



## VOCATIONAL MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR FAMILY ENVIRONMENT

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### *Abstract*

*This study examines the vocational maturity of senior secondary school students in relation to their family environment. The sample of the study comprised of 100 eleventh class students (50 boys and 50 girls) studying in government and private school of Chandigarh. Descriptive survey method was employed to collect the data. The major findings of the study revealed significant difference in vocational maturity of female students studying in government and private schools. Further, it indicated that vocational maturity level of students with high family environment was significantly higher than the students with low family environment.*

**Keywords:** Vocational Maturity, Family Environment



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### INTRODUCTION

In 21<sup>st</sup> century, we seem to merge towards a new phase in the development of education system in a new perspective, where content and process of education will be direction to help the individual to discover, develop and train one's talent and abilities leading to personal and nation's development and prosperity. Since, no two individuals are alike. There are lots of differences in their behaviour, aptitude, intelligence, personality, and interests as well as in maturity. Maturity of individuals can be different types as physical maturity, cognitive maturity, emotional maturity, relationship maturity and vocational maturity etc

Vocational maturity is the ability to make appropriate occupational choice that fit the subject's abilities, occupational interests and occupational preference. Because of this maturity long term vocational adjustment is consider. So the vocational maturity is relation with different environment. Among the entire environment, family environment is the first environment to influence the vocational maturity of students. According to Crites (1976) vocational maturity is central to development approaches to understanding career behaviour and involves an assessment of an individual's level of progress in relation to his or her career relevant development task.

Family environment is a combination of two words- Family and Environment. Family is a miniature form of society. It is a social institution through which our social heritage is transmitted. Much of what we used to call heredity is actually the influence of the family in interpreting people, customs, attitude and associating them individual and group reactions, ways of thinking ways of doing, ways of acting. So, family climate stands for all those circumstances which are asserting their influence on the child since conception to death. Bhardwaj (2001) considers family as the first unit with which the child has continuous contact and it is also the most powerful medium through which value systems develop.

### **Dimensions of Family Environment**

The family environment has following three dimensions and sub parts:

#### **1. Relationship dimension:**

- Cohesion: - Degree of commitment, help, and support family members provide for one another.
- Expressiveness: - Extent to which family member are encourage to act openly and express their feeling and thoughts directly.
- Conflict: - Amount of openly expressed aggression and conflict among family members.
- Acceptance and caring: - Extent to which the member are unconditionally accepted and degree to which caring is expressed in family.

#### **2. Personal Growth Dimensions:**

- Independence: - Extent to which family member are assertive and independent make their own decision.

- Active Recreational orientation: - Extent of participation in social and recreational activities.

**3. System maintenance dimensions:**

- Organization: - Degree of importance of clear organization structure in planning family activities and responsibilities.
- Control: - Degree of limit sets within a family.

**OBJECTIVES**

The objectives of the study were:-

1. To study and compare the vocational maturity of senior secondary school students studying in government and private schools.
2. To study and compare the family environment of senior secondary school students in government and private schools.
3. To study and compare the vocational maturity of senior secondary school students with regard to gender.
4. To study and compare the family environment of senior secondary school students with regard to gender.
5. To study the vocational maturity of senior secondary school students in relation to their family environment.

**HYPOTHESES**

The hypotheses of study were:-

- 1) There will be no significant difference in the vocational maturity of senior secondary school students studying in government and private schools.
- 2) There will be no significant difference in the family environment of senior secondary school students in government and private schools.
- 3) There will be no significant difference in the vocational maturity of senior secondary school with regard to their gender.
- 4) There will be no significant difference in the family environment of senior secondary school students with regard to their gender.
- 5) There will be no significant difference in the vocational maturity of senior secondary school students in relation to their family environment.

## **DESIGN OF THE STUDY**

In the present study, descriptive survey method was employed to collect the data. Vocational maturity was dependent variable and family environment was independent variable.

## **SAMPLE OF THE STUDY**

Stratified random sampling technique was employed. The sample was comprised of 100 students of class 11 of two senior secondary schools of Chandigarh. Out of these, 50 students were selected randomly from each government and private schools. Further 25 male and 25 female students were taken from each type of school i.e. Government and Private.

## **TOOLS EMPLOYED**

1. Vocational Maturity Scale by Dr. Manju Mehta (1987)
2. Family Environment Scale (FES) by Dr. Harpreet Bhatia and Dr. N. K. Chadha (1993)

## **STATISTICAL TECHNIQUE**

The obtained data was analyzed by employing t-test

## **RESULTS AND DISCUSSION**

**Table 1: Group statistics with regard to vocational maturity and family environment of senior secondary students studying in government and private schools.**

<b>Variable</b>	<b>M<sub>1</sub></b>	<b>M<sub>2</sub></b>	<b>SD<sub>1</sub></b>	<b>SD<sub>2</sub></b>	<b>t value</b>	<b>Level of significant</b>
Vocational maturity	11.080	11.620	2.988	3.762	.795	Not significant
Family environment						
i)Relationship	160.880	158.680	25.868	22.272	.456	Not significant
ii) Personal growth	58.680	58.620	9.065	7.917	.035	Not significant
iii)System maintenance	23.320	22.080	3.883	4.355	1.503	Not significant
Total family environment	242.88	239.380	34.821	30.165	.537	Not significant

Table 1 shows that mean differential with regard to vocational maturity and family environment of senior secondary students studying in government and private school are statistically not significant i.e. Vocational maturity (t=0.739) and Family environment (t=0.537). This indicates that there is no significant difference in vocational Maturity of senior secondary students studying in government (M1 = 11.08.) and private (M2 = 11.62.) schools. It further indicates that the both government and private senior secondary school students have almost equal level of vocational Maturity. It could be fact that, in today's scenario there is much more

development in educational facilities and advancement in technology. Also, nowadays equal opportunities are given to all the students in government and private school.

