity, Senior Secondary students, School Environment, Home environment.

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ABSTRACT

Home and school environment are deciding factors in ensuring the development of vocational maturity among students. To reinforce the notion a study was conducted on the interrelation between home as well as school environment and vocational maturity of senior secondary school students of government and private schools of Delhi. 120 randomly selected students of four government and private schools were taken as sample for the conduct of study. A Vocational Attitude Maturity Scale by Dr. Manju Mehta and two self-developed questionnaires were used to collect the data through descriptive survey method. The data was analyzed using T Test, Mean and Standard Deviation of the collected scores. After analysis of the data it was found that there is positive correlation among home as well as school environment and vocational maturity of senior secondary school students. The vocational maturity of private school students was found more than the students studying in government schools. The study established that better home and schools environment is helpful in development vocational maturity of individuals. However, no significant difference was found between vocational maturity levels of male and female students involved in the study.

Introduction

Vocational maturity and competency have ever been among the chief objectives of educational process. Vocational education and training were involved in the curriculum of education even in the Vedic, Buddhist and Medieval education systems in one or the other form. Since the inception of Modern Education System in early 19th century, the vocational aspect of education has gained more and more prominence and now it has become the foremost goal of education process in all parts of the world.

The concept of education is as old as the process of education. The word vocation has been derived from a Latin term vocare, meaning "to call" yet now it is used for an occupation to which a person is specially drawn or for which he or she is suited, trained, or qualified. Selection of an accurate sort of vocation suitable to one's personality, education and traits demands a good degree of self-realization, knowledge of current trends and job perspectives correctly and confidently. The correct vocational choice leads to vocational success and satisfaction as "One's job is the watershed down which the rest of one's life tends to flow", has been well said by Robert and Helen Lynd (1996). Ginsberg (1956) concluded that individual never reaches the ultimate decision at a single moment in time, but through a series of decision over a period of many years. This process may pass through several stages viz. Fantasy stage, Tentative Stage and Stable Stage.

Vocational Maturity is directly related with vocational education and Vocational Guidance at home and in school. "Vocational education is not preparation for job. It is not perfection of skills. It is not tricks of the trade. It is not haggling in the market place, wrangling in the law courts, breaking of soil, or binding of wounds. It is all of these, but is much more" Keller (1948). Vocational Guidance on the other hand is described as the process of "fitting round holes and square pegs in square holes." The objective of vocational guidance is intended to help people cope with problems relating to occupational choices, plans and adjustments. Schools play their role in vocational guidance by intimat-

ing students while still in school for a right vocational choice which would accord well with their abilities, aptitudes, interests, personality, quality, qualities and present circumstances. The purpose of vocational guidance can be to Prevent Maladjustment and Dissatisfaction in individual and to Ensure Efficient Use of the available Manpower.

All these activities aim at ensuring vocational maturity in individuals so that they become able to make right career choices including awareness of what is required to make a career decision and the degree to which one's choices are both realistic and consistent over time. This process is highly influenced by family, health conditions and socio economic level of the individual, occupational information at home and in school, courses of study, peer group, type of school, facilities available in school and the environment in which the individual grows and interacts. Need of vocational maturity is felt due to growing competition, acute specialization, need for early decision making, utilization of the resources in a proper way and providing a distinct aim to the education process.

OBJECTIVES OF THE STUDY

The study was aimed at achieving the following objectives:

- To compare between the vocational maturity levels of senior secondary school students of government and private schools of Delhi.
- To detect the interrelation between the Home environment and Vocational Maturity level of senior secondary school students of government and private schools of Delhi.
- To discover the relation amid School environment and vocational maturity level of senior secondary school students of government and private schools of Delhi.
- To compare between the levels of vocational maturity of male and female students of senior secondary stage in government and private schools of Delhi.

HYPOTHESIS OF THE STUDY

Following hypothesis was formulated for the study and was statistically tested:

- There is a significant difference between the vocational maturity levels of senior secondary school students of government and private schools of Delhi.
- There is a significant relationship amid the vocational maturity level and home environment of senior secondary school students of government and private schools of Delhi.
- There is a significant relationship between the School environment and vocational maturity level of senior secondary school students of government and private schools of Delhi.
- There is a significant difference between the levels of vocational maturity of male and female students of senior secondary stage in government and private schools of Delhi.

