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Vocational Maturity and Its Relationship with The Family Nurturing Patterns among Irbid University College Students

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Abstract

This study aims to identify the vocational maturity level and the prevailing family nurturing patterns among Irbid University College students, and to investigate the relationship between the vocational maturity and the family nurturing pattern of students. This study was conducted on a random sample of (337) male and female students at the diploma and bachelor degrees. The Crites measurement of vocational maturity was used in this study; it was translated by Al-Safasfah, developed by Al-Balawi, and redeveloped by researchers to be in its final form (29) paragraphs. Family nurturing pattern measurement, which was developed by Mobarak consists of (36) paragraphs, and was redeveloped by researchers to align with the Jordanian environment, and was divided into four patterns: (democratic, authoritarian, extra protection, neglectful). The study results indicate that vocational maturity level of Irbid University college students was medium, and the existing family nurturing pattern was democratic, followed by the extra protection pattern, then the neglectful pattern, and finally the authoritarian pattern. The results found statistically significant positive relationship between the vocational maturity level and family nurturing pattern (democratic), it found statistically significant negative relationship between the vocational maturity level and family nurturing pattern (authoritarian), and didn't find statistically significant relationship between the vocational maturity level and the family nurturing patterns (extra protection, and neglectful).

Keywords: College students, family nurturing pattern, Irbid University College, vocational maturity.

INTRODUCTION & THEORETICAL LITERATURE

Many college students face problems related to vocational guidance, where their basic needs are to understand their capabilities and preferences, and align between their capabilities and preferences, and their major of study. In addition, students need to identify the prevailing vocational environment in their society, in order to make the decisions, after graduation and select the right future careers from several jobs available in their area. There are also lots of adults who are dissatisfied with their careers, due to not selecting the right major of study (Zhang, 2007). Parsons (1909) stressed on the need to analyse individuals understanding of their capabilities, preferences, and personal characteristics, and their

knowledge about the careers that are available in the labour market, its requirements and conditions, and its advantages and disadvantages (Brown et al., 2005). Parsons focused on his philosophy about vocational guidance on the relationship between personality and the careers that are suitable for it. His book "Vocational Selection" considered one of the most important literature in this field (Zunker, 1986) where he defined in it the vocational guidance as the process of helping individuals to discover themselves and explore the world of employment, and it's a fundamental process in the mental health of individuals to adopt with their professions. Individuals spend most of their life on the job, and if their choices weren't successful they would be exposed to a lot of problems that affect their production, and their whole life (Al-Dahery, 2005).

Many students complete high school and are unaware of the best way to select their major of study and career, where these students would enrol in colleges or Universities, in hope to make a decision on their future careers. School counsellors must identify their students' needs and provide them with information, and parents should play a bigger role in this area by developing their children and guiding them in the vocational path (Amatea et al., 2004).

John Holland theory was mentioned in (Hijazeen, 2004) and proposed that individual personal characteristics and family nurturing patterns are the basis for interpreting the vocational selection and decision making process. Individuals who collect information about the available careers, environments, and themselves have a greater capability to make the right decisions and select the best careers. This theory derived from the fact that individuals differ from each other in many personal characteristics, capabilities, preparations, preferences, and trends. It stated that each individual fits to work in certain careers based on the characteristics they own, and also each career requires specific characteristics (Super et al., 1982).

The concept of vocational maturity is considered relatively new, where its roots go back to the advancement career theory (Super, 1995), but it's not entirely clear due to the lack of interest to link it with the evolutionary psychology field. It's possible to say that vocational maturity is an expression of the creation level of vocational orientation toward the vocational choice of individuals, and their readiness level to deal with their careers (Savickas et al., 2002). Vocational maturity refers to the ability of individuals to identify themselves, and the availability to correct information about careers and the job market, it's an extension of personality to the career world followed by a later match with vocational patterns (Osipow, 1983). Abdul Hamid (2007) assures that vocational maturity doesn't grow automatically, but it results from experience, academic achievement in schools and universities, and it needs structured and planned education and training. Each student has scientific preparations and capabilities that enable him to be successful and creative, and it's necessary to guide each student to the field of study and career that align with his desires and capabilities.

Al-Sawat (2008) connected the vocational maturity concept of (Super, 1995) with the need to conduct educational and vocational choices, carry the responsibility to execute plans and make vocational decisions, access the required information and training for the career, and understand the personal and vocational information to use it in the vocational decision making, and select a career that individuals are satisfy with. (Jarwan, 1986) recognized vocational maturity as a behaviour that appear in the vocational trends among individuals through five dimensions: autonomy of decision making, engagement in the selection process, clarity of the selection process concepts, job focused, and vocational choice preference factors, while (Benshoff et al., 1990) recognized it to have four aspects: the ability of vocational planning to use available resources, taking responsibility of the choice, awareness of preferred careers, and the efficiency of decision related to careers. The family nurturing patterns play an integral role in shaping the children personality in the future and creating their social trends, where the situations that family nurturing process happened through are linked to the methods that family used with their children, during these situations (Al-Majali, 2005). Family nurturing patterns is defined as the social and psychological methods used by parents in their intercourse with children, at different situations in life (Kholi, 2006), while (Al-Atabi, 2001) defined it as the methods used by parents with their children, which affect their mental, social, and emotional growth, and behaviour patterns (Gatuyu, 2015).

