

THE IMPACT OF A PROPOSED VOCATIONAL GUIDANCE PROGRAM ON THE VOCATIONAL MATURITY AND INTEREST OF TENTH (10TH) GRADE STUDENTS IN JORDAN

Dr. Sameera A'wad Kassab Shdaifat

Assistant Professor – Balqa Applied University – Jordan, The Vocational Education
Department- Al-Huson University College

ABSTRACT: *The present study aimed to explore the impact of a proposed vocational guidance program on the vocational maturity and interest levels of tenth (10th) grade students in Jordan. The study's sample consists from 45 male students. These students were divided into two groups; experimental and control groups. The experimental group consists from 23 students, whereas the control group consists from 22 students. The experimental group members were enrolled in the proposed vocational guidance program. However, the control group members were not enrolled in the latter program. It was found that there is a statistically significant difference between the vocational maturity levels of the control and experimental groups. The latter difference is for the favor of the experimental group. It was found that there is a statistically significant difference between the vocational interests of the control and experimental groups. The latter difference is for the favor of the experimental group.*

KEYWORDS: Vocational Maturity, Vocational Interests, Vocational Guidance.

INTRODUCTION

People usually make a decision about which profession they shall be practicing in the future. The latter decision is affected by one's family environment, community, labor institutions and educational expertise. The education that students receive starting from first grade till twelfth grade should provide them with adequate knowledge about professions. Such education should provide students with knowledge about the skills and expertise required for practicing each profession. Counselors and educators at schools are responsible for providing students with such knowledge. They must provide students with experiences that enable them to explore the professions practiced in their society. These experiences must be in agreement with the available job opportunities in society. Providing students with such experiences shall enable them to adapt themselves with their environment. It shall enable students to identify their vocational interests. It shall enable them to set goals for themselves in order to seek achieving them in the future (Al-Hawarneh, 2005).

Many people chose their profession based on an advice given by a relative, friend or someone known due to the profession he's practicing. Many people chose their profession due to parents' pressure or family traditions. People make their occupational decisions because they believe that profession they have chosen enables them to meet their ambitions. However, in the aforementioned cases, people overlook their interests, capabilities, aptitude, and personality traits. Taking these things into consideration shall enable one to achieve professional success in the future. It should be noted that one doesn't choose his profession due to one reason. In fact, one makes his occupational decision based on several reasons (Abed Al-Khaleq, 2001).

Thus, many studies aimed to examine the reasons that may drive one to make his occupational decision.

It is suggested that there are two types of factors that must be taken into consideration when providing vocational guidance. These types are:

1. Internal factors: They include the students' interests, capabilities, aptitude, and personality traits.
2. External factors: They include: the students' social and family environments. Such factors include: the role of parents, colleagues, counselors and relatives (Herr & Cramer, 2000).

The term (vocational guidance) was used for the first time by Parsons. The latter researcher suggests that there are several factors that affect one's occupational decision. He suggests that such factors include: one's capabilities, aptitude, interests, ambitions, personality traits, physiological health, and environmental conditions. He suggests that such factors also include the professions that are in high demand in the market place and their requirements, cons, pros and the possibility of getting a promotion (cited in Brown & Lent, 2005)

Al-Masri (2009) suggests that many students choose the wrong major and profession. Thus, he suggests that students must be provided with more vocational guidance services. Such services shall enable students to choose their right future profession. Nazzal (2005) suggests that the students who don't change their major into the major they desire shall show non-adaptive behaviors

Statement of the problem:

There is a need to provide students with vocational guidance. That is because students are not provided with adequate vocational guidance services that meet their needs and solve their problems. In this regard, vocational guidance programs must be developed to enable students to make the right occupational decision (Al-Sawat, 2008).

Making the occupational decision is one of the major challenges that face the tenth grade students. It is necessary to choose the right profession that is in agreement with one's interests and secondary stream. Making the wrong occupational decision shall lead people to experience maladaptation and low self-satisfaction level (Abu Ateye, 2002).

Schools are not responsible only for providing students with information. In fact, they must provide students with a suitable educational environment. Such an environment must enable students to develop themselves compressively. Schools must provide students with guidance. Therefore, the school counselor must help students in choosing their future profession, identifying their capabilities, aptitude, and interests and achieving vocational maturity. That shall enable students to avoid the consequences resulting from making the wrong occupational decision.

Tenth grade is the final grade in the primary education stage in Jordan. After finishing 10th grade, students must choose the academic stream they want to enroll in. For instance, they may choose an academic or vocational stream. To make this decision, they must make their occupational decision first (The Jordanian Ministry of Education, 2008).

Making the occupational decision is considered essential after finishing 10th grade. It is the first step that students take in the real world. To make the right occupational decision, students must identify their own goals, potentials, and values (Zunker, 2001).

Students are criticized for making an occupational decision with overlooking their capabilities, interests, and the market demands. Overlooking these things shall negatively affect their job and professional satisfaction levels in the future.