RESEARCH METHODOLOGY

The method of the research was descriptive survey where two government schools and two private schools from Delhi state were considered for study. In all a sample of 120 students was taken as sample from the selected schools for the collection of data for the study. Among 120 students 60 students were taken from government run schools and the other sixty were from private the schools.

1.8 SELECTION OF TOOL

The 'Vocational Attitude Maturity Inventory' developed by Dr. Manju Mehta will be used to collect and analyze data for assessing the vocational maturity of the sample. Another questionnaire developed by the investigator will be used for the collection and analysis of the date pertaining to school and home environment.

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

In the present study, the data was suitably analyzed using the statistical technique- mean value, standard deviation (S.D), T value, and correlation were computed to test the proposed hypothesis.

4.2.1 OBJECTIVE 1: To compare between the vocational maturity levels of senior secondary school students of government and private schools of Delhi.

HYPOTHESIS 1: There is a significant difference between the vocational maturity levels of senior secondary school students of government and private schools of Delhi.

Table 4.1 Table showing the mean value, standard deviation and t value

Variable	Compared Group	N	Mean Value	SD	df	t	Significant level
Vocational maturity	Senior secondary students of private school	60	10.85	3.776937	119	2.56	*
	Senior secondary students of government school	60	9.30	2.852098			

*P<0.01, P<0.05

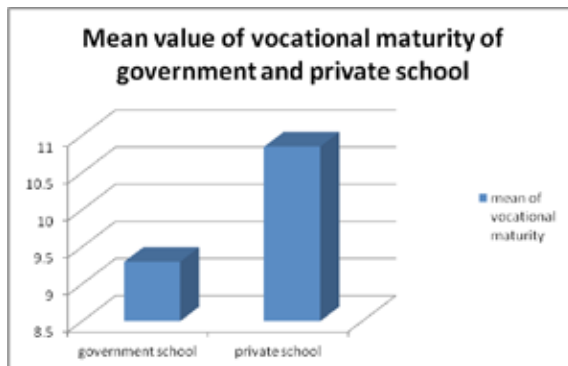


Figure 4.1 showing the mean score of vocational maturity of government and private school students.

Interpretation:

The mean score of the vocational maturity of the private school students is found out to be 10.85 whereas the mean score of government school students is 9.30. As per the tool used i.e. Vocational Attitude Maturity Scale hereafter referred as VAM scale; the highest vocational maturity scale is at 20 points. Thus the mean score of private schools is slightly less than 11 where as the mean score of government is 9.30. On the other hand the standard deviation of private school is 3.776937 and government school is 2.852098. The t value is 2.564 which signifies accepting the hypothesis that there is a significant difference between the vocational maturity of government and private schools. The mean score of private school is higher than the government school due to vocational training and facilities of guidance and counseling in private schools.

OBJECTIVE 2: To detect the interrelation between the Home environment and Vocational Maturity level of senior secondary school students of government and private schools of Delhi.

HYPOTHESIS 2: There is a significant relationship amid the vocational maturity level and home environment of senior secondary school students of government and private schools of Delhi.

Table-4.2 showing mean and correlation between vocational maturity and home environment

Variable	Mean value	Correlation coefficient (r)
Vocational maturity of Govt. and Pvt. school students	10.95	0.27
Home environment of Govt. and Pvt. school students	62.95	

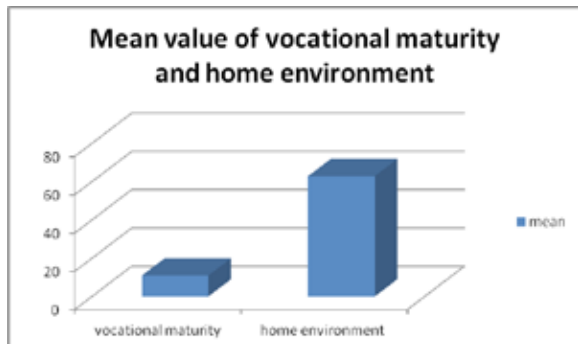


Figure-4.2 showing the mean scores of vocational maturity and home environment

Interpretation:

The second objective of the study was to find out the interrelation between the vocational maturity level and home environment of students of government and private schools of Delhi. After analyzing the data collected from the sample it was found that the mean score of vocational maturity was 10.95 and the score of home environment was found out to be 62.95. It is worth mentioning that the highest score in the vocational maturity scale and home environment assessment scale is 100. Hence, it is evident that both the scores are quite high to prove the positive correlation between the home environment and vocational maturity. In the same contest the value of correlation coefficient (r) is thus calculated to be 0.27. Thus it has been seen that the home environment and vocational maturity are positively correlated, which means that better the home environment more is the vocational maturity in the students.

