Vocational Maturity in Relation to Emotional Maturity and Academic Achievement of Secondary School Students

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INTRODUCTION

Anguish of the mind has driven thousand to suicide, Anguish of the body, none. This proves that the health of the mind is of far more consequence to our happiness then the health of our body.

We all know that this world does not belong to anyone of us. It is inhabited by a multitude of people and each one has his own place and sphere of influence in the scheme of things. Still we are not able to accept the reality that it is seldom possible for anyone to have everything just the way, he wants it to be. This keeps coming in the way of happiness and that is why such widespread unhappiness dominates our world today.

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 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.

In the fantasy period, the youngster thinks about an occupation in terms of his wish to be an adult. He cannot assess his capacities or the opportunities and limitations of reality. He believes that he can be whatever he wants to be. His translations are arbitrary. The tentative period is characterized by the individual's recognition of the problem of deciding on a future occupation. The solution must be sought in terms of probable future satisfactions rather than in terms of current satisfactions. During this period, however, the translation is still almost exclusively in terms of subjective factors: interests, capacities, and values. In fact, the individuals start realizing that an effective decision requires the incorporation of reality considerations. During the realistic period, the translation is so heavily weighed by reality considerations that the individual recognizes that he must work out a compromise between what he wants and the opportunities that are available to him.

Various approaches have been adopted to explain how and why people choose their vocations. Crities (1969) draws a distinction between non-psychological and psychological approaches. The non-psychological theories of vocational choice attribute choice phenomenon to the operation of some system that external to the individual. The individual, accordingly, enters an occupation solely because of the operation of environmental factors such as chance factors, the social forces, and the economic forces such as laws of supply and demand. In contrast the belief in chance factors, but equally inadequate are "impulse theories" which attribute the choices solely to internal factors. In doing so, they overstress the role of impulse and overlook reality factors. The scientifically developed psychological approaches, on the other hand, deal with role of such internal factors as one's abilities, interest, personality, attitudes and other personal, social and ecological factors. According to Ginzberg et al.,(1951) a compressive theory of vocational choice would have to provide an analysis of the internal elements that so largely condition the responses of the individual to external forces.

VOCATIONAL MATURITY

Choosing an appropriate occupation by oneself is considered as one of the hallmark of vocational maturity that is required in the process of vocational decision making. 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. Super

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(1955) was first to introduce the concept of vocational maturity. He defined the concept normatively in terms of the congruence between the individual's vocational behaviour at that age. The vocational development proceeds systematically along certain, identifiable directions. It should be possible to assess not only how much of the road individual has covered, but also how fast he is traveling in comparison with others who are embarked on the same journey. Thus, rate and progress along this road might be on indication of an individual's vocational maturity.

Spokane (1991) considers that vocational maturity is based on the direct assistance given to an individual to promote more effective decision making; intensive counseling to help resolve vocational difficulties; enhancement of person's vocational development to enable him make effective vocational decision.

Kelly (1996) emphasizes "Choosing a vocation is a lifelong process that demands accurate perceptions of ability, potential and achievement".

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 attitudinal and cognitive readiness to cope with the development tasks of human occupation, it is also necessary to follow the ethnicity and moral judgment. Vocational guidance embodies the delivery of vocational guidance and vocational counseling as component of vocational education which infuse the multicultural sensitivity. Vocational choice is as important as vocational development. It involves strong interest, consistent and component choices and development of attitude towards vocation.

FACTORS AFFECTING VOCATIONAL MATURITY

Although an individual makes educational and vocational choices, they are certainly influenced by many environmental and psychological factors.

A. Environmental Factors

*Culture:

The cultural milieu in which an individual lives, affects his freedom by exerting the influence of the existing social patterns. Various conditions and modes of living in different cultures induce their members to take up jobs, in consonance with their prevailing systems and value structures (Madan, 1984).

*Social Class:

The social class affects an individual's vocational development by its influence on his becoming the kind of person he is and by the effects of the general socio-economic milieu of the family on the young person's attitudes, values, opportunities and the reactions of others towards him(Jersild, 1967).

*Family:

Parental education, family harmony, parent-child interaction, all effects vocational maturity of an individual. Mc Nair (1981) indicated that the best set of predictors of vocational maturity was parental influence.

*School:

Mac Caffrey (1980) found that students who had a high degree of participation in those extra-curricular activities which emphasized individual responsibility and a positive response to social expectation were more likely to evidence high levels of vocational tasks and dimensions as correlated with vocational behaviour.

