

## **TO STUDY THE IMPACT OF FAMILY ENVIRONMENT AND INVOLVEMENT ON THE VOCATIONAL MATURITY OF UNDERGRADUATE STUDENTS**

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### **ABSTRACT**

This study aimed to Research the Impact of family Environment and Involvement on the vocational maturity of undergraduate students. The sample of the study comprised of 100 College undergraduate students of class (I,II,III) year irrespective of their academic streams from the BBN (Baddi,Barotiwala,Nalagarh) Cities of District Solan of Himachal Pradesh. Out of these, 50 students were selected randomly from each Rural and Urban background. Further 50 Male and 50 Female students were taken from the total population. Stratified Random Sampling technique was employed Descriptive Survey method was employed to collect the data in the present study. Here Vocational Maturity was Dependent variable and Family Environment was Independent variable. Vocational Maturity Scale by Dr. Manju Mehta (1987) Family Environment Scale (FES) by Dr. Harpreet Bhatia and Dr. N. K. Chadha (1993) was used to collect the data and the obtained data was analyzed by employing t-test. The major findings of the study are: i) there is no significant difference between family environment of Rural and Urban Undergraduates students on the Vocational maturity. ii) It further indicates that female students' exhibits better family environment as compared to their counterparts Male undergraduate students.iii) It further resulted that the students with high family status have more impact on the vocational maturity as compared to the low family status undergraduate students. The present results could be due to the fact that Family environment can be different in different families.

**Keywords:, Family Environment, Vocational Maturity, Undergraduate Students.**

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### **INTRODUCTION**

College life is a time of active vocational development and making career choices are among the most important tasks to be mastered. Super's Self Concept Theory (1957) states that an individual needs to reach a certain state of readiness in terms of self-concept development in order to make an appropriate vocational choice and this readiness" is referred to as Vocational maturity. 21st century, we seem to merge towards a new phase in the development of education system in a new perspective, where content and process of education will be direction to help the individual to discover, develop and train one's talent

and abilities leading to personal and nation's development and prosperity. Since, no two individuals are alike. There are lots of differences in their behaviour, aptitude, intelligence, personality, and interests as well as in maturity.

Maturity of individuals can be different types as physical maturity, cognitive maturity, emotional maturity, relationship maturity and vocational maturity etc Vocational maturity is the ability to make appropriate occupational choice that fit the subject's abilities, occupational interests and occupational preference. Because of this maturity long term vocational adjustment is consider. So the vocational maturity is relation with different environment. Among the entire environment, family environment is the first environment to influence the vocational maturity of students.

Family environment is a combination of two words- Family and Environment. Family is a miniature form of society. It is a social institution through which our social heritage is transmitted. Much of what we used to call heredity is actually the influence of the family in interpreting people, customs, attitude and associating them individual and group reactions, ways of thinking ways of doing, ways of acting. So, family climate stands for all those circumstances which are asserting their influence on the child since conception to death. Bhardwaj (2001) considers family as the first unit with which the child has continuous contact and it is also the most powerful medium through which value systems develop.

College students tend to have difficulty identifying their career interests. Research identifies that how vocational interest can be linked to students' academic achievement. Counselors and educators need to help students develop skills for their job search in careers that are congruent with their individualized career plan (Teng, Morgan, & Anderson, 2001). This involves a great deal of career and vocational education. Career education requires that students explore activities associated with career choices over a life span considering family, work, and leisure. This includes (a) job preparation, (b) awareness of careers and occupations, (c) the identification and examination of different life roles, and (d) understanding various types of biases in occupations. As a result, the primary focus becomes identifying the best possible career options.

Parents prove to be an essential part of adolescent career development. Family ties provide positive effects on student performance. Researchers defined a family-school collaboration "as a cooperative process of planning and problem solving involving school staff, parents, children, and significant others to maximize resources for students' academic achievement and social-emotional development" (Amatea, Daniels, Bringman, & Vandiver, 2004). Specifically in the area of career development, adolescents tend to use their family environment as a point of reference. Therefore, parents need to be equipped with the necessary information or resources so that they can provide feedback and opportunities for career exploration.

