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A STUDY OF VOCATIONAL MATURITY IN RELATION TO EMOTIONAL MATURITY OF SECONDARY SCHOOL STUDENTS OF KURUKSHETRA DISTRICT

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Abstract:

The present study attempts to study the relationship between vocational maturity and emotional maturity of secondary school students. It also purports to find out difference between urban and rural in terms of vocational maturity and emotional maturity. The simple random sample consists of 150 students selected from ten schools of Kurukshetra district. The results revealed a negative relationship between vocational maturity and emotional maturity. It was also found that urban secondary school students were better than rural secondary school students with regard to their vocational maturity and emotional maturity.

KEYWORDS:

Vocational Maturity, Emotional Maturity.

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. Choosing one's vocational 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. 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.

VOCATIONAL MATURITY

Vocational maturity refers to the individual's degree of readiness to choose, to plan and to prepare for future vocation. It is a pre-requisite ability to make a wise choice towards particular occupation and represents development along a continuum. Greater the maturity, greater is likelihood that individual is able to cope with developmental tasks at different stages of vocational development. To sum up, it can be said that vocational maturity is related with knowledge, ability, information, aspiration, attitude, planning and usability. In order to attain these desired goals, some intervention strategies are taking up for enlightens the path of success which favorably enriches the quality of a man. Though vocational maturity depends on

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attitudinal and cognitive readiness to cope with the development tasks of human occupation, it is also necessary to follow the ethnicity and moral judgment.

EMOTIONAL MATURITY

The word emotional means "of or relating to emotion," "dominated by or prone to emotion," "appealing to or arousing emotion" and "markedly aroused or agitated in feeling or sensibilities". One of the major aims of any good educational programme is to help the learners to gain emotional maturity. A person is said to emotionally mature when he feels proper emotion in a proper situation and express it in a proper quantity. Bhatia (2005) states that emotional maturity is having "Proper emotion at proper time and to express it in proper form and in proper quality". Emotional maturity involves the kind of living that most richly and fully expresses what a person has in him at any level of his development.

To sum up, it can be said that emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow when an occasion for grief arises; his capacity for experiencing anger when faced with thwarting that would rile the temper of any reasonably tolerant or sensible person; and his capacity to show fear when there is occasion to be frightened without feeling a need to use a false mask of coverage must be assumed by person afraid to admit that they are afraid.

JUSTIFICATION OF THE STUDY

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. 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.

Moreover, modernization and democracy with its natural consequences of mass education and equality of opportunity have brought drastic changes in the prestige and hierarchy of occupations and vocational selection. So it is pertinent to ask whether he/she is ready to make the decisions typically required at that stage. Is his/her vocational maturity sufficient to deal adequately with the choice-making tasks? To answer this question, information concerning the vocational maturity of secondary school students' is required. Young people should be ready to make the step-by-step choices that are called for as they progress through school, so that the vocational choices they eventually make will be appropriate for them, conducive to their personal satisfaction and to their success as productive members of society. To attain this goal, more research-derived knowledge of the developmental sequence of vocational behaviour is needed. The present study is an endeavour to understand vocational maturity in relation to emotional maturity of secondary school students' of Kurukshetra district.

OBJECTIVES

- 1) To study the relationship of vocational maturity with different levels of emotional maturity of secondary school students'.
- 2) To study the difference between vocational maturity of urban and rural secondary school students'.
- 3) To study the difference between emotional maturity of urban and rural secondary school students'.

HYPOTHESES

- 1) There is significant relationship between vocational maturity and emotional maturity of secondary school students'.
- 2) There is a significant difference between vocational maturity of urban and rural secondary school students'.
- 3) There is a significant difference between emotional maturity of urban and rural secondary school students'.

RESEARCH METHOD

The investigator selected descriptive method research which was most appropriate to the project under investigation.

SAMPLE

The present study aims to study vocational maturity in relation to emotional maturity of secondary school students' of Kurukshetra district. In order to achieve this objective a sample of 150 secondary school students were drawn from both Government and Private schools belonging to Kurukshetra district. The method of selecting sample was simple random sampling.