Family environment of government and private senior secondary school students is statistically non-significant because the obtained t-values were found to be lower than the table value. t-values in respect of relationship (.456), personal growth (.035), and system maintenance (1.503) and total family environment (0.537). This indicates that there is no significant difference between family environment of government and private senior secondary students. It further indicated that family environment of government and private senior secondary school is almost equal. Hence hypothesis 1 and 2 are accepted

**Table 2:Group statistics with regard to vocational maturity and family environment of senior secondary male and female students.**

Variable	M1	M2	SD1	SD2	t value	Level of significance
Vocational maturity	10.140	12.560	2.733	3.575	3.802	Significant at 0.01 level
Family environment						
1)Relationship	155.380	164.1800	18.197	28.232	1.853	Not significant
ii) Personal growth	55.920	61.380	6.514	9.339	3.391	significant at 0.01 level
iii) System maintenance	20.920	24.480	3.821	3.710	4.726	Significant at 0.01 level
iv) Total family environment	230.220	250.040	24.738	36.807	2.841	Significant at 0.01 level

Table 2 shows that mean differential with regard to vocational Maturity and family environment of senior secondary school male and female students is statistically significant. Vocational maturity is significant at .01level (t=3.80). This indicates that the senior secondary school female students ( $M_2=12.56$ ) have more vocational maturity as compared to senior secondary male students (10.14). This result of the present study could be supported by Luzzo (1995) who also found that female in several age group have higher score on vocational maturity measures than males.

Family environment of male and female students is also found to be statistically significant at 0.01 level of confidence except for relationship, because obtained t-values were found to be greater than the table value. t-value of personal growth (3.391), system maintenance (4.72) and total family environment (2.84 ) and for relationship (1.853) which is not

significant. This indicates that female senior secondary school students ( $M_2$  w.r.t. relation, personal growth, system maintenance as well as total family environment were 164.18, 61.38, 24.48 and 250.04) have scored higher in family environment as compared to male senior secondary school students ( $M_1$ = relationship, personal growth, system maintenance as well as total family environment were 155.38, 55.92, 20.92, and 230.22). It further indicates that female students' exhibits better family environment as compared to their counterparts. The present results could be due to the fact that female are more attached to their family members than the male students. And also male students are diverting in their character. Hence, hypothesis 3 and 4 are rejected.

**Table 3: Group statistics for vocational maturity of senior secondary schools students in relation to their family environment**

Dependent variable	Sub independent variable	$M_1$	$M_2$	$SD_1$	$SD_2$	t value	Level of significant
Vocational maturity	i) Relationship	13.333	10.185	3.497	2.703	3.700	Significant at 0.01 level
	ii) Personal growth	13.333	10.963	3.305	3.322	2.628	Significant at 0.05 level
	iii) System maintenance	13.666	9.185	3.198	2.337	5.878	Significant at 0.01 level
	iv) Total family environment	13.259	9.925	3.459	2.786	3.899	Significant at 0.01 level

Table 3 shows, mean differentials between vocational maturity of students at senior secondary school level in relation to high and low family environment is statistically significant at 0.01 level except for personal growth which is significant at 0.05 level. Because obtained t-values were found to be higher than the table value. t-values for relationship (3.70), system maintenance(5.87) and total family environment(3.89) for personal growth(2.62) which is significant at 0.05 level.. Hence, it indicates that there is significant difference in the vocational maturity of senior secondary school students in favour of students with high family environment. The results of the present study could only be attributed to the fact that, family are the pivot and first agency for child for their growth and development. Family environment can be different in different families. So, maturity level of child also depends upon how their family environment is

congenial and how much their family is supportive. This result was supported by Anshu Narad (2007) who also found significant difference in effect of family environment in vocational maturity of senior secondary students. It further stated that students are innovative in taking decision and parents should provide congenial environment. Hence, hypotheses 5 is rejected

### **EDUCATIONAL IMPLICATIONS**

The study revealed that there is a difference in the level of vocational maturity of student with regard to their family environment. So it is very importance for teachers to know about family environment of students for effective education and for healthy vocational maturity of the students. It is supported by Luzzo (1995) who has found that female in several age group have higher score on vocational maturity measures than males. Anshu Narad (2007) also supported this result. This study suggests that parents and teachers should broaden the mental horizon of the children so that they feel more recognized and accepted in their world and more and more co-curricular activities like debates, declamations should be organized to enhance the vocational maturity of the students.

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