In the light of the aforementioned, the present study aimed to answer the following questions:

Q.1)-Is there any statistically significant difference between the means of the control and experimental group on the vocational maturity post-scale?

Q.2)- Is there any statistically significant difference between the means of the control and experimental group on the vocational interests post-scale?

The Study's Questions:

Q.1)- What is the impact of the proposed vocational guidance program on the vocational maturity level of 10th grade students in Jordan?

Q.2)-What is the impact of the proposed vocational guidance program on the vocational interest level of 10th grade students in Jordan?

The Study's Objectives:

The present study aimed to explore the impact of the proposed vocational guidance program on the vocational maturity and interest levels of 10th grade students in Jordan. The latter program was developed by the researcher himself. In case the latter program appeared to be effective, it can be used in schools for helping students in identifying their own capabilities, aptitudes, and vocational interests. The proposed program doesn't aim at providing students with ready-made solutions. In fact, it aims at providing students with the necessary skills and information that enable them to make the right occupational decision

The Study's Significance:

The present study is considered significant due to the following reasons:

1)-The present study sheds a light on the effectiveness of vocational guidance programs in improving the quality one's occupational decision. Through the present study, decision makers shall identify the features of the effective vocational guidance programs that improve the quality of the latter decision

2)-The results of the present study shall provide information about the impact of adopting vocational guidance programs on the family, and community guidance.

Definition of Terms:

1. Vocational guidance program: It refers to a set of planned strategies, activities and measures that aim at helping one in developing a vision for his future profession. They also aim at

helping one in turning this vision into a reality that provides him/her with benefits and happiness (Super, 1988).

2. Vocational maturity: It refers to one's capability to carry out vocational tasks that suit his/her age (Al-Qar'an, 2009).

Vocational maturity (The operational definition): It refers to the score that the respondent gets on the vocational maturity scale

3. Vocational interest: It is an induced feeling of likes or dislikes towards a specific activity, someone, something, or idea. Such feelings can be identified through observation. They can be modified. These feelings get fully developed during the second decade of one's life (Abu Ateye, 2013).

Vocational interest (The operational definition): It refers to the score that the respondent gets on the vocational interest scale.

The Study's Limits:

1. The human limits: The present study targets 10th grade male students
2. The spatial limits: The present study was conducted inside a classroom
3. The temporal limits: The present study was conducted during the second semester of the academic year 2016 / 2017.

The Study's Limitations:

The results of the present study can't be generalized. That's because the present study is limited to its vocational maturity scale and vocational interest scale. It's because the study is limited to the validity and reliability of these scales.

The theoretical framework and previous studies:

Vocational maturity: Achieving such maturity is essential for making the occupational choice. Therefore, the vocational guidance-related theories emphasize vocational maturity. The researcher presents below a brief review for the relevant theoretical trends that are considered the most important ones:

- The developmental trend:

Based on this trend, it's suggested that the occupational decision-making process is a developmental process. Holland suggests that vocational maturity refers to one's ability to discover himself and the amount of information he possesses about the labor market and professions. He suggests that vocational maturity refers to the ability of making an appropriate occupational choices that is consistent with one's abilities, and skills. According to Holland, making the right occupational choice must be based on a comparison conducted between one's capabilities and the requirements of the profession (cited in Osipow, 1999).

Holland suggests that people's occupational interests are based on their personality type. In other words, he believes that one's personality type affects his occupational choice. He also

believes that one's personality type affects his academic and educational decisions (Al-Majali, 2010).

Ginsberg is a prominent figure among the figures who adopted the developmental trend. The latter researcher suggests that people do not make their occupational and major choices only based on the financial benefit that may be derived from practicing a specific profession. In fact, he suggests that making such choices is based on the extent of fulfilling social and psychological needs. Ginsberg's ideas are in agreement with Holland's ideas. For instance, Holland suggests that people do not choose professions based on the money they will get. In fact, they choose their profession based on the social role they want to play in society (cited in Al-Hawarneh, 2005).

Based on Ginsberg's ideas, one achieves vocational maturity and makes his occupational choice through going through three stages. These stages are:

The first stage: The fantasy stage:

During the first stage, the child tends to be influenced by others while playing. During this stage, the child expresses his vocational interests. However, he's not aware about his own aptitude and capabilities.

-The second stage: The tentative stage:

During the second stage, one starts thinking about his future profession. He shall realize the significance of choosing his future profession; He shall realize the significance of being responsible for the occupational choice he makes.

-The third stage: The realistic stage

During the third stage, one starts showing interests in the professions that are available in his surrounding environment.

Super suggests that vocational maturity is a set of levels. He believes that each level is linked with a professional development stage. In this regard, there are indicators for vocational maturity. These indicators include:

1. One's recognition for his need to make a vocational decision
2. One's ability to handle responsibility, make plans and take his vocational decision
3. One's self- knowledge level and knowledge about the workplace environments of professions. These things shall enable one to take the right vocational decision
4. Feeling satisfied and happy about the profession that one is practicing (Al-Shwailat, 2010).

