VOCATIONAL MATURITY OF THE VOCATIONAL EDUCATION STREAM SUBJECTS IN KASHMIR

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ABSTRACT

The study was conducted with the objective to work on the captioned title, "Vocational Maturity of the Vocational Education Stream Subjects in Kashmir". The objective in general is to compare the Vocational maturity of vocational stream subjects (ITI, Polytechnic and NIT courses). The N-1502 subjects were drawn randomly and the Manju Mehta's Vocational Attitude Maturity Scale was used. The comparison was made among the various vocational courses on Vocational maturity at ITI, Polytechnic and NIT levels. The results of the said study revealed that there is significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses

Keywords: Vocational Maturity, Vocational Education stream, Subject.

Introduction

Vocational maturity is a construct that was originally proposed to account for individual differences regarding readiness to make career choices, plan ahead and assume the role of a worker.

According to The Flarex Dictionary of English the definition of Vocational education: ñVocational education is a specific vocation in industry or agriculture or trade; the gradual process of acquiring knowledge; "education is a preparation for life". According to Super, vocational or career maturity involves the mastery of increasingly complex tasks at different stages of career development in the course of the life span. In this context, career maturity is characterised by: -

1. An increasing orientation to vocational choice.
2. Increasing amounts of vocational information and more comprehensive and detailed planning.
3. Increasing consistency of vocational preferences.
4. The crystallization of traits relevant to vocational choices.
5. Increasing wisdom in vocational preferences.

R. Bhandari, and T. Lingzay, (2014) this study examines the vocational maturity of senior secondary school students in relation to their family environment. 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. Vineeta .& Sirohi, (2013) in their study which is focused on the stage of secondary education which is a critical period for the development of career maturity, when students are faced with ongoing academic and occupational decisions over the course of their study and these educational and vocational decisions pave the way for future decisions to be taken by any individual in the world of work. The findings of the study have strong implications for the policy makers and educationists for institutionalizing the vocational guidance and counseling programmes

in secondary schools and delivering planned and systematic counseling interventions to increase the career maturity of secondary school students.

Dr. Y. K. Anand, (2011) (Vocational Education in India: World bank report-2006): In India, skill acquisition takes place through two basic structural streams ï a small formal one and a large informal one. Status of Vocational Training received: Only about 2.5 million vocational training seats are available in the India whereas 12.8 million persons enter the labour market each year (Meeting of State Education Ministers on NVEQF 28th Jan, 2011 ï Report from MHRD). Similarly, the World Bank Report, 2006 shows that among persons of age 15-29 only about 2 per cent reported to have received formal vocational training and another 8 per cent reported to have received non-formal vocational training. The proportion of persons (15-29 years of age) who received formal vocational training was the highest among the unemployed.

Dybwad, (2008) research increasingly focuses on individuals career readiness, career concerns and career adaptability as aspects of their career maturity in dealing with the challenges posed by the contemporary world of work, which is turbulent and uncertain. Short, (2008) Education in general is the concurrent responsibility of the central and state governments. The implementation of VET, however, is largely the responsibility of the state governments. For this reason, in addition to the agencies state authorities are involved in providing VET. The organization and allocation of responsibilities is not consistent across the country.

Jacobs, (2007) in career development practices, career maturity are regarded as one of the most commonly employed outcome measures. A person is regarded as career-mature or ready to make appropriate career choices when he or she has engaged in carefully planned exploration and has appropriate occupational knowledge, self-knowledge and decision-making knowledge. Swanson, (2005) the concept of career maturity has been used to describe both the process by which individuals make career choices appropriate to their age and stage of career development, and their readiness and ability to successfully negotiate, resolve and deal with the specific tasks and challenges in their particular developmental stage. Herr et al., (2004). The cognitive dimension refers to individuals awareness of a need to make a career decision, their understanding of their vocational preferences and the world of work, and their ability to apply their knowledge of the principles of career decision making to actual choices. In this regard, career maturity is described as the attitudinal and cognitive readiness to cope with the developmental tasks of finding, preparing for, getting established in, pursuing, and retiring from an occupation.

Rue, (2004) from an organizational perspective, career development is viewed as an ongoing, formalised effort by the organization that focuses on developing and enriching the organisations human resources in the light of the needs of both the employee and the organization. Caligiuri, (1997) found that a career workshop intervention with high school 10th graders increased vocational identity, and decreased career indecision of students. Supers, (1992) career development theory identifies five career or vocational stages, namely: (1) growth (ages 4 to 13), (2) exploration (ages 14 to 24), (3) establishment (ages 25 to 44), (4) maintenance (ages 45 to 65) and (5) decline (over 65). The primary task in the first stage is to develop a picture of the kind of person one is and an understanding of the nature and meaning of work. In the second stage, the primary task is to crystallise, specify and implement a vocational preference.