Undergraduates experience difficulty identifying their career interests. Career interests have been linked to positive student achievement (Lehmann & Konstam, 2011). This research attempts to engage parents in the creation of healthier institutes and community activities by

improving decision-making skills and self-regulation. As parents' knowledge of vocational development increases, it will encourage youths to realise their aim of life as per their capabilities and interest.

## LITERATURE REVIEW

**Downing et al., (1994)** conducted a study that aimed to identify the role of parental involvement on their children's vocational decision making process. Study sample consists of (243) parents from America, Britain, and Switzerland. Results indicated that parents have shown some injustice in the preferable vocational and educational choices, where parents in the United States and England had strong preferences about the university entrance, and the careers associated with it, while parents of Switzerland didn't show a strong preferences toward the university and careers associated with it.

**Fisher et al., (1999)** held a study about the impact of family on American students, of Mexican and African descent on the vocational decision making. Study sample consisted of (200) students, using the interview method. Results showed there are barriers that prevent parents from scientific advancement, which pushed them to encourage their children to achieve the highest positions.

**Al-Sharafah, 2005** aimed to determine the impact of parental nurturing patterns on the vocational decision making of Karak province secondary COLLEGE students. Study sample consists of (500) vocational decision making dimensions, where the democratic had the highest impact of parental nurturing patterns on the vocational decision making, followed by the authoritarian, while the neglectful pattern didn't show any impact.

**Al-Balawi (2009)** aimed to identify the impact of parenting which include the democratic, authoritarian, and neglectful patterns, as well as personality styles (realistic, rational, artistry, social, adventurer, and traditional) on the vocational decision making. Study sample consisted of (340) students from the faculty of education at Tabuk area in Saudi Arabia. Results indicated statistically significant differences of parenting patterns on all degrees of vocational decision making (independence, information availability, and attention), in favour of democratic pattern.

**Al-Khawaja (2011)** study aimed to identify the effectiveness of grouped vocational orientation program on improving the vocational maturity levels and psychological compatibility of the Sultan Qaboos University students on a study sample of (44) students. Results showed statistically significant differences between the arithmetic means of both experimental and control groups on the post test of both vocational maturity and psychological compatibility measurements, and in favour of the experimental group.

**Aurari (2017)** conducted a study to identify the contribution of some family factors in selecting the vocational choices among the high COLLEGE secondary students of Annaba, Algeria. Study sample consisted of (268) male and female students, and used a questionnaire, interview, and official documents. Results found a contribution of family economical level on

the vocational choices of children, but there wasn't a contribution of parents' careers on the vocational choices of children

**Al-Harithi, 2013)** did conduct a study that aimed to determine the effectiveness of using the knowledge growth model to develop the vocational direction among the students of preparatory year at Al- Shaqra University on a sample of (150) students using the sub-experimental method. Results found statistically significant differences between the arithmetic mean of both control group and experimental group, at the first three dimensions of the vocational maturity level measurement, while it didn't find any difference in the fourth and fifth dimensions.

### **SIGNIFICANCE OF THE STUDY**

The present study derives its significance from the importance of identifying the vocational maturity level of College undergraduate students and the family environment and their involvement in the selection of suitable vocational career. due to its great importance in the present time, and as a result of the dramatic changes that occur on the careers nature, as part of development process of society, which helps identifying the potentials, capabilities, and tendencies they own, and requirements of the environment they live in, in order to plan their educational and vocational future, and make the right decision. College undergraduate students suffer from getting jobs that are unrelated to their interests and sometimes unrelated to their major of study, because parents and counsellors didn't follow the scientific method in guiding and directing the students toward careers needed by society, and in the same time match their needs and desires.

This study is important in Vocational and educational future, and also help parents, teachers, mentors, and educators to use the appropriate family nurturing patterns. It also explains to them the correct patterns they must follow to choose and motivate the students towards their vocational maturity, its effect on their personality, and its reflection on the vocational decision making process.