TOOLS USED

The investigator used the following standardized tools for data collection:

1. Vocational Maturity Scale (VMS) developed by Dr. A.K. Srivastava.
2. Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava.

COLLECTION OF DATA

The investigator personally collected the data from the students of selected Govt. and Private schools. Adequate instructions were given to the respondents. Emotional Maturity Scale (EMS) and Vocational Maturity Scale were administered on 150 secondary school students of Govt. and Private Schools.

STATISTICAL TECHNIQUES USED

In this study descriptive statistics like Mean, Standard Deviation, Critical Ratio (t-test) and Correlation were used.

RESULTS

The results of the study are divided into two sections. Section-I relates to correlation between vocational maturity and emotional maturity. The section –II deals with the difference between urban and rural on vocational maturity and emotional maturity.

Section-I

Table 1: Relationship between Vocational Maturity and Emotional Maturity of secondary school students.

Sr.No.	Variables	r	Significance at 0.05 level
1	VocationalMaturity /Emotional Maturity	-0.151	Significant
2	Vocational Maturity/Emotional Unstability	-0.103	Not Significant
3	Vocational Maturity/Emotional Regression	-0.079	Not Significant
4	Vocational Maturity/ Social Maladjustment	-0.128	Not Significant
5	VocationalMaturity/ Personality Disintegration	-0.239	Significant
6	Vocational Maturity/ Lack of In dependence	-0.093	Not Significant

INTERPRETATION:

Table 1 reveals that the correlation of coefficient between vocational maturity and emotional maturity is negative and significant at 0.05 level. Thus the hypothesis "There is significant relationship between vocational maturity and different levels of emotional maturity of secondary school students" is accepted. Also the correlation is negative.

Section-II**Table 2: Difference between Rural and Urban secondary school students**

Sr. No.	Variables	Mean		S.D.		Std. error of difference	't'-Value	Significance at 0.05 level
		Urban	rural	urban	rural			
1	Career Maturity	23.24	22.58	1.62	2.37	0.26	2.53	Significant
2	Emotional Maturity	100.76	92.08	31.08	11.36	3.02	2.87	Significant
3	Emotional Unstability	22.20	18.36	7.39	4.63	0.80	4.80	Significant
4	Emotional Regression	21.56	18.80	7.21	4.96	0.80	1.84	Not Significant
5	Social Maladjustment	21.40	18.01	7.48	4.18	0.78	4.70	Significant
6	Personality Disintegration	18.47	20.29	6.03	5.17	0.72	2.52	Significant
7	Lack of Independence	17.64	16.56	4.56	3.78	0.54	1.93	Not Significant

Interpretation:

From Table 2, it is evident that (i) the t-value of vocational maturity of urban and rural secondary school students is 2.53 with standard error of difference of mean 0.26. The calculated t-value is more than table value i.e. 1.96. The t-value is significant at 0.05 level. Thus the hypothesis "There is significant difference in the vocational maturity of rural and urban secondary school students" is accepted. (ii) The t-value of emotional maturity of rural and urban secondary school students is 2.87 with standard error of difference of mean 3.02. The calculated t-value is more than table value i.e. 1.96. The t-value is significant at 0.05 level. Thus the hypothesis "There is significant difference in the emotional maturity of rural and urban secondary school students" is accepted.

CONCLUSIONS

- 1) Vocational maturity is negatively correlated with emotional maturity of secondary school students.
- 2) The mean scores show that urban secondary school students' have more vocational maturity than rural secondary school students.
- 3) The mean scores show that urban secondary school students have more emotional maturity than rural secondary school students.

EDUCATIONAL IMPLICATIONS

On the basis of experience and insight acquired from conducting the present study, the following educational implications are given.

- 1) This study will help to understand the level of vocational maturity and emotional maturity of secondary school students.
- 2) This study will help the teacher to know about the vocational problems and vocational interests of the secondary school students.
- 3) This study will help to give vocational guidance to the secondary school students according to their level

of emotional maturity.

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