SUMMARY

INTRODUCTION

Work is essential for living; there is no place on earth where life can be maintained without work. Work is the only mean to provide necessities, comforts and luxuries of life. The importance of work in the life of an individual can hardly be ever estimated. When we talk of success in life, we primarily think of vocational success. Occupation thus become much more than a mere means of producing necessities, comforts and luxuries. Different people opt for different vocations in accordance with their interests, aptitudes, values etc.

Education is a powerful means for providing all kinds of necessary information, preparing for suitable vocational course, and leading to fruitful vocational choice. It controls resistance to useful changes. It develops new desirable needs, interests, motives, and aspirations and helps to keep pace with the developments in the various fields of society and nation.

VOCA TIONAL MATURITY

Vocational maturity is the degree to which one has reached a point in the development of cognitive, emotional and other psychological factors where by one acquires the capacity of making realistic and mature choices. Super et al. (1957) defined Vocational Maturity 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. Vocational Maturity, is the place reached on the vocational development continuum may be described not only in terms of the greater units of behaviour which constitute the life stage but also in terms of much smaller and more refined units of behaviour manifested in coping with the developmental tasks of a given life stage.
SELF CONCEPT

The term self-concept is synonymous with 'ego', 'self perception' or 'phenomenal self'. Self means the way one conceives himself/herself. Self is not innate but gradually forms as a child grows by social interactions. Concept means the way by which one individual relates himself to his social environment, both physical and psychological. 'Self-Concept' means how an individual thinks of himself. It is one’s concept of self, which personifies the individual as a whole. Paderson (1965) defines it as an organized configuration, of perception, belief, feelings, attitude and values which the individual views as a part of characteristics of himself. Saraswat and Gaur (1981) described, “The self concept is the individual's way of looking at himself. It also signifies his way of thinking, feeling and behaving”.

OCCUPATIONAL ASPIRATION

Occupational Aspiration usually means what the individual considers to be an ideal vocation for himself and it refers to the point in the vocational prestige hierarchy of various vocational fields which an individual view as a goal. Designed in this way, aspiration is quite similar, if not identical with a person's fantasy choice. Webster's Dictionary (1976) defines aspirations as a “Strong desire for realization of ambition, idea, or accomplishment.” “Oxford Dictionary 1972 defines it as” A pure upward desire for excellence, the steadfast desire or longing for something above one”.

FAMILY ENVIRONMENT

Family environment refers to the climate prevailing in the home, which varies from culture to culture, society to society, family to family (Moos, R.H and Moos, B.S, 1986).

Family environment affects various spheres in one's life like, intelligence, personality-, learning ability, adjustment, self-confidence, behaviour, life style, emotions, habits, attitude, maturity etc. These all have a crucial impact on vocational maturity, self-concept, occupational aspirations and academic achievement of a child.
ACADEMIC ACHIEVEMENT

Academic achievement generally refers to the scores obtained in the annual examination or refers to the degree or level of success or proficiency attained in some specific area, concerning scholastic or academic work. Goods (1959) refer ‘Academic Achievement’ as the knowledge attained or skills developed in the school subjects usually designated by the test scores or marks assigned by the teacher.

According to Hurlock (1969), "Achievement is the status or level of a person’s skills, the range and depth of his knowledge or his proficiency in a designated area of learning or behavior". Trow (1967) defined ‘Academic Achievement’ as ‘an attained ability or degree of competence in school task, usually as measured by standardized tests and expressed in percentage or grade units based on norms derived from pupil’s performance’.

JUSTIFICATION OF THE STUDY

Democracy demands that education should be useful rather than ornamental. Mahatma Gandhi rightly stated that true education ought to be a kind of insurance against unemployment. In the same way ‘improvement of vocational efficiency’ is the major aim of education recommended by Secondary Education Commission (1952-53). ‘Increasing productivity’ as an aim of education is also recommended by Indian Education Commission (1964-66). To achieve these aims we require vocationally mature individuals. Various socio psychological factors are involved in the process such as intellectual potential, occupational aspirations, self-concept, academic achievement, interests, adjustment, competent guidance, geographical location, socio-economic status, and parental influence, etc and that is why the investigator has selected these variables.