### **SOCIAL SIGNIFICANCE**

College students who lack direction about career goals and decision-making become emerging students at universities and colleges around the nation. These emerging students appear aimless and unfocused in making their career and post-secondary decisions. They present themselves as unprepared for life-changing decisions and make poor and unformed choices (Arnett, 2007). Career decidedness at early stages produces positive effects on student performance, college completion, and professional development. Emerging adults are taking 5 to 10 years longer to make career decisions than non-emerging adults (Lehmann & Konstam, 2011). Adults participate in the career decision process as a primary developmental task of emerging adulthood.

The delayed process of decision-making wastes both time and money in the lives of emerging adults. These persons enroll in college undecided about their majors (Arnett, 2007). Although they complete general education requirements in the process when the time arises for them to

decide on their major, they may not have met the requirements. These individuals may not take particular courses seriously due to their failure to see the application of certain courses to their life goals. As a result, the completion process continues to be delayed, and money is spent on retaking courses that were not successfully completed at the initial stage (Arnett, 2007).

## **DIMENSIONS OF FAMILY ENVIRONMENT**

The family environment has following three dimensions and sub parts:

### **RELATIONSHIP DIMENSION:**

- 1. Cohesion:** - Degree of commitment, help, and support family members provide for one another.
- 2. Expressiveness:** - Extent to which family member is encouraged to act openly and express their feeling and thoughts directly.
- 3. Conflict:** - Amount of openly expressed aggression and conflict among family members.
- 4. Acceptance and caring:** - Extent to which the member are unconditionally accepted and degree to which caring is expressed in family.

### **PERSONAL GROWTH DIMENSIONS:**

- 1. Independence:** - Extent to which family member are assertive and independent make their own decision.
- 2. Active Recreational orientation:** - Extent of participation in social and recreational activities.

### **SYSTEM MAINTENANCE DIMENSIONS:**

- 1. Organization:** - Degree of importance of clear organization structure in planning Family activities and responsibilities.
- 2. Control:** - Degree of limit sets within a family.

### **OBJECTIVES OF THE STUDY:**

1. To Study and Compare the impact of Family Environment and Involvement on Vocational Maturity of undergraduate students in relation to their Locality.
2. To Study and Compare the impact of Family Environment and Involvement on Vocational Maturity of undergraduate students in relation to their Gender.
3. To Study and Compare the Impact of Family Environment and Involvement on the Vocational Maturity of undergraduate students.

### HYPOTHESES:

1. There will be no significant difference and Impact of Family Environment and Involvement on Vocational Maturity of undergraduate students in relation to their Locality.
2. There will be no significant difference and Impact of Family Environment and Involvement on Vocational Maturity of undergraduate students in relation to their Gender.
3. There will be no significant difference on the Vocational Maturity of undergraduate students in relation to their high and Low family Environment and Involvement.

### DESIGN OF THE STUDY

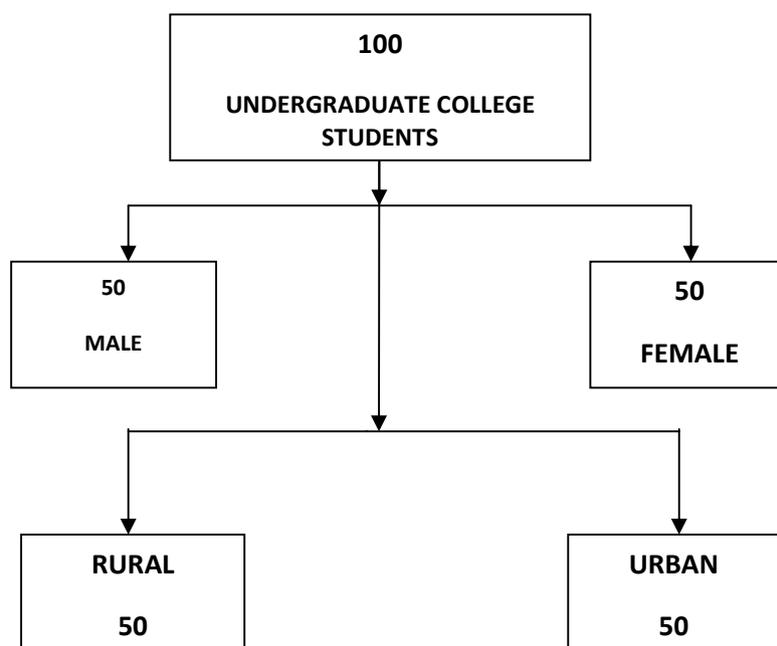
Descriptive Survey method was employed to collect the data in the present study. Here Vocational maturity was Dependent variable and Family Environment was Independent variable.