Bukatko et al., (1992) refer to four patterns of family nurturing: authoritarian pattern which is based on punishment, enforce orders, and warnings; extra protection which is based on showing extreme fear of sons life and their feeding, and bowing to their demands; and the neglectful pattern which depend on ignoring the children behaviours and their needs, where all these three previous patterns are considered abnormal and lead to negative results, but the democratic pattern is considered normal, it's based on accepting children, and having sympathy and discussions with them. Researchers (Beyers et al., 2008) ensure that nurturing patterns used by parents play a role in the positive or negative creation of their sons, where the positive configuration develops their capabilities and personalities, and leads to success, while the negative configuration destroys their personality, and leads to confusion, and failure.

Hong confirms that families play a prominent role in raising their children and prepare them to have a stable life, develop their personalities in all aspects, and guide them in their choice for future careers (Hawarneh, 2005), where family existence affects the vocational maturity of individuals by getting involved in selecting sons career, its place and centre in the society, and its financial return (Al-Romaih, 2001). Teenagers are influenced by the family point of view; in two ways, first: teenagers will be directed to specific job, in order to satisfy the family knowing that they can't say no, and second: some teenagers feel that family guidance create a challenge for them and therefore they may take an opposite behaviour to this guidance. It's clear that both options have a negative effect on teenagers, which create confusion about the career they want, and cause weakness in their vocational maturity (Osman, 2001). Parents have large impact on the vocational development and decision making of their children, and studies show that teenagers, who feel competent with regard to the career decision making, tend to take more satisfying career choices later in life (Keller, 2004).

Family has a prominent role in the formation of children personality by drawing and defining their characters, their future, and their physical, psychological, mental, social, and emotional growth by following a specific nurturing pattern, which make them well-matched in their lives with others, and successful in their businesses and careers (Al-Zahrani, 2009). Middleton et al. (1993) stated that parents can have a positive influence on the decisions related to the vocational development of teenagers, while a study by (Bregman et al., 1999) stated that children are influenced by the parental guidance related to career selection and vocational development, therefore it's important for parents to give their children the support to find the best career choice, and discuss this topic with their children at an early age, where a big part of the discussion should have occurred prior to the selection phase.

STUDY PROBLEMS & QUESTIONS

The researchers noticed through their works at the educational sector that high percentage of students suffer from the inability to make the appropriate vocational decision, in regard to selecting the appropriate major of study or the career they will get in the future, in alignment with their capabilities and labor market needs. This may return to the intervention of parents and family nurturing patterns, or their dependency on others. The significant changes in the nature of academic majors and careers, whether the traditional or innovative did create sense of inability at the student to make decision due to the many options and lack of knowledge about it. In addition, the great social changes of Jordanian society and changes in the perception of communities to the different careers and the beginning of society to accept the vocational jobs. Therefore, study problem arouses to identify the vocational maturity of Irbid University College students and its relationship with the family nurturing patterns, by answering the following questions:

First: What is the vocational maturity level among Irbid University College students?

Second: Are there statistical significant differences at level ($\alpha=0.05$) between the arithmetic means of sample members estimation (students) on the vocational maturity measurement paragraphs as a whole, due to sex and degree variables?

Third: What is the prevailing family nurturing pattern among Irbid University College students?

Fourth: Are there statistical significant relationships between the vocational maturity and the family nurturing pattern among Irbid University College students?

STUDY OBJECTIVES

The study will try to achieve the following objectives:

- Identify the vocational maturity level among Irbid University College students.
- Identify the prevailing family nurturing patterns among Irbid University College students.
- Identify the relationship between the vocational maturity and the family nurturing patterns among Irbid University College students.

STUDY SIGNIFICANCE

The present study derives its significance from the importance of identifying the vocational maturity level of University and College students, 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. Teenagers 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 for parents, it explains to them the correct patterns they must follow to raise and nurture their children, its effect on their personality, and its reflection on the vocational decision making process. In addition, this study has practical importance which comes through getting people's attention for learning, teaching, and education process to benefit from its findings and recommendations, in order to develop and mentor an educational programs to improve the vocational maturity, and inform parents about the wrong methods and patterns used to raise and nurture their children, which may affect their personality and their vocational and educational future, and also help parents, teachers, mentors, and educators to use the appropriate family nurturing patterns.