Saunders (1998) found that depression and dysfunctional career thinking were found to account for a significant amount of variance in career indecision. A significant positive relationship was also found between depression and dysfunctional career thinking. Caligiuri (1997) found that a career workshop intervention with high school
10th graders increased vocational identity, and decreased career indecision of students. Chandna (1990) found that factor related to career maturity may be found for males and females and that there is relationship between self-concept and career choice attitude of adolescents. Pennamma (1991) found that the school pupils and school leavers differ in their choice of ideal, preferred and actual occupation. Srivastava (1988) concluded that vocational development is related to academic achievement and socio-economic status but is not related to sex and different levels of education. Sexena (1988) found that XII graders were more mature vocationally than XI graders and similarly XI graders were vocationally more mature than X graders. XII graders were also found to be having more self-knowledge, goal selection skill and problem-solving insight in the career decision-making process than XI graders.

Regarding self-concept, it has been found that self-concept and locus of control are significant predictors of career maturity in a mixed sample. Arsenault (2001) revealed that children with low academic self-concept were reported to manifest less persistence and higher distractibility than those who reported high academic self-concept. In addition, children with higher intelligence and greater academic achievement displayed higher academic self-concept. Easterling (1998) found that the research on academic achievement and family situations in regard to self-concept appears to be contradictory. Some researchers found a significant correlation, while others found no correlation. Staley (1997) revealed that males have higher self-esteem scores than females. Contrary to previous findings, he found fear of success to be more in males than females.

Regarding occupational aspirations Heckhausen (1963) found that the development of level of aspiration was affected by momentary achievements, long standing achievements, confidence, seriousness of situation, the presence as well as prestige and behaviour of on-lookers, success, failure and also by several other extrinsic, and intrinsic factors.
Indian studies reveal a relationship between the home environment and acquisition of social competence among children. Jourdan-Ionescu (1996) found that learning potential is independent of the family environment. Chandna (1990) revealed that parental influence interacted with self-concept in the prediction of career choice attitude scores and it had greater impact upon the career choice attitudes of girls than that of boys.

Academic achievement was selected due to the findings which show relations and differences in home environment, parental support, socio-economic status with self-concept and occupational aspiration. Soto (1997) revealed that no significant difference exists between advanced and non-advanced students in vocational identity, occupational information, career barriers, career decidedness, or career influences. However, significant differences were evidenced between advanced and non-advanced students in educational expectations, aspiration score differences and career expectations, with the advanced students scoring higher in these variables. Shim et al. (2000) showed that the beliefs and attitudes of parents foster the academic success of their children. Fan et al. (1999) revealed a moderate and practically meaningful relationship between parental involvement and academic achievement.

After reviewing the literature on education, and keeping in consideration the importance of vocationally mature individuals towards national development, the investigator found that area of vocational maturity was much ignored in the field of research in India. Hence the investigator took a step in this direction. On the other hand, factor which compelled the investigator to select the present problem is that each family differs in the family environment, these differences may also lead to some other differences like difference in the aspiration level, self-concept and academic achievement etc. Apart from this, problem of selection of vocation is relatively more in border areas than other parts of India. It is a well known fact that the border areas still lack is good vocational opportunities. People in border area are dependent more on agriculture, or small scale industries and business. Large scale industries, entrepreneurs, MNC’s are not
found in border area to satisfactory extend. Therefore problem of vocational opportunities, aspiration and hence of vocational maturity is more in border areas than other parts. Keeping in mind all these factors the investigator has selected the present problem.

STATEMENT OF PROBLEM

VOCATIONAL MATURITY IN RELATION TO SELF-CONCEPT, OCCUPATIONAL ASPIRATION, FAMILY ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS.