### SAMPLE OF THE STUDY

Stratified Random Sampling technique was employed. The sample was comprised of 100 College undergraduate students of (I,II,III) year irrespective of their academic streams from the BBN (Baddi,Barotiwala,Nalagarh) Cities of District Solan of Himachal Pradesh. Out of these, 50 students were selected randomly from each Rural and Urban background. Further 50 male and 50 female students were taken from the total population.

### SAMPLING FRAME

The study was conducted on the undergraduate students. Sample was chosen by employing stratified random sampling technique.



**TOOLS EMPLOYED:**

Vocational Maturity Scale by Dr. Manju Mehta (1987) Family Environment Scale (FES) by Dr. Harpreet Bhatia and Dr. N. K. Chadha (1993) the obtained data was analyzed by employing t-test

**STATISTICAL TECHNIQUE:**

The obtained data was analyzed by employing Mean, SD and t-test.

**RESULTS AND DISCUSSION**

**GROUP STATISTICS WITH REGARD TO VOCATIONAL MATURITY AND FAMILY ENVIRONMENT OF UNDERGRADUATES STUDENTS OF RURAL AND URBAN BACKGROUND**

**TABLE NO-1**

SN	VARIABLE	M1 (RURAL)	M2 (URBAN)	SD1	SD2	T VALUE	LEVEL OF SIG.
1	VOCATIONAL MATURITY	10.88	10.25	2.90	3.06	.705	Not significant
2.	FAMILY ENVIRONMENT						
	I) RELATIONSHIP	155.08	152.06	23.80	20.74	.379	Not significant
	II) PERSONAL GROWTH	55.88	54.29	8.86	6.81	.031	Not significant
	III) SYSTEM MAINTENANCE	21.32	10.08	3.10	3.75	1.21	Not significant
3.	TOTAL FAMILY ENVIRONMENT	235.88	232.38	32.02	28.60	.493	Not significant

Table 1 reflects that mean differential scores with regard to vocational maturity and family environment of Undergraduates Rural and Urban students are statistically not significant i.e. Vocational maturity ( $t=0.705$ ) and Family environment ( $t=0.493$ ). This indicates that there is no significant difference in vocational Maturity of Undergraduates college students of Rural ( $M1 = 10.88$ ) and Urban ( $M2 = 10.25$ ) background.

It further indicates that the both Rural and Urban undergraduate students have almost equal level of vocational Maturity. It could be fact that, in today's scenario there is much more

