



A Multidisciplinary Indexed International Research Journal

ISSN: 23203714

Volume : 6



**ADHYAYAN
INTERNATIONAL
RESEARCH
ORGANISATION**

Vocational Maturity in relation to Emotional Maturity and Academic Achievement of secondary school students

Dr. Rekha Rani

Principal

Dr. B.R. Ambedkar College of Education, kheri Markanda (Krukshetra)

ABSTRACT

Education has a crucial role to play in society. It is this process that imparts the necessary skills, disseminates knowledge and helps in changing the attitudes and behaviour. It is not only an unalterable fundamental factor shaping the spirit of individual human beings, society and state as civilization but also plays a significant role in the process of development of both individual and society. The importance of education has been universally accepted throughout the world as knowledge liberates (human beings) from ignorance, superstition, oppression and exploitation. It is the marker and key indicator for social, cultural and economic development of the nation. Therefore, education for all must be the slogan of the nation in order to create a happy, healthy, harmonious and homogeneous society across the country.

INTRODUCTION

Happiness, fear, anger, affection, shame, disgust, surprise, lust, sadness, and love...Everything has one in common. These all are EMOTIONS, which directly affect our life. An individual either male or female has to play several roles in his/her life. An emotional immature and dissatisfied individual can't reach to the expectations of the society and can't carry his burdens. Some things in life cause individuals to feel and these

Vocational Maturity in relation to Emotional

Maturity and Academic Achievement of secondary school students

are called emotional reactions. If a part of one's brain is occupied by a kind or kinds of feelings, then it may be said that one has less capacity for thought. It will be obvious therefore if one takes emotional extremes, such as crying, where people can barely think clearly or at all. Emotions go on and off for all, sometimes people laugh, and sometimes they are completely serious.

A person is judged as immature if his performance in some area of behaviour falls below the standard dealt by others of his/her age. Immaturity can be general or it can be limited to one or more areas of behaviour, a person may adhere to patterns of behaviour common among his colleagues or peers in most areas but fall below them in emotional control or in normal judgment and behaviour. Most people who are immature are aware of their immaturity and feel embarrassed or ashamed thus developing feelings of inadequacy. Their self-attitude is further reinforced by the person's awareness of unfavourable social judgment made by peers and others.

An indicator of an individual's attitude toward his or her readiness to make career choices appropriate to age or developmental stage and an important variable is the career developmental process. Career development is seen as the process of managing life, learning, and work over the lifespan. It encompasses the provision of services to assist people to gain the knowledge, skills, attitudes, and behaviors that help them to manage their careers more effectively. Choosing one's vocation is not an easy task due to the complex and fluid character of the world of work. It is a developmental process that takes many years during which the ultimate decision is determined by a sequence of inter-dependent decisions about which individual may or may not be conscious of. Havighurst

(1953) has emphasized the developmental task concept, which he defines as a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to happiness and success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.

REVIEW OF LITERATURE

Bert W Westbrook and Joseph W Parry- Hill Jr. (1973) studied the measurement of cognitive vocational maturity. This report describes an instrument that was designed to measure an individual's level of cognitive vocational maturity in six areas: Fields of Work, Job Selection, Work Conditions, Education Required, Attributes Required, and Duties. Procedures used in developing the item analysis research form and the final form of the instrument are described. Sample items from each subtest are presented. Kuder-Richardson reliability estimates for each of the six area subtests are presented for grades 6–9. Both criterion-related and construct validity data are presented. Pupils whose vocational choices were in agreement with their field of interest and their ability level scored higher on all subtests than pupils whose choices agreed neither with their interests nor with their ability level. Mean scores on all area subtests increase across grades levels, thus providing support for the claim that vocational maturity behaviours are developmental ones.

Omvg, Clayton P.(1975)This study was designed to assess the effects of a career education program on students' career maturity as measured by the Career Maturity Inventory (CMI). Results indicate that the career education program had a positive effect in increasing students' levels of career maturity.

**Vocational Maturity in relation to Emotional
Maturity and Academic Achievement of secondary school students**

[Bert W. Westbrook](#) (1976) studied the relationship between vocational maturity and appropriateness of vocational choices of ninth-grade pupils. Study attempted to determine whether 9th graders making appropriate vocational choices attained higher scores on measures of vocational maturity than those making inappropriate vocational choices. 126 students were administered on three vocational maturity tests (Career Maturity Inventory Attitude scale, Career Development Inventory, and Cognitive Vocational Maturity Test) that provided a total of 10 scores. Students were also administered an ability measure (the California Test of Mental Maturity), an interest measure (Kuder Preference Record-Vocational), and a measure of vocational choice (Vocational Choice Inventory) to determine whether the Ss' vocational choices were appropriate or inappropriate. Results show that the group making appropriate vocational choices attained significantly higher scores than the group making inappropriate vocational choices.