DEFINITION OF IMPORTANT TERMS

Vocational Maturity - Vocational maturity is the degree to which one has reached a point in the development of cognitive, emotional and other psychological factors whereby one acquires the capacity of making realistic mature choices. (Super, 2005)

Self Concept - Self concept is an organized configuration, of perception, belief, feelings, attitude and values which the individual views as a part of characteristics of him self. (Paderson, 1965)

Occupational Aspiration - It includes not only selection of an occupation but also attributes towards decision making, understanding, job requirements, planning activities related to occupational choices and development of vocational capabilities. (Cater, 1940)

Family Environment - Family environment refers to the climate prevailing in the home, which varies from culture to culture, society to society, family to family (Moos, R.H and Moos, B.S., 1986).

Academic Achievement - Academic Achievement is the knowledge attained or skills developed in the school subject usually designated by the test scores or marks assigned by the teacher. (Goods, 1959)
DELIMITATIONS OF THE STUDY

1. The study is delimited to only 800 senior secondary students of border area of Firozpur district.

2. The present study is delimited to the students studying in +1 and +2 classes of Arts and science stream.

3. The study is delimited to schools affiliated to Punjab School Education Board of border area of Firozpur district.

OBJECTIVES OF THE STUDY

1. To find out Sex differences in Vocational Maturity of Senior Secondary School Students.

2. To find out Location differences in Vocational Maturity of Senior Secondary School students.

3. To find out differences in Vocational Maturity with respect to stream of study of Senior Secondary School Students.

4. To find out differences in Vocational Maturity among different levels of Self-Concept of Senior-Secondary School Students.

5. To find out differences in Vocational Maturity among different levels of Occupational Aspiration of Senior Secondary School Students.

6. To find out differences in Vocational Maturity among different types of Family Environment of Senior Secondary School Students.

7. To find out differences in Vocational Maturity among different levels of Academics Achievement of Senior Secondary School Students.

8. To study the interaction effect of Location, Sex and Stream on Vocational Maturity.
9. To study the interaction effect of Self-Concept, Occupational Aspiration, Family Environment and Academic Achievement on Vocational Maturity.

10. To find out relationship between Vocational Maturity and Self-Concept of Senior Secondary School Students.

11. To find out relationship between Vocational Maturity and Occupational Aspiration of Senior Secondary Students.

12. To find out relationship between Vocational Maturity and Family Environment of Senior Secondary School Students.

13. To find out relationship between Vocational Maturity and Academic Achievement of Senior Secondary School Students.

HYPOTHESES

Following null hypotheses are formulated for the present study:

1. There is no significant Sex difference in Vocational Maturity of Senior Secondary School Students.

2. There is no significant Location difference in Vocational Maturity of Senior Secondary School Students.

3. There is no significant difference in Vocational Maturity of Senior Secondary School Students of different study streams.

4. There is no significant difference in Vocational Maturity among different Levels of Self-Concept of Senior Secondary School Students.

5. There is no significant difference in Vocational Maturity among different Levels of Occupational Aspiration of Senior Secondary School Students.

6. There is no significant difference in Vocational Maturity of Senior Secondary school Students with different types of Family Environment.
7. There is no significant difference in Vocational Maturity among different Levels of Academic Achievement of Senior Secondary School Students.

8. There is no significant interaction effect of Location, Sex and Stream on Vocational Maturity.

9. There is no significant interaction effect of Self-Concept, Occupational Aspiration, Family Environment and Academic Achievement on Vocational Maturity.

10. There is no significant relationship between Vocational Maturity and Self-Concept of Senior Secondary School Students.

11. There is no significant relationship between Vocational Maturity and Occupational Aspiration of Senior Secondary School Students.

12. There is no significant relationship between Vocational Maturity and Family Environment of Senior Secondary School Students.

13. There is no significant relationship between Vocational Maturity and Academic Achievement of Senior Secondary School Students.

**METHOD**

Descriptive survey method is used for the present study. Descriptive research is also called Statistical Research. The main goal of this type of research is to describe the data and variables being studied. The idea behind this type of research is to study frequencies, averages, and other statistical calculations.

Descriptive research is mainly done when a researcher wants to gain a better understanding of a topic. It is quantitative and uses surveys and panels and also the use of probability sampling. Descriptive research is also an exploration of the certain existing phenomena. Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation.
The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time.

