



ORIGINAL RESEARCH PAPER

Education

VOCATIONAL MATURITY OF +2 STUDENTS AS RELATED TO THEIR SCHOOL ENVIRONMENT.

KEY WORDS:

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INTRODUCTION

In the school various types of educational and vocational courses which affect the vocational maturity of the students are provided. Apart from these, one of the most essential and legitimate function of the school has been to enhance the vocational maturity of the students. It has been found that personal characteristics like intelligence, interest, attitude, self-concept, personality traits etc., go a long way to help the child in performing his vocational maturity, but apart from these factors school variables like personality of the teachers, teaching methodology, psychological climate of the school, also make a contribution to enhance the vocational maturity of the students.

The school provides simple, pure, interesting and well organized environment to a child according to a pre-planned scheme which ensures the harmonious development of the child. School environment comes under the heading of internal environment. It can be defined as an aggregate of all these psychological and social conditions that determine the mental, social, emotional, intellectual growth and development of the child.

At +2 stage students have to make relevant choices in subject, so that they can select a vocation for themselves. So it is very important that they should be mature enough to select a right vocation for themselves. Vocational choice can make or mere the career of the students. It is not an easy task. Proper guidance should be given to the child, so that they can choose vocations according to their abilities, interests, capacities, potentialities etc. These choices are influenced by many hereditary and environmental factors. As hereditary factors cannot be changed but developed. So environment factors go a long way in making individuals vocationally mature. In environment home, school, society, neighborhood, group etc. highly influence the vocational maturity of students.

OBJECTIVES OF THE STUDY

- To study the level of vocational maturity of the students of +2 class (Boys and Girls)
- To study the nature of school environment of +2 students (Boys and Girls)
- To study the effect of school environment on the level of vocational maturity of students of +2 standard. (Boys and Girls)
- To study the vocational maturity of
- +2 students studying in government and private schools.

Hypotheses Of The Study

RESULTS AND DISCUSSION -

On the basis of analysis, the results are discussed as:

Section - 1

- There is significant effect of school environment on the vocational maturity of the students of +2 class.
- There is significant difference between the vocational maturity of
- +2 students studying in the government and private schools in relation to their school environment.
- There is significant difference of school environment of government and private schools.
- There is a significant difference between vocational

maturity of boys and girls students of +2 in government schools.

- There is significant difference between vocational maturity of boys and girls students of +2 in private schools.

Sample Of The Study

The sample of the study consists of 200 students (100 boys and 100 girls) studying at +2 stage of Senior Secondary Schools (Government and private schools of Ferozepur district of Punjab).

Design Of Research -

The descriptive and survey method was employed for the present study.

Tools Used For The Study -

Following tools are used by the researcher to collect data -

- 1) Vocational Attitude Maturity Scale by Dr. Manju Mehta (1987)
- 2) School Environment Inventory by Dr. Karuna Shankar Mishra (1984)

1) The Nature Of School Environment Of +2 Students.

One of the objectives of the study is to study the nature of school environment of +2 students. For this purpose School environment inventory prepared by Dr. Karuna Shankar Mishra was administered to 200 students. The raw scores were tabulated and converted into stanine scores to present the data against a standard norm. The mean scores of school environment is 174.96 with S.D 9.88. When the raw scores were converted and tabulated into stanines, it is found that 39.5% students are receiving congenial school environment whereas 44.5% students are having uncongenial school environment. Only 16% students have got an average type of school environment. Approximately 40% students are having congenial school environment, it means the teacher in these schools provide them opportunities and conditions for creative thinking and encourage them to express their views freely. They also encourage their actions or behavior for their intellectual developments. They are recognized as individuals and teachers give unconditional love and accept their feelings in a non - threatening manner. The data further shows that 44.5% have got uncongenial school environment. It means the teacher in these schools do not accord recognition to students and do not encourage them to act freely or to the deviate from the routine. Strict discipline is maintained in which several restrictions are imposed on students.

1(a) Level Of School Environment Of +2 Students Of Government Schools:-

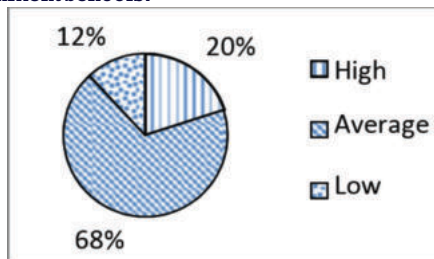


Fig-1 Showing the level of school environment of +2 students of government schools.

The mean score of school environment of +2 students studying in government schools is 76.39 with S.D 2.32, it is clear from the figure - 1 that 20% of students studying in Government schools are having congenial School environment and 12% of students falls in that category of uncongenial school environment whereas 68% are having average type of school environment.

1(b) The level of school environment of +2 students of private schools:-

The mean score of school environment of + 2 students studying in private school is 78.15 with S.D 5.04, It is clear that 20% of students studying in private schools are having congenial School environment and 21% of students falls in that category of uncongenial School environment, whereas 59% are having average type of school environment .

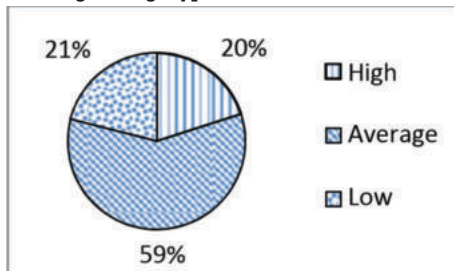


Fig-2 Showing the level of school and environment of +2 students of private schools.