PREVIOUS STUDIES

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.

While the study of Shockley (1996) aimed to identify the impact level of family factors, personal characteristics, and educational issues on students' plans to enrol in the vocational programs of Ohio City. Study sample consists of (1204) male and female students. Results indicated that parents have the biggest impact on children decisions to enrol in these programs to get the suitable jobs, and meets their ambitions.

But Al-Sharah (1998) study aimed to identify the relationship between the ambition level and vocational maturity of twelve grade students, according to sex and father education level. Study sample contains (492) male and female students from the twelve grade students of Jordan, using Al-Issa (1968) ambition level measurement. Results indicate statistically significant positive relationship between the ambition level and vocational maturity of students, statistically significant differences between males and females in the ambition level and vocational maturity, in favour of males, and positive relationship between ambition level, vocational maturity, and father education level.

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.

The study (Al-Sharafah, 2005) aimed to determine the impact of parental nurturing patterns on the vocational decision making of Karak province secondary school students. Study sample consists of (500)

male and female students. Results indicate statistically significant differences of students' degrees on the 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.

The goal of Hawarneh (2005) study was to investigate the impact of family nurturing pattern on the vocational maturity of first secondary students in Karak province, using a sample consists of (488) students. Results showed statistically significant differences in the vocational maturity, in favour of students with family nurturing patterns (democracy, protection), in opposite to students with family nurturing patterns (authoritarian, neglectful).

While the study of Al-Ghaferi (2005) study aimed to recognize the vocational maturity level and its relationship with the academic achievement, sex, and place of residence variables. Study sample consists of (1424) male and female 10th grade students of Al-Batinah region, Sultanate of Oman. Results indicated a positive relationship between the maturity level and academic achievement, and also indicate statistically significant differences in vocational maturity, due to sex and in favour of females.

But the study of 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.

Nakanishi (2011) conducted a study that aimed to detect the ambition among secondary school students in Japan, before entering the University. Study sample consisted of (386) female and male students. Results showed statistically significant differences in favour of students who believe that their ambitions are connected to their selection of University majors, and also found statistically significant differences, in favour of students from low class who have ambition to enrol in vocational careers.

While 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.

But Al-Saedi (2012) study aimed to detect the vocational maturity and its relationship with the vocational decision making skills among the high school male and female students of Medina. Study sample consists of (286) students where the (Al-Sowat, 2008) measurement was applied on them. Results showed a positive correlation relationship between the vocational maturity and vocational decision making skills. Where (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.

But Al-Swalheh (2017) study aimed to examine the vocational maturity level and ambition among the high basic stage students of Jordan. Study sample consists of (300) male and female students of ninth and tenth grades. Results showed statistically moderate significant differences in both measurements of vocational maturity and ambition, according to sex variable and in favour of females.

While Aurari (2017) conducted a study to identify the contribution of some family factors in selecting the vocational choices among the high school 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.

METHODS & PROCEDURES

Procedural definitions

Vocational maturity: Behaviour appears in the vocational trends among individuals, which is identified by five dimensions: independence in decision making, engagement in the selection process, clarity of the selection process concepts, work focus, and preference factors of vocational choice (Jarwan, 1986). (Savickas) identifies maturity as the individual's readiness to adapt with the vocational functions, and make decisions that are vocational, realistic, appropriate for age, and depend on information (Kawai & Yamazaki, 2006). Procedurally, vocational maturity can be defined in this study as the total grade that a student earns on the Crites measurement of vocational maturity.

Family nurturing pattern: The parents' treatment methods of children in education and guidance, as recognized by individuals and procedurally defined in their response to the family nurturing test paragraphs, and it's a reflection of their grades on this study test, which differentiates between the following four patterns of family nurturing:

- **Democratic pattern:** Parents treat their children with tolerance, tenderness, kindness, and passion, and help them achieve their personal goals (Uwaydat, 1993). This pattern is known procedurally by the grade individuals get, as part of the test used in this study.
- **Extra protection pattern:** The eagerness of parents to protect children, performs the responsibilities on their behalf, and let them do what they desire without guidance or accountability (Abideen, 2010). This pattern is known procedurally by the grade that individuals get on the test used in this study.
- **Authoritarian pattern:** Parents treated their children with bullying, where parents are described as unkind and rigid, and use methods like violence, impose sentences, and unfairness among brothers (Hawarneh, 2005). This pattern is known procedurally, by the grade that the individual gets in the test used in this study.
- **Neglectful pattern:** The practice of parents' negligent behavior, where parents don't pay attention to their children, and don't direct them to what they should do or not do (Al-Safasfah & Arabiyat, 2005). This pattern is known procedurally by the grade individuals get on the test used in this study.