*Ecological Factors:

Differences between sub-cultures demonstrated along geographical and residential lines are often reflected in the vocational growth of an individual. It is expected that individuals from rural areas lag behind in vocational maturity than individuals from urban areas due to lack of adequate opportunities.

B. Psychological Factors

Psychological factors work as catalysts for environmental factors and, however, are essential in themselves.

*Personality:

Vocational development seems to be a reflection of general personality development. Gupta (1991) found a positive relationship between some personality factors and vocational maturity. Individual's self-concept is considered as one of the important components of personality. Positive self-concept, self-esteem, self actualizing components, personal adjustment, vocational adjustment etc. are required for healthy adjustment. Vocational development constitutes an aspect of personal development, which is intimately linked to the formulation and consolidation of mature self-identity.

*Sex

Studies examining sex differences on vocational maturity variables have established that girls are vocationally more mature than boys (Super and Nevill, 1984). Evidence is also available that there are no significant differences among boys and girls in vocational maturity with regard to school samples [Chand (1979), Gupta (1991) and Parlikar (1973)]

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however found sex differences on various dimensions of vocational maturity.

*Intelligence

Many researchers have traced the importance of intelligence in vocational development and in achieving vocational maturity. Gupta (1991) found intelligence to be the most significant variable contributing to be the prediction of vocational maturity.

*Aptitudes

The success of a person in a job or vocational setting depends on his special abilities and his motivations. Cosby (1974) concludes that subjects with high level of intelligence maturity tended to be vocationally more mature than others with lesser mental abilities.

*Academic Achievement

It is well established fact that those students who have better academic records tend to be vocationally more mature individual than those whose academic achievement are poor (Cosby 1974; Parlikar 1973).

Environmental and psychological factors are helpful in developing realistic educational and vocational self-perceptions of an individual. The integrated person displays an effective balance in his behaviour. Vocational maturity is the result of an interaction of environmental and psychological variables.

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.

Barnard (1954) gave following criteria of mature emotional behaviour:

1. Inhibition of direct expression of negative emotions.

2. Cultivation of positive emotions.

3. Development of higher tolerance for disagreeable circumstances.

4. Increasing dependency of actions.

5. Increasing satisfaction from socially approval responses.

6. Freedom from unresponsive fear.

7. Awareness of ability and achievement of others.

8. Understanding actions in accordance with limitations.

9. Ability to delay gratification of impulses.

According to Jersild (1965) "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 of 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 such as 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".

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.

ACADEMIC ACHIEVEMENT

Academic achievement refers to the degree or level of success attained in some specific area concerning scholastic or academic work. In general, it refers to the scores obtained in the annual examinations. It has always been a vital factor in the life of an individual as it predicts the future of the child.

Stephens (1956) states that academic achievement is the unique responsibility of all educational institutions to promote wholesome scholastic development of pupils along with other educational objectives.

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Good (1959) is of the opinion that academic achievement is the knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or by both.

Singh (1997) defines academic achievement as "A measure of knowledge gained in formal education usually indicated by test scores, grade point, averages and degree".

Thus academic achievement is the knowledge and skills obtained by a student in various subjects taught at school. The achievement of pupils in the so called "academic" subjects, such as reading, arithmetic and history, as contrasted with skills developed in such areas as industrial arts and physical education. In this study Academic Achievement means marks obtained in previous class by the students.

LITERATURE REVIEW

The survey of related literature plays a vital role in the field of research. It is like a lighthouse in the sea, which guides the path of the sailing ships. Without reviewing the related literature, it is very difficult to select a problem. It is critical aspect in the planning of a new study. Reviewing the related literature is a time consuming process but is very essential.

The phase 'Review of Literature' consists of two words- Review and Literature. The term 'Review' means to organize the knowledge to show that the proposed study would be an addition to this field. In this research methodology, the term Literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies.

Once a topic has been selected, the investigator is naturally eager for action. However, it is mistake to rush headlong into planning and carrying out the study before making a thorough survey of what is already known in the area of interest. The topic must be related to relevant knowledge in the field. It is as important for educators, as it is for others engaged in research, to know how to locate, organize and use the literature in their field. A number of studies as mentioned below throw enough light on the multidimensional aspect of the problem under study. These studies have been reviewed taking into consideration their relationship with the problem under investigation.