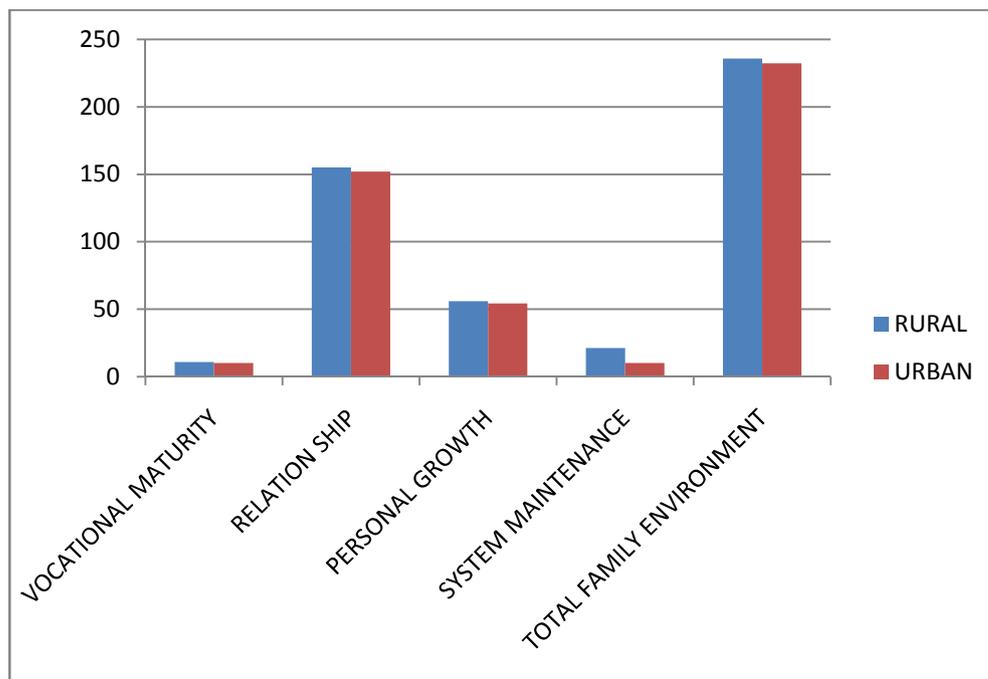
development in educational facilities and advancement in technology. And moreover nowadays equal opportunities are given to all the students in Rural and Urban background.

Family environment of Rural and Urban undergraduate students is statistically non-significant because the obtained t-values were found to be lower than the table value. t-values in respect of relationship (.379), personal growth (.031), and system maintenance (1.21) and total family environment (0.493).

This indicates that there is no significant difference between family environment of Rural and Urban Undergraduates students on the Vocational maturity. It further indicated that family environment of Rural and urban undergraduate is almost equal. Hence hypothesis 1 is accepted.

**FIGURE-1.1**

**VOCATIONAL MATURITY AND FAMILY ENVIRONMENT OF UNDERGRADUATES STUDENTS OF RURAL AND URBAN BACKGROUND**



**Figure 1.1 reflects the vocational maturity and family environment of undergraduates students of rural and urban background**

TABLE 2

**GROUP STATISTICS WITH REGARD TO VOCATIONAL MATURITY AND FAMILY ENVIRONMENT OF MALE AND FEMALE UNDERGRADUATE STUDENTS**

SN	VARIABLE	M1 (MALE)	M2 (FEMALE)	SD1	SD2	T VALUE	LEVEL OF SIG.
1	VOCATIONAL MATURITY	9.74	11.66	2.23	3.17	3.40	Significant at 0.01
2.	FAMILY ENVIRONMENT						
	I) RELATIONSHIP	153.30	161.08	17.1 9	27.03	1.25	Not significant
	II) PERSONAL GROWTH	52.90	59.30	5.51	9.03	3.19	Significant at 0.01
	III) SYSTEM MAINTENANCE	19.20	22.40	3.12	3.41	3.92	Significant at 0.01
3.	TOTAL FAMILY ENVIRONMENT	227.21	247.11	23.1 3	34.10	2.79	Significant at 0.01