The present study is a descriptive survey and correlation between vocational maturity and different variables is also calculated. In the present study relevant data with the help of standardized tools is collected through random sampling from border area of Firozpur district and it represents both urban and rural population proportionately.

The present study is conducted on Senior Secondary class students studying in schools affiliated to Punjab School Education Board (P.S.E.B). The sample comprise of 800 students. 400 students are boys and rest of 400 is girls. Out of these 400 boys students, 200 are the students studying science subjects i.e. who have taken Medical or Non-Medical streams and the rest 200 students are of Humanities stream. Similarly 200 girls are taken from science stream and 200 from Humanities stream. Each set of these 200 students comprise of 100 students from rural area and 100 from urban areas.

TOOLS

Following tools are used to collect the data required for the present study:

1. Vocational Attitude Maturity-Scale (VAMS) by Dr. (Mrs.) Manju Mehta
2. Self Concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat
3. Occupational Aspiration Scale (OAS) by Dr. J.S. Grewal
4. Family Environment Scale (FES) by Dr. Harpreet Bhatia and Dr.N.K. Chadha

SAMPLE

The present study is conducted on Senior Secondary Students studying in schools affiliated to Punjab School Education Board (P.S.E.B) of Firozpur district. The sample comprise of 800 students and are taken through random sampling from border area of Firozpur district and it represents both urban and rural population proportionately.
DESIGN

The design of sample is as shown below:

DATA ANALYSIS

The data thus collected is tabulated as per the need of the study and is analyzed according to the objectives and hypotheses formed. The description of statistical techniques used is as given below:

1. Mean
2. Standard Deviation
3. t-test
4. 3 way ANOVA
5. 4 way ANOVA
6. Karl Pearson’s coefficient of Correlation
CONCLUSIONS

In the light of analysis and interpretation of the data following conclusions are drawn:-

1. There is not a significant difference in the vocational maturity of male students and female students of senior secondary schools.

2. An insignificant difference is found in the vocational maturity of urban and rural senior secondary school students.

3. Difference in the vocational maturity of senior secondary students of science and arts stream is found to be insignificant.

4. Difference in the vocational maturity of senior secondary school students with different levels of self concept (High self concept, Above Average self concept, Average self concept, and Low self concept) is insignificant.

5. It is found that difference in the vocational maturity of senior secondary school students with different levels of occupational aspiration (high occupational aspiration and low occupational aspiration) is insignificant.

6. The study revealed that there is not a significant difference in the vocational maturity of the senior secondary school students lying in the high score group, average score group and the low score group on the Family Environment Scale. Therefore type of family environment does not affect the vocational maturity of a student.

7. An insignificant difference is found in the vocational maturity of senior secondary school students having 1st Division, 2nd Division or 3rd Division in the Board examinations.

8. The study revealed that an insignificant interaction effect exists between sex, location and stream on vocational maturity of senior secondary school students.
9. It is found that there is not a significant interaction effect of self concept, occupational aspiration, family environment and academic achievement on vocational maturity of senior secondary school students.

10. Significant relationship was found between self concept and vocational maturity of the senior secondary school students.

11. An insignificant relationship between vocational maturity and occupational aspiration is found in the senior secondary school students.

12. There is not a significant relationship between vocational maturity and family environment of senior secondary school students.

13. Vocational maturity and academic achievement of senior secondary school students is found to be insignificantly correlated

Hence from the above results it can be concluded that the sample of 800 senior secondary school students of Firozpur (City and Border area) studied, it is found that both male and female students, rural and urban students, students of science and arts stream are found to have an insignificant difference in vocational maturity. Even students with different levels of self concept, occupational aspiration, family environment and academic achievement have insignificant difference in vocational maturity.

The study revealed that an insignificant interaction effect exists between sex, location and stream on vocational maturity of senior secondary school students. An significant interaction effect was also found between self concept, occupational aspiration, family environment and academic achievement of senior secondary school students.

Self-concept and vocational maturity are found to be correlated at 0.05 significant level rest all the other three variables, i.e. occupational aspiration, family environment and academic achievement are found to have insignificant relationship with vocational maturity.