Crites, (1976) described career maturity as having attitudinal and cognitive dimensions. The former refer to individualsג attitudes and feelings about making an effective vocational choice and whether they will continue to pursue their career choice as they enter the workforce. Affective variables involve individualsג planning ability and career exploration or curiosity. Career mature individuals are generally better adjusted to their careers, whereas maladjusted individualsג career choices are generally neither congruent with their field of interest nor with their level of aptitude.

The construct of career maturity was introduced by Donald E Super, (1957) as ñvocational maturityò in his career development theory more than 50 years ago. Career maturity is reflected by an individualגs mature behaviour in coping with the tasks of career development when compared with the behaviour of others who are dealing with the same tasks at a particular life or career stage. Career maturity focuses on the manner in which the individual responds to the emerging demands, problems, challenges and expectations that are generally associated with a particular life stage. This is a normative definition of the construct since it compares an individualגs career behaviour with the career behaviour that is expected at a particular life or career stage.

Objectives

To compare the Vocational maturity of vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

Hypotheses

There is no significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

Sample

For this study, the population from which the sample was drawn is the various ITIגs, Polytechnics and National Institute of Technology of Kashmir division. The technique of random sampling was employed to draw N=1502 subjects. In which all the three levels of vocational cum technical courses were selected for this study (73-courses).

Tools Used

1. **Manju Mehta's Vocational Attitude Maturity Scale (VAMS-1971)**

Statistical Treatment

Mean, S.D and F-test were used for the analysis of the data (SPSS).

(Table: A)

Integrated Ăvocational attitude maturityג VAMS and dimension wise Ăvocational attitude maturityג results on its various dimensions viz: (Vocational Aspiration Level, Influence and Money in Job choice,

Altruism and passivity in job choice, Lack of job awareness and change in job performance, Indecisiveness in vocational choice, Vocational understanding, Lack of independence And Chance factor in vocational choice) -ANOVA

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Vocational Attitude Maturity Scale	Between Groups	6993.345	23	304.058	20.497	.000
	Within Groups	21925.369	1478	14.834		
	Total	28918.714	1501			
Vocational Aspiration level (V1)	Between Groups	355.210	23	15.444	12.168	.000
	Within Groups	1875.837	1478	1.269		
	Total	2231.047	1501			
Influence and Money in Job Choice (V2)	Between Groups	229.431	23	9.975	8.171	.000
	Within Groups	1804.253	1478	1.221		
	Total	2033.684	1501			
Altruism and Passivity in Job Choice (V3)	Between Groups	261.099	23	11.352	8.890	.000
	Within Groups	1887.314	1478	1.277		
	Total	2148.413	1501			
Lack of Job Awareness and Change in Job Performance (V4)	Between Groups	222.900	23	9.691	14.488	.000
	Within Groups	988.017	1477	.669		
	Total	1210.917	1500			
Indecisiveness in Vocational Choice (V5)	Between Groups	180.947	23	7.867	4.363	.000
	Within Groups	2665.309	1478	1.803		
	Total	2846.256	1501			
Vocational Understanding (V6)	Between Groups	97.742	23	4.250	6.851	.000
	Within Groups	916.768	1478	.620		
	Total	1014.509	1501			
Lack of Independence (V7)	Between Groups	158.098	23	6.874	11.149	.000
	Within Groups	911.244	1478	.617		
	Total	1069.342	1501			
Chance Factor in Vocational Choice (V8)	Between Groups	31.305	23	1.361	5.944	.000
	Within Groups	338.437	1478	.229		
	Total	369.742	1501			

Discussion And Interpretation Of The Results Of (Table: A)

Integrated Ăvocational attitude maturityğ VAMS and dimension wise Ăvocational attitude maturityğ results on its various dimensions viz: (Vocational Aspiration Level, Influence and Money in Job choice, Altruism and passivity in job choice, Lack of job awareness and change in job performance, Indecisiveness in vocational choice, Vocational understanding, Lack of independence And Chance factor in vocational choice) -ANOVA

The (Table: A) shows the integrated Ăvocational attitude maturityğ VAMS f-test results of courses, which is .000 respectively.

The result depicts that integrated Ăvocational attitude maturityğ VAMS results of courses, differ at 0.01 level significantly.

Also the dimension wise Ăvocational attitude maturityğ VAMS results on its various dimensions viz: - V1-Vocational Aspiration Level, V2-Influence and Money in Job choice, V3-Altruism and passivity in job choice, V4-Lack of job awareness and change in job performance, V5-Indecisiveness in vocational choice,V-6 Vocational understanding, V-7 Lack of independence And V-8 Chance factor in vocational choice are as: .000, .000, .000, .000, .000, .000, .000 and .000 respectively.

These results depicts that the dimension wise Ăvocational attitude maturityğ VAMS results (i-e V1, V2, V3, V4, V5, V6, V7 and V8) of all the eight dimensions of Ăvocational attitude maturityğ differ significantly at 0.01 level of significance.

The (Table: A) shows, There is significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

CONCLUSION

The result of the present study is as under:-

The hypotheses no. 1 is rejected, because there is significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

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