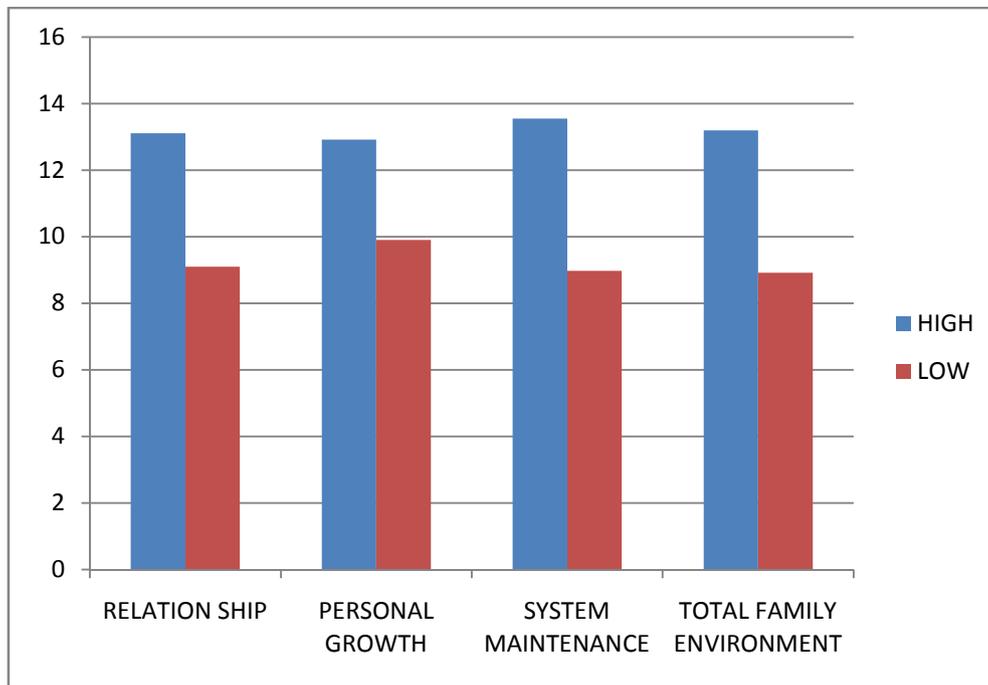
Table 2 shows that mean differential scores with regard to vocational Maturity and family environment of male and female undergarduate students is statistically significant. Vocational maturity is significant at .01level ( $t=3.40$ ). This indicates that the undergraduate Female students ( $M2=12.56$ ) have more vocational maturity as compared to Undergraduates Male students (10.14). This result of the present study found that female in several age groups have higher score on vocational maturity as compared to Males undergraduates.

Family environment of male and female students is also found to be statistically significant at 0.01 level of confidence except for relationship, because obtained t-values were found to be greater than the table value. t-value of personal growth (3.19), system maintenance (3.92) and total family environment (2.79 ) and significant.

This indicates that Female undergarduate students ( $M2$  w.r.t. relation, personal growth, system maintenance as well as total family environment were 153.30,52.90, 19.20 and 227.21) have scored higher in family environment as compared to Male undergarduate students ( $M1=$  relationship , personal growth, system maintenance as well as total family environment were161.08,59.30,22.40 and 247.11).

It further indicates that female students' exhibits better family environment as compared to their counterparts. The present results could be due to the fact that female are more attached to their family members then the male students. And also male students are diverting in their character. Hence, hypothesis 2 rejected.

**FIGURE-2.1**



**Figure 2.1 explores vocational maturity and family environment of Male and Female Undergraduates students**

**TABLE 3:**

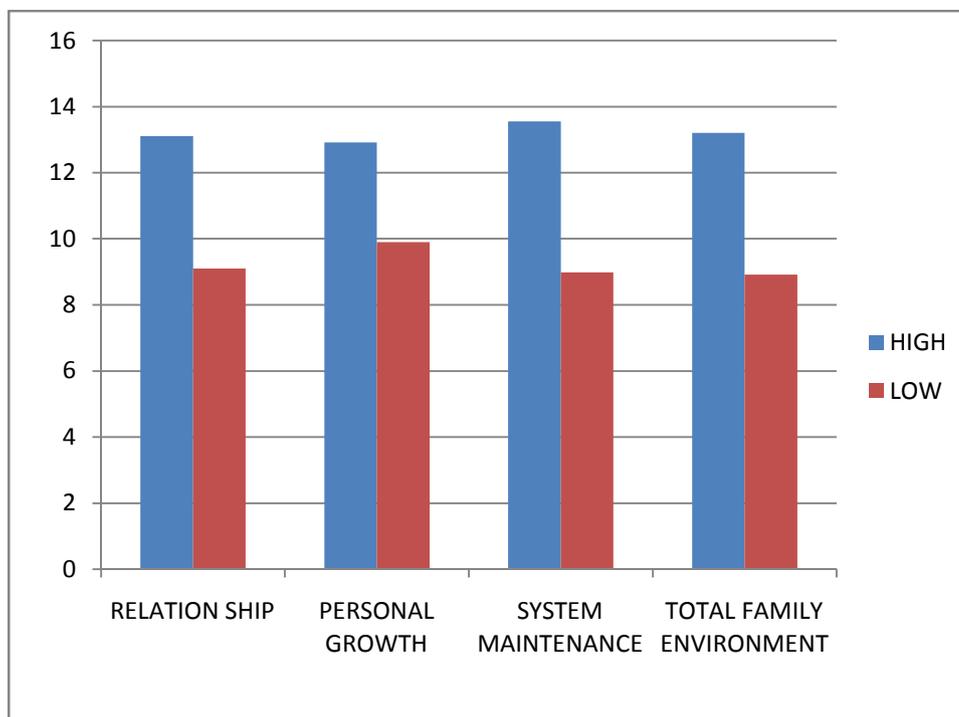
**GROUP STATISTICS FOR VOCATIONAL MATURITY AND FAMILY ENVIRONMENT OF UNDERGRADUATES STUDENTS**