Study limitations

This study was limited to Irbid University College students, who are currently studying at the college for the academic year (2018/2019).

Study methodology

The present study adopted the descriptive relational method.

Study population

Study society consists of all (3876) male and female students at Irbid University College, who (are) registered for the first semester (2018/2019), where (1975) of those are diploma students, and (1901) are bachelor.

Study sample

A random sample of (337) females and male students was taken, (149) of those students were bachelor, and (188) were in the diploma stage. Table 1 shows the distribution of study sample members, according to the (degree, sex) variables.

Table 1: Distribution of study sample members, according to the (degree, sex) variables.

			Degree		Total
			Diploma	Bachelor	
Sex	Male	Count	54	81	135
		% of Total	16.0%	24.0%	40.1%
	Female	Count	95	107	202
		% of Total	28.2%	31.8%	59.9%
Total		Count	149	188	337
		% of Total	44.2%	55.8%	100%

Study tools

First: Vocational Maturity Measurement: study used the Crites measurement of vocational maturity, which was translated by Al-Safasfah (1993) and contains (47) articles, and developed by Al-Balawi (2009) in its final version of (44) articles.

- **Measurement sincerity:** to check and verify the sincerity of the measurement, (Balawi, 2009) introduced it to (10) arbitrators with competence and experience, in order to judge the validity of paragraphs and its measurements of the dimensions they belong to. The arbitrators expressed a series of observations related to the clarity of some paragraphs formation, which was taking into consideration at time of issuing the final version, by modifying the formation of some paragraphs, where the (10) arbitrators decided unanimously to keep article (8). For additional verification of the measurement content sincerity, researchers presented it to seven arbitrators with expertise and competence in the field of vocational education, psychology, and measurement and evaluation, where arbitrators were asked to give their opinions about the measurement paragraphs, in term of the clarity and integrity of language formation, and any modification they see appropriate. In light of the arbitrators suggestions 10 measurement paragraphs were either deleted or merged. The measurement formation sincerity was also verified through implementing it on a sample from outside the study sample that contains 30 male and female students; where the (Corrected Item-Total Correlation) was calculated to make sure there is a statistical significance of paragraph correlation with the overall grade of measurement, and that correlation coefficient value of paragraph with the overall grade of measurement is not less than (0.30), where both conditions have to be verified together. Therefore five paragraphs were deleted, and the measurement in its final version contains (29) paragraphs.
- **Measurement constancy:** Balawi (2009) used a method to repeat the application to estimate the measurement correlation constancy, where the measurement was implemented twice on a group of (40) students in the 10th grade with three-week interval between the two tests. The results of correlations range between (0.79-0.89) for each aspect of the tool, and these correlations are considered adequate to be used as a measurement for study purposes, where the measurement paragraphs become (44) out of (47). Researchers also found measurement correlation constancy (re-test) for additional verification of the measurement, where the tool was implemented by the (Test-Retest) method on a sample that contains (30) male and female students from outside the study sample and within a two-week intervals, where the correlation coefficient (Pearson) was calculated between the two tests and amount to (0.84). Internal consistency (Cronbach Alpha) was also calculated and amounted to (0.86).
- **Correction methods:** Vocational maturity measurement consists of (29) paragraphs, where the respondents put (x) sign in front of each paragraph to indicate the compatibility of paragraph content with their personal beliefs, on a scale of five degrees according to Likert Fifth Scales: "Always" was given (5) degrees, "more often" given (4) degrees, "sometimes" given (3) degrees, "rarely" given two degrees, and "never" was given a single degree.

Second: Family Nurturing Patterns Measurement: the family nurturing patterns measurement was used in this study, which was developed (Mobarak, 2010) and modified by researchers to align with the Jordan environment, where the measurement consisted of (36) paragraphs that were distributed evenly on (4) areas as follow: Democratic pattern and its paragraphs (1, 5, 9, 13, 17, 21, 25, 29 & 33), extra protection

pattern and its paragraphs (2, 6, 10, 14, 18, 22, 26, 30 & 34), neglectful pattern and its paragraphs (3, 7, 11, 15, 19, 23, 27, 31 & 35) and authoritarian pattern and its paragraphs (4, 8, 12, 16, 20, 24, 28, 32, 36).