Chand (1979) made an attempt on correlates of vocational maturity. The study revealed that positive and significant correlation existed between intelligence and vocational maturity of secondary school students. Self-concept of secondary school students and Socio-Economic Status in terms of education of parents, occupation and income of father, and total income of the family from all sources proved to be very important correlates of vocational maturity of secondary school students.

Wright (1980) regards vocational exploration and development as an integral part of self-concept development. The typical college student explores the world of work in a variety of ways. Role playing and role modeling occur through participation in clubs,

organizations and sports, while curricula offer exploration opportunities through foundations courses, laboratories and the diversity of general education opportunities. Through these experiences the student builds the vocational self concept as one aspect of the total self-concept.

Aggarwal (1981) conducted a study of factors related to vocational maturity of school students. The study revealed that a significant positive relationship existed between vocational maturity and socio-economic status, intelligence, level of vocational aspiration and participation in school, out of school activities.

ANAYSIS AND INTERPRETATION OF DATA

Analysis is a process of breaking down the whole data into constituent parts so as to arrive at meaningful interpretation. Analysis thus includes systematic arrangement of data into different categories, keeping a particular sequence and logic beforehand. Analysis serves as a platform in which interpretation stands. The tabulated data has no meaning unless it is analyzed and interpreted by some statistical techniques, so as to arrive at some conclusions. How much valid, reliable and adequate data may be, these do not serve any worthwhile purpose unless these are carefully edited, systematically classified and tabulated, scientifically analyzed, intellectually interpreted and rationally concluded.

Interpretation provides meaning to analyzed data. It is a stepping stone to draw conclusions of the study. Analysis and interpretation are inseparable from each other.

According to C.V. Good (1973), "The process of interpretation is essential one stating what the results show? What do they mean? What are the answers to original problem? "

**Vocational Maturity in relation to Emotional
Maturity and Academic Achievement of secondary school students**

CHARACTERISTICS OF EMOTIONAL IMMATURITY

- Being moody and depressed too much of the time.
- Crying, pouting, losing temper and screaming over trivial matters.
- Being late for appointments or allowing pleasures to get in the way of school assignments or other responsibilities.
- Staying up too late at night when you should be getting your rest — then sleeping in too late for classes or work.
- Staying in bed and calling in sick when you feel a little tired or down, rather than disciplining yourself and putting your responsibilities first.
- Being demanding of other people and feeling that they should cater to your desires and needs first.
- Buying on impulse — failing to consider the price, or whether you have the resources.
- Disregarding the consequences.
- Failing to reason out a situation or problem from beginning to end before making a decision — acting first and thinking later.
- Being easily influenced by others, instead of using your mind and making your own decisions.
- Daydreaming — wasting your time in a world of fantasy and make believe instead of thinking constructively.

- Reacting emotionally and falling apart in an emergency. Failing to collect your wits and act with a clear thinking head after the initial blow has passed.

JUSTIFICATION OF THE PROBLEM

- From all the judgments one makes in life, none is more important than the judgement one passes on while, selecting and setting a vocation. One's choice of vocation has to be based on good and realistic calculations and if one does not make a proper decision, it results in individual and national loss. It is important in this context that the students know themselves and their potentials to make the best decision possible. It is also critical that they master the development tasks of adolescence. They should be emotionally mature also to make the right choice of their profession. A person is said to be emotionally mature when he feels proper emotion in a proper situation and express it in a proper quantity. The chief index of emotional maturity is to bear tension. This view point lays stress upon 'Self-Control' not on 'Self-fulfillment'. In India, the choice of an occupation is a greater problem than in western world where the traditional work ethic has undergone a big change. With increasing affluence and reduced fear of economic insecurity, youth can look for a job that promises personal satisfaction. On the contrary, Indian youth primarily work for economic security. The personal fulfillment in jobs is limited to only a handful of affluent Indians.
- Selection of career and setting in it is an important task and a source of personal gratification. In the modern age of science and technology, hundreds of vocations have been thrown open to an individual. The choice of a right vocation is becoming difficult in these days. Adolescence is the period when a major turning

Vocational Maturity in relation to Emotional

Maturity and Academic Achievement of secondary school students

takes place in the life of a student because the career will depend upon the subjects selected at this level. On the recommendation of National Policy on Education 1986, school curriculum after the 10th class has been diversified into academic and vocational streams. The educational and vocational decisions at this stage pave the way for future decisions to be taken by any individual in the world of work. Any wrong decision of vocational choice due to pressure of the family or from indecisiveness on the part of adolescent can block his/her growth and development in future. The understanding of vocational world is vital for students as it enables them to review their career decisions in the light of their potentialities. For proper guidance in the selection of courses of studies as well as in occupation, emotional testing and academic achievement plays an important role. The Govt. of India realized the importance of vocational education in 1968 and accepted 10+2+3 system of education as policy objective. Various education commissions have introduced vocational and technical components and the balance between general education and vocational education has been improving over the years. However, not much has been accomplished in the implementation of vocational education and vocational guidance with this system of education. Researchers working with Indian students often conclude that more study is needed to understand and address the problem in both educational and vocational processes of this group (Grade, Fuqua, Hurlburt, 1984; Huffman et al., 1986; Lee 1984).