STUDIES ON VOCATIONAL MATURITY AND EMOTIONAL MATURITY

In the present study, the investigator reviewed the following studies on vocational maturity and emotional maturity:

Kerr (1981) discussed how vocational educators can help gifted students in 3 areas of conflict: 1) making a single vocational choice despite multi-potentiality; 2) making long-range vocational plans before having necessary emotional maturity; and 3) recounseling personal vocational goals and societal expectations.

Coursol, lewis and Garrity (2001) compared the expectations for vocational counseling and the level of vocational maturity among trauma survivors and non-survivors who participated in a program at a social service agency. Findings indicated that trauma survivors were more motivated and open to counseling, but expected their counselors to be less empathic. No differences were noted on vocational maturity.

Tokar, withraw, Hall and Moradi (2003) used structural education modeling to test theoretically based models in which psychological separation and attachment security variables were related to vocational indecision and those relations were mediated through vocational self-concept crystallization. Results indicated that some components of separation and attachment security did relate to vocational indecision in a theoretically supportable direction.

Smedley, levinson, Baker, and De Angelis (2003) investigated the level of vocational maturity of adjudicated and non adjudicated male students with and without disabilities. No significant differences existed between non adjudicated and adjudicated students without disabilities. Adjudicated students with emotional and learning disabilities scored significantly lower than non adjudicated students without disabilities on the overall measures of vocational maturity.

Prewitt (2003) examined classical and contemporary research studies to develop a definition of wisdom and explore its constructs in human development and consciousness. The following elements were identified as desired components of a development plan for work place wisdom: 1. Emotional control techniques and expectations for using them; 2. reflective decision-making skills; 3. partnering wise employees as mentors to the unwise; 4. structured opportunities to experiment, learn and integrate new knowledge; 5. skills in active listening, flexible thinking, tolerating ambiguity, and systems thinking.

Strauser, Lustig, Coqdal and Uruk (2006) studied knowledge of traumatic events and how trauma symptoms relate to social and psychological well being continues to grow. One aspect of an individual's functioning that may be affected by exposure to traumatic events is the ability of the individual to engage in vocational and work-related activities. The current study examines the relationship between trauma symptoms and the vocational development process of 131 college students. Results indicate a significant relationship between higher levels of trauma symptoms and higher level of dysfunctional

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vocational thoughts and lower levels of work personality.

STUDIES ON VOCATIONAL MATURITY AND ACADEMIC ACHIEVEMENT

In the present study, the investigator reviewed the following studies on vocational maturity and academic achievement:

Healy (1984) examined the relationship of vocational maturity and academic achievement in 182 community college students and 126 disadvantaged college freshmen. The modest relationship found suggested that counselor can increase retention by helping students achieve vocational maturity.

West (1988) investigated vocational maturity and academic achievement among 30 American Indian and 39 non-Indian college students. Found strong positive correlations between grade point average and vocational maturity for freshman and sophomore Indians and freshman non-Indians, but not for the total sample or either ethnic group overall.

Kelly and Colangelo (1990) studied that when groups of junior high gifted, regular curriculum and special learning needs students(n=265) were compared on attitude toward vocational decision making, students' level of academic ability appeared to exert a strong positive effect on vocational maturity.

Rojewski (1995) investigated that examination of the impact of gender and academic-risk behaviour on the vocational maturity and competence of 110 rural youth revealed that females were more involved and independent in vocational development and that high-risk students were less able to solve vocational related problems.

Schnorr and Ware (2001) examined the vocational maturity of 55 academically at risk students in an integrated vocational and academic program was strongly influenced by their beliefs regarding overcoming obstacles and peer equality. Beliefs about what seems necessary for happiness and about differences among colleges and occupations also influenced vocational development attitudes.

Patton, Creed and Muller (2002) hypothesized that students who continue full-time study after high school have higher levels of vocational maturity, psychological well-being, and academic achievement while at school. Surveyed 254 Australian seniors and 132 of these students 9 months after graduation. Found that students who proceeded to full time further study scored higher in all three categories than those who proceeded to full time employment**.**

Lenqum and Hoare (2004) studied the impact of a vocational intervention on at- risk middle school students' vocational maturity levels, academic achievement and self esteem. This study was based on a pretest and post test design using a control group. Data were collected from 27 at-risk middle school students representing the experimental group and 30 at-risk middle school students making up the control group. The results revealed that the sample's vocational maturity attitude and competency levels of academic achievement improved, such increases were not statistically significant.