- **Family nurturing patterns measurement content sincerity:** To check and verify the sincerity of the measurement, it was introduced to (7) arbitrators from the Jordanian universities professors who are competence and expert in the field of educational psychology, measurement and evaluation, and educational concepts, in order to judge the validity of paragraphs and its measurements of the dimensions that they belong to. The arbitrators expressed a series of observations related to the clarity of some paragraphs formation, which was taking into consideration at the time of issuing the final version, and depend on (80%) or more of agreement to keep the paragraphs, where some paragraphs were either deleted, merged, or reformed, and the tool came in its final version to contain (36) paragraphs, which were distributed evenly on (4) areas.
- **Family nurturing patterns measurement construction sincerity:** For additional verification of the measurement formation sincerity, researchers implemented it on an exploratory sample from outside the study sample, which contains (30) male and female students, where the (Corrected Item-Total Correlation) was calculated for the correlation degree of each paragraph of the measurement with the total pattern degrees that belong to, and with the measurement degrees as a whole. Two criteria were adopted to retain the paragraph in the measurement, the first criterion: the existence of statistical significance of paragraph correlation with the overall degree of area that belongs to, and also with the overall degree of measurement, and the second criterion: the correlation coefficient value of paragraph shouldn't be less than the overall degree of area that it belongs to, and also should be within the overall degree of measurement (0.20) (DeVellis, 2003).
- **Family nurturing patterns measurement constancy:** current researchers implemented it on an exploratory sample from outside the study sample, which contains (30) male and female students through the following two ways:

First: Retest consistency (stability coefficient): measurement was applied on an exploratory sample from outside the study sample, which consists of (30) male and female students by the (Test-retest) method, at two-week interval, where the correlation coefficient (Pearson) was calculated between the two tests of measurement, as a whole and for each pattern of the family nurturing separately. The measurement dimensions value ranged between (0.77-0.87), and for the measurement as a whole (0.89), Table 2 shows the results.

Second: Internal consistency constancy (cronbach alpha): the reliability of internal consistency was calculated using the Cronbach Alpha formula, where Cronbach Alpha coefficient value for the tool areas ranged between (0.76-0.84), and for the measurement as a whole (0.90), Table 2 shows the results.

Table 2: Retest consistency coefficient and internal consistency for each family nurturing pattern and measurement, as a whole.

Pattern	Retest consistency coefficient	Internal consistency constancy coefficient
Democratic	0.77	0.84
Extra protection	0.85	0.76
Neglectful	0.8	0.81
Authoritarian	0.87	0.79
Overall Measurement	0.89	0.9

Correction methods: The family nurturing patterns measurement consist of (36) paragraphs that were distributed on four patterns, where the respondents put (x) sign in front of each paragraph to indicate the compatibility of paragraph contents with their personal beliefs, on a scale of five degrees according to Likert

Fifth Scales: "Always" was given (5) degrees, "more often" given (4) degrees, "sometimes" given (3) degrees, "rarely" given two degrees, and "never" was given a single degree.

Study procedures: Study occurred in accordance with the following procedures

Researchers developed study measurements, after investigating the theoretical literature related to family nurturing patterns and vocational maturity, and measurements related to both subjects.

- Researchers ensured the constancy of study measurements by implementing it on an exploratory sample from outside the study sample that consisted of (30) male and female student, through calculating the constancy and internal consistency coefficients.
- Researchers applied the study tools to sample members, (370) questionnaires were distributed, (33) were excluded and the study sample became (337) questionnaires.
- Researchers broke down the data and ensured its validity for the analysis.

Study variables: The current study included the following variables

- Family Nurturing Patterns: identified through the students' responses, as the study sample members on the measurement paragraphs of family nurturing patterns used in this study, which was divided into the following four patterns: democratic, extra protection, authoritarian, and neglectful pattern.
- Vocational Maturity: identified through students' responses, as the study sample members on the measurement paragraphs of vocational maturity used in this study.
- Sex: it was divided into two categories (Male, female).
- Scientific Degree: it was divided into two categories (Bachelor, diploma).

Statistical criteria for study tools paragraphs

After dividing the measurement paragraphs according to the Likert Fifth scales, and giving it the degrees from (1) to (5), the family nurturing patterns and vocational maturity were identified, and accordingly arranged the arithmetic means of paragraphs, as follow:

Means (1.00 – less than 1.80) represent very low level.

Means (1.80 – less than 2.60) represent low level.

Means (2.60 – less than 3.40) represent medium level.

Means (3.40 – less than 4.20) represent high level.

Means (4.20 – less than 5.00) represent a very high level.

Statistical analysis

To achieve the study objectives and answer its questions; researchers used the statistical methods of Statistical Package for Social Sciences (SPSS), arithmetic means and standard deviations for the estimations of study sample members on each paragraphs of study tool, and on it as a whole. In addition, Two Way ANOVA was used to identify the external differences between the arithmetic means of study sample members estimations on the study tools paragraphs, as a whole according to: sex (male, female), and study phase (Bachelor, diploma) variables.

STUDY RESULTS PRESENTATION AND DISCUSSION

Results of the first question, which stated:

"What is the vocational maturity level of Irbid University College students?"

To answer this question; the arithmetic means and standard deviations were calculated for the study sample members (students) estimations on each paragraph of vocational maturity measurement, as a whole shown in Table 3 below.