SN	DEPENDENT VARIABLE	SUB INDEPENDENT VARIABLE	M1 (HIGH)	M2 (LOW)	SD1	SD2	T VALUE	LEVEL OF SIG.
1	VOCATIONAL MATURITY	I) RELATIONSHIP	13.11	9.10	3.19	2.02	3.55	Significant at 0.01
		II) PERSONAL GROWTH	12.92	9.90	3.10	3.12	2.61	Significant at 0.01
		III) SYSTEM MAINTENANCE	13.55	8.98	3.09	2.03	4.77	Significant at 0.01
		IV) TOTAL FAMILY ENVIRONMENT	13.20	8.92	3.15	2.18	3.09	Significant at 0.01

Table 3 indicates the mean differentials scores vocational maturity and the high and low family environment is statistically significant at 0.01 level except for personal growth which is significant at 0.05 level. Because obtained t- values were found to be higher than the table value. t-values for relationship (3.55), system maintenance(4.77) and total family environment(3.09) for personal growth (2.61) which is significant at 0.05 level.. Hence, it indicates that there is significant difference in the vocational maturity high family environment. While the students with low family environment has mean scores (M2=9.10, 9.90, 8.98, 8.92) less than that of high (M1=13.11,12.92, 13.55,13.20) family environment..

It further indicates that the students with high family status have more impact on the vocational maturity as compared to the low family status undergraduate students. The present results could be due to the fact that Family environment can be different in different families. So, maturity level of child also depends upon how their family environment is congenial and how much their family is supportive. It further stated that students are innovative in taking decision and parents should provide congenial environment .Hence, hypothesis 3 rejected.

**FIGURE-3.1**



**Figure3.1 depicts the vocational maturity and family environment (High and Low status) of undergraduates students.**

## EDUCATIONAL IMPLICATIONS

The study revealed that there is a difference in the level of vocational maturity of student with regard to their family environment. So it is very importance for teachers to know about family environment of students for effective education and for healthy vocational maturity of the students. It is supported by Luzzo (1995) who has found that female in several age group have higher score on vocational maturity measures than males. Anshu Narad (2007) also supported this result.

This study suggests that parents and teachers should broaden the mental horizon of the children so that they feel more recognized and accepted in their world and more and more co- curricular activities like debates, declamations should be organized to enhance the vocational maturity of the students.

## CONCLUSION

Present study concluded that the Healthy family environment promotes to choose better in the career options, satisfactions and security. Unhealthy family environment leads to maladjustment delinquent behaviour and anxiety. It also creates inferiority complex in students. It lowers their motivation levels which in turn affects the educational achievement of these students. Students in healthy family environment should try to persist in this healthy family environment level. Students in moderate family environment can be given psychological counselling sessions in order to better their self concept and the parents should be made to realize that their attitude towards children plays an important role in the child's behaviour. Individuals differ in their family environment.

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