After reviewing the above studies the investigator found that there is a great need to study vocational maturity in relation to emotional maturity and academic achievement of secondary school students. From the above studies the investigator has found that the process of vocational development is essentially that of developing and implementing a self-concept. Educational and vocational decisions influence the students' subsequent vocational career by limiting future educational and vocational choices. Once a student has passed the school in any of the streams, it becomes difficult, rather impossible for him/her to choose any other stream or profession. Emotional maturity is the result of healthy emotional development. Emotional maturity involves emotional control.

NEED OF THE STUDY

The review of literature reveals that there is dearth of researches in the area of vocational maturity and emotional maturity, vocational maturity and academic achievement especially with reference to school students. This is an area that has not been sufficiently explored. Therefore, need of the study is derived from the limitation of earlier studies which suggests a need for a additional research on the study of these variables.

Of all the judgments one makes in life, none is more important than the judgment one passes on while, selecting and setting a vocational. 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. Adolescence is the age in which the child enters into the world of maximum growth and development. The child passes through a number of personal, social and emotional problems. The social intercourse sometime encourage the secondary school students to develop positive thinking whereas mostly discourage them so as to give rise to negative thinking.

Super (1980) postulated that the process of vocational development is essentially that of developing and implementing a self -concept. 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

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adolescence. They should be emotionally mature also to make the right choice of their profession.

Moreover, modernization and democracy with its natural consequences of mass education and equality of opportunity have bought 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 and academic achievement of secondary school students.

SCOPE OF THE STUDY

By scope, we mean the boundaries within which its functioning can go on. We are here concerned with the jurisdiction or the limits within which this study is expected to work. 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. Modern youth primarily work for economic security. The personal fulfillment in jobs is limited to only a handful of affluent Indians.

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).

On the recommendation of national policy of education, 1986, School Curriculum after the 10th class has been diversified into academic and vocational streams. The academic stream consists of study of a foundational course and elective subjects. The foundational course consists of general studies, work experience, and health and physical education and elective subjects, which include selection of the courses from humanities, science, commerce groups. Vocational stream focuses on training the children in vocations like that of agriculture, business and commerce health and para-medical courses, computer and other kinds of technology, home science and home economics etc. and enables the student to take up a vocation right after the school stage.

Some anticipatory or actual vocational decisions have to be made students at beginning of plus one class. These educational and vocational decisions influence the students' subsequent vocational career by limiting future educational and vocational choices. Once a student has passed the school in any of the streams, it becomes difficult, rather impossible for him/her to choose any other stream or profession. A good an asset and a wrong decision becomes a liability for life. 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'. The present study is focused on the 480 secondary school students.

Lets us visualize the scope of this study from various angles:

1. Vocational problems: This study helps the teacher to know about the vocational problems of the secondary school students.

2. Vocational Interest: This study helps the teacher to know about the vocational interests of the secondary school students.

3. Vocational Guidance: This study helps to give vocational guidance to the secondary school students according to their level of emotional maturity and academic achievement.

4. Emotional problem: This study helps the teacher to know about the emotional problems of the secondary school students.

5. Dimensions of Emotional immaturity: The relationship of vocational maturity with five dimensions of emotional immaturity is covered under this study i.e. a) Emotional Instability. b) Emotional Regression. c) Social maladjustment d) Personality Disintegration. e) Lack of Independence.

6. Academic Achievement: The relationship of vocational maturity with different levels of academic achievement is studied.

7. Demographic variables: Demographic variables like Gender wise, Area wise and location of the school wise are considered under this study.

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OBJECTIVES OF THE STUDY

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.

4(a). To study the emotional instability of male and female secondary school students.

4(b). To study the emotional regression of male and female secondary school students.

4(c). To study the social maladjustment of male and female secondary school students.

4(d). To study the personality disintegration of male and female secondary school students.

4(e). To study the lack of independence of male and female secondary school students.

5. To study the emotional maturity of rural and urban secondary school students.

5(a). To study the emotional unstability of rural and urban secondary school students.

5(b). To study the emotional regression of rural and urban secondary school students.

5(c). To study the social maladjustment of rural and urban secondary school students.

5(d). To study the personality disintegration of rural and urban secondary school students.

5(e). To study the lack of independence of rural and urban secondary school students.

6. To study the emotional maturity of secondary school students studying in Government and Private Schools.

6(a). To study the emotional instability of secondary school students studying in Government and Private schools.