Table 3: Arithmetic means and standard deviations for the study sample members (students) estimations on each paragraph of vocational maturity measurement and on it as a whole, in descending order according to the means.

Item No.	Item/ paragraph	Mean	STDEV	Rank	Level
28	I feel a real difference between my potentials and career aspirations.	4.1	0.93	1	High
26	It's difficult for me to imagine myself in any career.	4.03	0.94	2	High
27	You should think about several different careers, in order to choose a job.	4.02	0.96	3	High
25	Making a vocational decision confuses me because I feel that I don't know enough about myself or about the labor field.	4.01	0.91	4	High
24	There is no career that attracts me.	3.93	1.01	5	High
23	I find it hard to prepare myself for the job I want to join	3.87	1.05	6	High
22	I rarely think about the career that I want in the future.	3.83	1.15	7	High
29	I feel that my career goals are above my level and I wouldn't be able to achieve them ever.	3.58	1.15	8	High
1	It's better to practice a group of different careers, and then select the career you love the most.			9	High
21	I don't know what courses I should study in the university.	3.36	1.39	10	Medium
20	I don't know how to join the career I want.	3.25	1.51	11	Medium
2	I continuously change my vocational choice.	3.24	1.45	12	Medium
3	Selecting a career is a must.	3.24	1.43	13	Medium
17	I decide myself the career I want, whenever time comes to decide on a career.	3.24	1.5	14	Medium
5	I'm not sure that my vocational plans are realistic.	3.18	1.39	15	Medium

4	I don't know whether my future will allow me to be the person I want.	3.13	1.43	16	Medium
6	I have many vocational interests; therefore it's so hard to select a specific career.	3.12	1.42	17	Medium
19	Whenever I try to select a career, I wish someone will tell me about the career I will select.	3.09	1.56	18	Medium
7	It's easy to succeed in a career, like any other career.	3.08	1.46	19	Medium
16	It's possible that your parents knew more than anyone else about the career that you should join.	2.99	1.57	20	Medium
10	Everyone has just one career.	2.94	1.54	21	Medium
15	You should decide what kind of careers you want.	2.92	1.5	22	Medium
8	It's not important which career I select, as long as it has a good financial income.	2.91	1.44	23	Medium
18	Your choice of career is your own business.	2.91	1.55	24	Medium
9	There is no use to select a specific career, whenever my future is questionable.	2.89	1.5	25	Medium
12	Selecting a certain career happens accidentally.	2.85	1.49	26	Medium
14	I plan to follow the career that my father proposes.	2.78	1.56	27	Medium
13	You must select a career that makes you famous one day.	2.73	1.53	28	Medium
11	I won't bother myself in selecting a career until I finish my studies.	2.69	1.52	29	Medium
	Vocational maturity as a whole	3.29	0.86		Medium
Note: * Low degree (1) & high degree (5)					

It is noticed from Table 3 that vocational maturity level of Irbid University College students, as a whole (medium) with an arithmetic mean of (3.29) and standard deviation of (0.86), where paragraph (28) which stated "*I feel a real difference between my potentials and career aspirations*" came first with an arithmetic mean of (4.10), at high level, followed by paragraph (26) which stated "*it's difficult for me to imagine myself in any career*" came second with an arithmetic mean of (4.03), and high level, while paragraph number (11) which stated "*I won't bother myself in selecting a career until I finish my studies*" came in last place with an arithmetic mean of (2.69), at medium level. It also notices from Table (3) that nine paragraphs came at high level and twenty paragraphs at medium level.

The results showed a medium level of vocational maturity among the study sample members, where this result indicates that vocational awareness level of students isn't at the required degree. Researchers trace this result to the lack of information or skills related to vocational maturity among students, as a result of not having effective communication with them, and not supplying them with the skills and information related to the nature of careers and different fields. This may refer to the delinquency of the on-going vocational education system and the weakness of parenting role, which can both contribute to the personal vocational education of students, and prepare them to achieve the proper vocational growth that lead to the appropriate vocational maturity. It's possible for the school and university educational system to play a significant role in the vocational guidance process to help students cope with the careers that they particularly attracted to, and vocational guides or advisers can also put a hand on the vocational trends and tendencies of students. This result agrees with the study of (Al-Ghaferi, 2005; Al-Sawalha, 2017).

In regard to the measurement paragraphs, paragraph number (28) which stated "*I feel a real difference between my potentials and career aspirations*" came in first place with high level. This result refers to the lack of students trust in their capabilities, lack of knowledge about the careers' nature they wish to join in the future, and whether they have the requirements of these careers or not. The educational institutions, at the various levels do not offer the required vocational culture about different careers to students, and students joined their majors of study at the university based on their high school grades, without knowing the vocational future of these majors and the career opportunities available with them. While paragraph (11) which stated "*I won't bother myself in selecting a career until I finish my studies*" came in last place with medium level. This clearly indicates that students don't have the capabilities to select a career, where they postpone their selection to the end of their studies, hoping to be more mature and able to make the decision related to their future careers, which indicates that there is no connection between their academic studies and their future career.