OBJECTIVE 3: To discover the relation amid School environment and vocational maturity level of senior secondary school students of government and private schools of Delhi.

HYPOTHESES 3: There is a significant relationship between the School environment and vocational maturity level of senior secondary school students of government and private schools of Delhi.

Table-4.3 Showing mean, correlation coefficient between vocational maturity and school environment

Variable	Mean	Correlation coefficient
Vocational maturity of Govt. and Pvt. school students	10.95	12.72
School environment of Govt. and Pvt. school students	51.26	

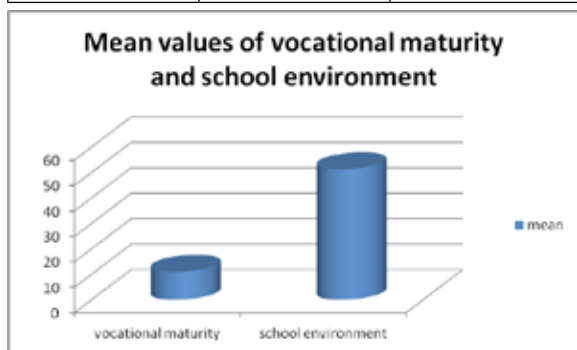


Figure 4.2 showing mean score vocational maturity and school environment

Interpretation

The third objective of the present study has been to discover the relation amid School environment and vocational maturity level of senior secondary school students of government and private schools of Delhi. For this purpose data was collected to assess the state of facilities necessary for vocational development from four schools of Delhi. The analysis of the same revealed that the mean score of vocational maturity among the students was 10.95. The score of school environment was found out to be 51.26 and the value of correlation coefficient (r) is thus calculated to be 0.27. The highest score on the school environment inventory is 80. Thus it has been seen that the school environment and vocational maturity are highly correlated. The school environment plays a very important role in the development of vocational maturity. Thus it has been concluded that better the school environment higher is the level of vocational maturity.

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OBJECTIVE 4: To compare between the levels of vocational maturity of male and female students of senior secondary stage in government and private schools of Delhi.

HYPOTHESES 4: There is a significant difference between the levels of vocational maturity of male and female students of senior secondary stage in government and private schools of Delhi.

Table-4.4 Showing mean, standard deviation and t value

Variable	Compared Group	N	Mean	S.D	df	t-value
Vocational maturity	(Government + private school) boys	50	10.6	3.75	119	0.961
	(Government + private school) girls	70	10	2.97		

*P<0.01,0.05



Figure 4.4 showing mean score of vocational maturity of girls and boys

Interpretation

The final objective of the study is to compare between the levels of maturity of male and female students of government and private schools of Delhi. Analysis of the data compiled for the purpose reveals that mean score of vocational maturity in boys was found out to be 10.6 and vocational maturity in girls was found out to be 10.0, the standard deviation of male students is 3.75 and female students is 2.96. The t value is 0.961 which is not significant thereby rejecting the hypothesis that states there is a significant difference between the vocational maturity of girls and boys. The mean value of vocational maturity of boys and girls is almost same because both of them have same facilities of guidance and counseling in schools. The home environment and facilities available to them from the family are also alike in their case. Thus no significant dif-

ference was found in the vocational maturity of male and female students at senior secondary standard studying in the government and private schools of Delhi.

FINDINGS

The analysis and interpretation of the data shows the following findings of the study:

- Data analysis and interpretation shows that there is significant difference between the vocational maturity of students of private and government school. The value of t is 2.56 and is significant at 0.1 and 0.5 significance level.
- There exist a positive correlation between the home environment and vocational maturity. The correlation coefficient is 0.27.
- There exist a high correlation between the school environment and the vocational maturity. The correlation coefficient is 12.72.
- There is no significant difference between the vocational maturity of boys and girls of both government and private schools. The value of t is 0.961 and is not significant at 0.1 and 0.5 significance level.