6(b). To study the emotional regression of secondary school students studying in Government and Private Schools.

6(c). To study the social maladjustment of secondary school students studying in Government and Private schools.

6(d). To study the personality disintegration of secondary school students studying in Government and Private Schools.

6(e). To study the lack of independence 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.

11. To study the vocational maturity of secondary school students at different levels of academic achievement.

12. To study the correlation ship between vocational maturity and emotional maturity of secondary school students.

13. To study the correlation ship between vocational maturity and academic achievement of secondary school students.

HYPOTHESES OF THE STUDY

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.

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4(a). There is significant difference in the emotional instability of male and female secondary school students.

4(b). There is significant difference in the emotional regression of male and female secondary school students.

4(c). There is significant difference in the social maladjustment of male and female secondary school students.

4(d). There is significant difference in the personality disintegration of male and female secondary school students.

4(e) There is significant difference in the lack of independence of male and female secondary school students.

5. There is significant difference in the emotional maturity of rural and urban secondary school students.

5(a). There is significant difference in the emotional instability of rural and urban secondary school students.

5(b). There is significant difference in the emotional regression of rural and urban secondary school students.

5(c). There is significant difference in the social maladjustment of rural and urban secondary school students.

5(d). There is significant difference in the personality disintegration of rural and urban secondary school students.

5(e). There is significant difference in the lack of independence 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.

6(a). There is significant difference in the emotional instability of secondary school students studying in Government and Private Schools.

6(b). There is significant difference in the emotional regression of secondary school students studying in Government and Private Schools.

6(c). There is significant difference in the social maladjustment of secondary school students studying in Government and Private Schools.

6(d). There is significant difference in the personal disintegration of secondary school students studying in Government and Private Schools.

6(e). There is significant difference in the lack of independence 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.

11. There is significant difference in the vocational maturity of secondary school students at different levels of academic achievement.

12. There is significant correlation ship between vocational maturity and emotional maturity of secondary school students.

13. There is significant correlation ship between vocational maturity and academic achievement of secondary school students.

RESEARCH METHODOLOGY

Research Method:

By seeing the nature of the present study descriptive survey method will be used.

Population and Sample:

The present study aims to study vocational maturity in relation to emotional maturity and academic achievement of secondary school students. In order to achieve this objective a sample of 480 secondary school students-240 males and 240 females were drawn from both Government and Private schools belonging to rural and urban areas of Haryana state. The method of selecting sample was simple random sampling. The secondary school students of Haryana State constitute the population of the present study.

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Tools to be used:

For the present investigation, the investigator used the following two standardized tools for data collection :

1. Vocational Maturity Scale (1986):

Vocational Maturity Scale(1986) developed by Dr. A.K. Srivastava published by Agra Psychological Research Cell, Agra was used in the present investigation to test the level of vocational maturity of secondary school students. The scale consisted with 35 items having difficulty index within the range of 0.22 to 0.96.

2. Emotional Maturity Scale (1984):

Emotional Maturity Scale(1984)developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava published by National Psychological Corporation, Agra was used in the present investigation to test the level of emotional maturity of secondary school boys and girls. The scale consists 48 items.

3. Academic Achievement

To measure the academic achievement of secondary school students, marks (% age) obtained in the previous class was noted. The investigator prepared the method of categorization of the adolescent students' academic achievement on the basis of the following table:

Percentage	Category
Less than 50%	Below Average
50% - 60%	Average
More than 60%	Above Average

ADMINISTRATION OF TOOLS AND COLLECTION OF DATA:

After selecting the tools, the investigator personally collected the data from the selected secondary school students of Govt. and Private schools. Adequate instructions were given to the respondents. They were informed about the nature and utility of the study. After providing the adequate directions to fill up the questionnaires, Emotional Maturity Scale (EMS) and Vocational Maturity Scale were administrated on 480 secondary school students of Govt. and Private Schools. The doubts concerning the purpose and use of the tests were answered frankly and honestly. After completion, the answer sheets were collected.

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STATISTICAL TECHNIQUES

Statistical techniques bring objectivity in interpretation and lead to reliability in results. Use of statistical techniques makes the interpretation of data economical in terms of time because these are less time consuming. In research studies, statistics used not only to understand and compare data but also to test hypothesis. In this study descriptive statistics like Mean, Standard Deviation, Critical Ratio (t-test), Correlation and Analysis of variance (ANOVA) were used.

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