Results of the second question, which stated:

"Are there any statistically significant differences at level ($\alpha=0.05$) between the arithmetic means of sample members estimation (students) on the vocational maturity measurement paragraphs as a whole, due to the sex and degree variables?"

To answer this question; the arithmetic means and standard deviations were calculated for the study sample members (students) estimations on the vocational maturity measurement paragraphs, as a whole according to (sex and degree) variables, as shown in Table 4 below:

Table 4: Arithmetic means and standard deviations of the study sample members (students) estimations on the vocational maturity measurement paragraphs, as a whole according to (sex and degree) variables.

Sex	Major of study					
	Bachelor		Diploma		Total	
	Mean	STDEV	Mean	STDEV	Mean	STDEV
Male	3.51	1.01	3.81	0.85	3.69	0.92
Female	3	0.53	3.03	0.82	3.02	0.7
Total	3.19	0.78	3.37	0.92	3.29	0.86

It is noticed from Table 4 the existence of external differences between the arithmetic means of the study sample members (students) estimations on the vocational maturity measurement paragraphs, as a whole due to the (sex and degree) variables, and to determine the statistical significance of these differences, the (Two Way ANOVA) analysis was implemented, as shown in Table 5 below.

Table 5: Two Way ANOVA analysis for the arithmetic means of study sample members (students) estimations on vocational maturity measurement paragraphs, as a whole according to the variables (sex and degree), and interaction between them.

Source	Sum of Squares	DF	Mean Square	F	Sig.
Sex		1	32.941	*52.318	0
Degree		1	2.07	3.288	0.071
Sex & Degree		1	1.463	2.324	0.128
Error		333	0.63		
Corrected Total	249.502	336			
Note: * Statistically significant at level ($\alpha=0.05$)					

It notices from Table 5, the following:

- The statistical significance value of sex variable (0.000) is lower than the level ($\alpha=0.05$), which indicates statistically significant difference at level ($\alpha=0.05$) between the arithmetic means of study sample members estimations on the vocational maturity measurement paragraphs, as a whole due to the sex variable, and from the arithmetic means it shows statistically significant difference in favour of males. Researchers argue that this result is due to the fact that male students are more aware than females about careers and labor market, due to the nature of Jordanian society which allow young men to go out and connect more with the society. In addition, many young men have gone through working experiences with their parents or other people on the holidays and vacations, which gave them experience and knowledge about the labor market and available careers. Males' view about the careers and labor market, which contributes to identifying their vocational choices is different from the view perceived by females, and may be interpreted by their sex specialty and by the social nurturing they both received. Son may grow up with a sense of responsibility and an attempt to improve the living situation of himself and his family, and search for independency, self-reliance, and economical returns, as a temporary exit from his problems. This result agrees with the (Al-Shraah, 1998; Al-Shrfa, 2005 & Urari, 2017).
- The statistical significance value for the degree variable amounted to (0.071), it's larger than the level ($\alpha=0.05$), which indicates no statistically significant difference at level ($\alpha=0.05$) between the arithmetic means of study sample members estimations on the vocational maturity measurement paragraphs, as a whole due to the degree variable. Researchers believed this result is logical, considering that students in the undergraduate and diploma phases are graduates from the same educational system, they were subject to the same social circumstances, study in the same place, and there is no difference between their academic and vocational preparation method.
- The statistical significance value for the interaction between the two variables: sex and degree amounted to (0.128), it's larger than the level ($\alpha=0.05$), which doesn't indicate any statistically significant difference at level ($\alpha=0.05$) between the arithmetic means of study sample members estimations on the vocational maturity measurement paragraphs, as a whole due to the interaction between (sex & degree).

Results of the third question, which stated:

"What is the prevailing family nurturing pattern of Irbid University College students?"

To answer this question; the arithmetic means and standard deviations were calculated for study sample members estimations on each one of the family nurturing patterns (extra protection, democratic, authoritarian, and neglectful), as shown in Table 6.

Table 6: Arithmetic means and standard deviations were calculated for the study sample members (students) estimations on each one of the family nurturing patterns (extra protection, democratic, authoritarian, and neglectful), in descending order according to the arithmetic means.