Section-ii

2) The Level Of Vocational Maturity Of +2 Students

One of the objective of the study is to study the level of Vocational maturity of +2 students. For this purpose vocational attitude maturity scale prepared by Dr. Manju Mehta was administered to 200 students. The mean score of Vocational maturity of +2 students is 8.98 and S.D is 2.86, the data shows that 11% students have high level of Vocational maturity, 69.5% have an average level of Vocational maturity, whereas 19.5% students show low level of Vocational maturity. The overall view shows that majority of students possess average vocational maturity.

2(a) The level of Vocational maturity of boys of Government school of +2 students:-

The mean score of Vocational maturity of boys of Government schools of +2 students is 10.58 with S.D 3.48. 10% of students are having high level of Vocational maturity, 6% of students are having low level of Vocational maturity out of 50% and 34% of students are having average level of Vocational maturity.

2(b) The level of Vocational maturity of Girls of Government school of +2 students :-

The mean score of Vocational maturity of girls of Government schools of +2 students is 12.18 with S.D 3.3. 17% of students are having high level of Vocational maturity, 5% of students are having low level of Vocational maturity and 28% students are having average level of Vocational maturity out of 50%

2(c) The level of Vocational maturity of boys of private schools of +2 students:-

The mean score of Vocational maturity of boys of private schools of +2 students is 10.26 with S.D 3.8. 16% students are having high level of Vocational maturity, 12% of students are having low level of Vocational maturity and 22% are having average type of Vocational maturity.

2(d) The level of vocational maturity of girls of private schools of +2 students:-

The mean scores of vocational maturity of girls of private schools of +2 students is 11.94 with S. D 4.24. 20% girls are having high level of Vocational maturity. 10% are having low level of Vocational maturity and 20% are having average type of Vocational maturity.

Section- III

3) Effect of school environment on vocational maturity of +2 students

It was assumed that school environment significantly affect the vocational maturity of students. To test this hypothesis two group of students with congenial and uncongenial school environment were identified.

The significance of difference between the mean scores of the vocational maturity of students with congenial school environment and uncongenial school environment is calculated. The t value between the mean score of the vocational maturity of +2 students with congenial and uncongenial school environment has been calculated to be 47.59 and the value of t is significant at both levels of 0.05 and 0.01. This means type of school environment has effect on the level of vocational maturity of +2 students. In other words we can say, it is necessary that the students who get congenial school environment are vocationally more mature than the students who got uncongenial school environment. Hence, hypothesis of the study "There is significant effect of school environment on the level of Vocational maturity of +2 students has been accepted.

3(a) Effect of Congenial school environment on the vocational maturity of Government and private schools:-

It was assumed that there is significant difference between the vocational maturity of +2 students studying in government and private school with respect to congenial school environment. The t- value between the mean scores of vocational maturity of students of government school with congenial school environment and that of private school has been calculated to be 1.36. The value of t is non significant at 0.01 and 0.05 levels. This means that there is not any significant difference in the level of Vocational maturity of +2 students of Government and private schools. When their school environment is congenial. The level of Vocational maturity is same in the students of Government and private schools in relation to their congenial School environment.

3(b) Effect of uncongenial school environment on the vocational maturity of +2 students of Government and private schools.

It was assumed that there exists significant difference between the level of vocational maturity of +2 students of Government and private school are having uncongenial school environment. The t- value between the mean scores of vocational maturity of students of Government and private school with respect to uncongenial school environment has been calculated to be 0.41, the value is non significant at both 0.05 and 0.01 levels means there exists no significant difference between the vocational maturity of +2 students of Government and private schools with respect to uncongenial school environment. Hence this hypothesis is rejected.

It becomes evident from above analysis that the majority of students are having either average or congenial School environment. It is also found that school environment affect the level of vocational maturity of +2 students. There is no significant difference between the levels of vocational maturity of +2 students of Government and private schools in relation to their school environment. There is significant difference of school environment of Government and private schools and also that the vocational maturity of boys and girls of +2 in Government schools and in private schools are same.

CONCLUSION :-

The main objective of the study was to investigate the vocational maturity of +2 students with respect to their school environment. On the basis of findings the following conclusions are drawn :-

- a) As far as the nature of school environment is concerned. It has been found that the majority of students are either receiving congenial school environment or uncongenial

school environment. The percentage of students receiving average school environment is less.

- b) As far as the effect of school environment on the vocational maturity of +2 students is concerned, it has been found that there is significant effect of school environment on the vocational maturity of +2 students.
- c) As far as the difference between the levels of Vocational maturity of +2 students of Government and private schools, in relation to their school environment is concerned, it has been found that there is no significant difference between the levels of Vocational maturity of +2 students in government and private schools in relation to their school environment.
- d) As far as the difference of school environment of government and private schools is concerned, it is found that there is significant difference of school environment of government and private schools.
- e) As far as the difference between vocational maturity of boys and girls students of +2 in government schools is concerned, It is found that vocational maturity of boys and girls of +2 in government schools are same.
- f) As far as the difference between vocational maturity of boys and girl students of +2 in private schools is concerned, it is found that vocational maturity of boys and girls of +2 in private schools are same.

Educational Implications :-

The study was based on the assumption that school environment is significant contributory factors in the level of Vocational maturity of +2 students. The findings of the study brings into focus that vocational maturity of +2 students is affected by their school environment. i.e. there is significant relationship between the level of Vocational maturity of +2 students and their school environment. The congenial or uncongenial school environment may affect the level of Vocational maturity of students but for this the administrators and the teachers should identify those components which constitute a good and congenial school environment. It is felt that students would not be able to raise their level of Vocational maturity if the support from home and school in the form of congenial and conducive environment is not forthcoming. Hence there is a need to develop a frequent interaction between the school and home so that it may give more positive support in helping the children to become vocationally mature.

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