EDUCATIONAL IMPLICATIONS

Vocational development has been one of the prime aims of education since the time unknown. Education is the means for development and empowerment for individual capability to adjust vocationally and professionally. Even in the words of renowned philosopher swami Vivekananda education should make an individual self sufficient – “We need the education by which character is formed, strength of mind is increased, intellect is expounded and by which one can stand on his own feet”-Vivekananda. Mahatma Gandhi, the father of nation also insisted upon the vocational aspect of education through his scheme of Vardha education. In the independent India the policy makers and educational philosophers have suggested numerous ways and means to provide vocationally sound environment to the boys and girls studying in schools of our country. In such circumstances, this study provides an apt viewpoint regarding the provision of vocationally sound environment at home and it schools to enhance the level of vocational maturity among the future citizens of our country.

In the study, it has been found out that vocational maturity plays a very important role in deciding the career among students it assess both rate and level of an individual's development with respect to vocational choice. It is necessary that one chooses his occupation according to his abilities, interests and personality traits etc. It has individual as well as social significance to an individual, it would bring greater feeling of happiness and satisfaction and success. Making appropriate vocational choice is not an easy task. Individual should have knowledge about himself and the world of work. He can have many problems in this regard. Whatever problem an individual is facing, it is closely related to his vocational maturity. Persons having problems would have lesser degree of vocational maturity.

School environment and home environment plays crucial role in development of vocational maturity. Parents qualifications, occupations, locality, number of siblings, member in the family, facilities in school, teacher student ratio, number of sections, vocational training, guidance and counseling facilities all are the factors which constitutes the home and the school environment and ultimately affect the vocational maturity of student. Thus, it is very important to assess rate and level of individual's development with

respect to career matters i.e. vocational maturity, so that help may be given to facilitate vocational maturity of the students who have less vocational maturity.

The assessment of vocational maturity is especially useful for XIth grade students who are facing problem in making crucial decision regarding their field of further studies. Present study intended to measure the vocational attitude maturity of XIth grade students. Several implications should be adopted by parents and schools for the development of vocational maturity.

IMPLICATIONS FOR SCHOOLS AND TEACHERS

The quality of education and facilities that teachers and school provide to student is highly dependent upon the development of vocational maturity. School environment has a great role in guiding the students about various opportunities according to their interests.

- Government schools should provide better vocational training to students by introduction of various subjects.
- Vocational test should be conducted before providing the streams to the students so that they can know about their interests and capabilities and thus choose the correct field.
- There should be a compulsory period in a week for giving guidance and counseling to students.
- Necessary infrastructure should be there for different vocational subjects.
- Subjects like Sports, home science, agriculture, fashion designing, interior designing, computer practices music and dance etc should be given importance and introduced in the schools.
- Seminars and workshops should be conducted regularly for continual updating of knowledge about different vocational opportunities.
- Teachers should emphasis on practical teaching rather than rote learning.
- Cooperative learning should be encouraged.
- Leadership qualities should be developed in students by organizing various activities.
- Parents should be involved about the vocation selection of the students.
- Information technology should be improved.
- Computer labs, sports ground etc should be properly maintained.
- There should be field visits and educational trips to develop interest in students.
- There should be a permanent counselor available for the students so that he can guide the students in a proper direction.

IMPLICATIONS FOR PARENTS

- Parents should take special care to maintain satisfactory and peaceful atmosphere at home to encourage learning among their children and they should not criticize their children for poor academic performance or any other reason.
- Parents should encourage their children to interact and learn from mutual groups for studying
- Also, children should be motivated to have social interactions with family members, relatives and friends so that they get to know about various vocational opportunities.
- Parents should know about various streams and their child's interest.
- Proper facilities should be provided in the home i.e. facility of internet, periodicals, newspapers, job related

magazines.

- Parents should spend as much time as possible with their children and discuss about their interests and guide them in a proper direction.
- They should take their children for outing i.e. in museums, excursions etc. and encourage them for participating in co- curricular activities.

SUGGESTIONS FOR SCHOOLS

There are few suggestions for the improvement of vocational maturity level in the students in schools these are:

- There should be proper facilities of guidance and counseling in the schools.
- Vocational aptitude testing before the selection of the stream should be made compulsory.
- There should be compulsory vocational subjects in the schools.
- Seminars and workshops should be conducted so that students are aware about the challenges faced in the society.

SUGGESTIONS FOR PARENTS

There are few suggestions for the improvement of vocational maturity level in the students in schools these are:

- Parents should interact with the counselors, teachers, and relatives etc. to get knowledge about the suitable choice of vocation.
- Parents should observe their child carefully keeping in mind their interests they should guide in a proper direction.
- Parents should not impose their decisions on children.

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