Pattern No.	Pattern	Mean	STDEV	Rank	Level	Frequency	%
2	Democratic	3.97	0.76	1	High	215	63.8
4	Extra Protection	3.19	0.97	3	Medium	49	14.5
1	Neglectful	3.13	1.12	2	Medium	48	14.2
3	Authoritarian	2.43	0.78	4	Low	25	7.4
Note: *Lower degree (1) & higher degree (5) for each area							

It is noticed from Table 6, that the prevailing family nurturing pattern of Irbid University College students is (democratic), at level high with an arithmetic mean of (3.97) and standard deviation of (0.76), followed by the (extra protection, neglectful) patterns at medium level, and finally the (authoritarian) pattern at low level. It is also noticed from Table (6) that (63.8%) of the study sample members were part of the democratic family nurturing pattern, (14.5%) follow the (extra protection) pattern, (14.2%) had the (neglectful) pattern, and (7.4%) had the (authoritarian) pattern.

This result attributed to the families high cultural level, the media role which includes social and religious programs, and the change in family type from widespread to nuclear. The Jordanian society also went through the return of democratic life since (1989), which increases the programs, seminars, and studies that dealt with the democracy and its practices (Al-Shrfa, 2005; Hawarneh, 2005; Al-Balawi, 2009).

Results of the fourth question, which stated:

"Is there any statistically significant relationship between the vocational maturity and the family nurturing pattern of Irbid University College students?"

To answer this question; the Pearson correlation coefficients matrix were calculated between the study sample members estimations on the vocational maturity measurement paragraphs, as a whole and their estimations of each pattern of family nurturing (extra protection, democratic, authoritarian, and neglectful) to determine the nature and strength of relationship between them, as shown in Table 7 below:

Table 7: Pearson correlation coefficients matrix between the study sample members (students) estimations on the vocational maturity measurement paragraphs, as a whole from one hand and their estimations of each pattern of family nurturing, on the other hand.

Pattern	Statistical Method	Vocational maturity
Democratic	Pearson Correlation	.623**
	Sig.	0
Extra Protection	Pearson Correlation	0.096
	Sig.	0.077
Neglectful	Pearson Correlation	-0.099
	Sig.	0.07
Authoritarian	Pearson Correlation	-.916-**

Sig.	0
Note: ** Correlation is statistically significant at level ($\alpha=0.01$)	

It is noticed from Table 7 a statistically significant positive relationship at level ($\alpha=0.01$) between the estimations of study sample members (students) on the vocational maturity measurement paragraphs, as a whole and their estimations on the (democratic) pattern, where the correlation coefficient between them amounted to (0.623); which means any increase in students nurturing by the democratic pattern will lead to an increase in their vocational maturity. It is also noticed a statistically significant negative relationship at level ($\alpha=0.01$) between the estimations of study sample members on the vocational maturity measurement paragraphs, as a whole and their estimations on the (authoritarian) pattern, where the correlation coefficient between them amounted to (-0.916); which means any increase in students nurturing by the authoritarian pattern will lead to a decrease in their vocational maturity.

The researchers attribute (that) to the opportunity parents give to their children to express their views, thoughts, and feelings, and share these ideas and discuss them in a democratic way, which contributed positively to increase their capability for the proper vocational choice, as a result of their sense of confidence, increase their knowledge reserve, and any consequent for an integrated and comprehensive growth of their personalities. The democratic practice that parents follow when dealings with their children contributes by providing good psychological environment for the emotional stability, and build the characters who are described with high degree of balance, self-confidence, independency in thought, positive cooperation with others, ability to take responsibility, compatibility and positivity inside and outside the house, tendency toward competition and independency, and more self-reliance.

In relation to the existence of a statistically significant negative relationship between the estimations of study sample members (students) on the vocational maturity measurement paragraphs, as a whole and their estimations on the (authoritarian) pattern, which means any increase in students nurturing by the authoritarian pattern will lead to a decrease in their vocational maturity. The use of authoritarianism in dealing with sons leads to create a weak generation who can't rely on themselves, and) who can't make their own decisions, but rely on others in all phases of life, which include the vocational choice and determination of future career. Therefore, the family must adopt the democracy principle in dealing with their sons to formulate generations who are able to bear the responsibility, in the future and make a decision by themselves to select the career they want to join in the coming days. These results are consistent with the results of (Al-Shrfa, 2005; Hawarneh, 2005; Al-Balawi, 2009; Downing et al., 1994) studies, but it doesn't agree with the results of (Fisher et al., 1999; Shockley, 1996) studies.

RECOMMENDATIONS

The study made the following recommendations:

- Work to increase the awareness of parents through different media, interviews, and dialogues, and teach them about the family nurturing patterns and their impact on the vocational maturity and the decisions making of their children.
- Activate the school and university career guidance through programs, events, and different media.
- Train students on the vocational maturity skills through specialized programs during their study.
- Conduct additional studies and researches related to vocational maturity and it's influenced by educational achievement and ambition level, and social responsibility, in addition to social, political, and economical changes that happen in the society.

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