STATEMENT OF THE PROBLEM

“Vocational Maturity in relation to Emotional Maturity and Academic Achievement of secondary school students”

OBJECTIVES

1. To study the vocational maturity of male and female secondary school students.
2. To study the vocational maturity of rural and urban secondary school students.
3. To study the vocational maturity of secondary school students studying in Government and Private Schools.
4. To study the Emotional Maturity of male and female secondary school students.
5. To study the Emotional Maturity of rural and urban secondary school students.
6. To study the Emotional Maturity of secondary school students studying in Government and Private Schools.
7. To study the academic achievement of male and female secondary school students.
8. To study the academic achievement of rural and urban secondary school students.
9. To study the academic achievement of secondary school students studying in Government and Private Schools.
10. To study the vocational maturity of secondary school students at different levels of emotional maturity.

HYPOTHESES OF THE STUDY

**Vocational Maturity in relation to Emotional
Maturity and Academic Achievement of secondary school students**

1. There is significant difference in the vocational maturity of male and female secondary school students.
2. There is significant difference in the vocational maturity of rural and urban secondary school students.
3. There is significant difference in the vocational maturity of secondary school students studying in Government and Private schools.
4. There is significant difference in the emotional maturity of male and female secondary school students.
5. There is significant difference in the emotional maturity of rural and urban secondary school students.
6. There is significant difference in the emotional maturity of secondary school students studying in Government and Private Schools.
7. There is significant difference in the academic achievement of male and female secondary school students.
8. There is significant difference in the academic achievement of rural and urban secondary school students.
9. There is significant difference in the academic achievement of secondary school students studying in Government and Private school.

10. There is significant difference in the vocational maturity of secondary school students at different levels of emotional maturity.

REFERENCES

Anderson, A. (1976) : The validity of the Career Maturity Inventory as a measure of career maturity among first-year community college students in southwest Virginia. Dissertation Abstracts International, 37, 5595A-5596A.

Anderson, Shawn; Brown, Chris (1997): Efficacy as a determinant of vocational maturity in urban and rural high school students. Journal of Vocational Assessment, v5 n 3 p 305 -15.

Cole, Charles Lee (1980): Emotional maturity and marital adjustment - A

Decade Replication. Journal Articles, Journal of marriage and the family, v 42 n 3 p 533-39 Aug 1980, ERIC # EJ 229886.

Flouri, Eirini; Buchanan, Ann (2002): The role of work-related skills and vocational role models in adolescent vocational maturity. Journal Articles, Vocational Development Quarterly, v51 n1 p36-43 Sep. 2002, ERIC # EJ 651764.

Foshay, Arthur Wellesley (1997): The emotions and social studies. Journal Articles, Journal of curriculum and supervision, v!2 n4 p315-23, ERIC# EJ547310.

**Vocational Maturity in relation to Emotional
Maturity and Academic Achievement of secondary school students**

Healy, Charles C. (1984): Vocational maturity and the achievement of community college students and disadvantaged University students. Journal Articles, Journal of College Student Personnel, v 25 n 4 p 347-52 Jul. 1984, ERIC # EJ 309529.

Madan, S.C. (1980): An investigation of the effect of personality, intelligence, and motives on vocational choice of post graduate students. Ph. D Thesis, Punjab University Chandigarh.

Ohler, Denise L. (1996): Vocational maturity in college students with learning disabilities. Reports-Research, vocational Development Quarterly, v44 n3 p27-88 Mar 1996, ERIC # EJ 528995.

Schoen, Alexis Ann; Burqoyne, Meqan; Schoen, Sharon Faith (2004): Are the developmental needs of children in America adequately addressed during the Grief process? Journal Articles, Journal of instructional psychology, v31 n2 pi49-148 Jun 2004, ERIC # EJ 774071.

Super, D.E. (1955): Dimensions and measurement of vocational maturity. Teachers college records, vol. 57, p. 151-163.

Watts, A.G. (1996): Towards a policy for lifelong vocational development; A transatlantic perspective. The Vocational Development Quarterly, Vol. 45, P. 41-53.