2)-The personal Trend:

Based on this trend, it is suggested that one's vocational decision is the outcome of the interaction between several genetic and personal factors and experiences gained during childhood. Ann Rowe is considered a leading figure among the ones who adopted this trend. She emphasizes the significance of the childhood stage and the role of the family in achieving vocational maturity. For instance, she suggests the following:

1. There are three types of parental relationships that affect one's behaviors. These types are:

- a. The first type: Neglecting the child and avoiding him
- b. The second type: Accepting the child
- c. The third type: Providing excessive attention

Ann Rowe suggests that there are certain professions associated with each type of parental relationship that the child has.

2. Childhood experiences affect one's needs. Thus, they affect one's occupational decision.

3. Ann Rowe classifies people into two categories based on the profession they decide to practice. She believes that childhood experiences affect one's behavior and occupational decision. The latter categories are:

- a. People who decide to practice professions that requires interpersonal skills
- b. People who decide to practice professions that don't requires interpersonal skills (Cited in Al-Qasem, 2001).

Vocational Interests:

One's vocational interest is the most important factor among the factors that affect one's choice of major and occupation. Kopp et al. found that there's a relationship between one's interests and choice of major. They found that the latter relationship is stronger among smart and older people. Identifying this relationship shall enable teachers to encourage students to explore themselves and the professions they are interested in.

It is necessary to help students in exploring various professions and taking the right occupational decision. It is also necessary to enable students to identify themselves in an effective manner. Therefore, counselors use vocational interest tests to help students in identifying their interests. These tests enable students to identify the types of activities and professions they are interested in (Campel, 2000).

Counselors are responsible for helping students in obtaining the needed information about professions and their merits, and requirements. Such requirements include capabilities, aptitude, and interests. Providing students with such information shall enable them to make the right vocational choice. That shall make them feel happy when practicing the profession they choose.

One's interests affect his occupational choice. If the person chooses a profession that is in agreement with his interests, he shall achieve much success, and feel happy. Therefore, it is significant to help and guide students in making the right occupational choice that is in accordance with their vocational interests. That shall enable them to achieve success for sure (Al-Safasfeh, 2003).

Guilford defines interests as (a general behavioral tendency that attracts one towards a specific type of activity). That means that one shows interest in a specific activity and seeks practicing it because it has a high value from his perspective (cited in Abu Ateya, 2013).

Warely suggests that interests are connected with one's maturity and the development of his personality. He also suggests that interests are affected by one's successful and failed experiences. He adds that interests can be adjusted, changed, and fade away. One starts acquiring experiences since the beginning of his life. However, their influence manifest when one becomes 13 years old. Therefore, the formation of one's vocational interests is highly influenced by biological factors (Ataya, 2009).

Al-Safasfah (2003) suggests that people vary in terms of interests. For instance, some people have administrative interests, whereas others have artistic interests. Others may have scientific interests. He adds that one's extent of success in practicing a profession depends on the extent of consistency between his interests and occupational choice. Therefore, counselors must help students in identifying their own interests.

Interests involve the following dimensions:

1)-Emotive dimension: It refers to the feelings associated with practicing the activity that one is (interested / not interested) in. Such feeling may include: happiness, joy, anger, hatred, and disturbance. These feelings play an important role. For instance, feeling happy when practicing something shall lead one to innovate, show creativeness, and increase productivity level.

2)-Cognitive dimension: It refers to one's information and knowledge about the activity he's interested in. For instance, a student may be interested in a specific major because he thinks it's the best major based on his own information and beliefs. Such beliefs and information may be correct or wrong. However, one thinks that such beliefs and information are right from his own perspective.

3) - Behavioral dimension: It refers to the acts derived from the aforementioned feelings, knowledge and information (Qatami, 2010).

Holland's theory is one of the most important theories that illustrate the way in which people make their occupational choice. The latter theory suggests that the process of making an occupational choice and the continuation in practicing a specific profession depends on how consistent the profession is with one's personality. Holland suggests that the ones who practice a specific profession have many personality traits in common. He suggests that there are differences between students in terms of vocational interests. These differences are attributed to the variance between students in terms of opportunities, social pressures, conditions, and self-knowledge. These factors affect the quality of one's occupational choice. Holland suggests that providing people with attention throughout their developmental stages shall increase their self-knowledge level. It shall organize the knowledge they possess about professions. Therefore, providing people with attention throughout their developmental stages shall enable them to take the right occupational choice (Cited in Al-Daheri, 2005).

Holland classifies work environments based on personality type of the ones working at the environment as follows:

Types of work environments:

1. The realistic environment: It refers to the environment that includes employees who possess mechanical skills. The latter employees possess realistic personality. They are aggressive, and tend to practice professions that require physical strength, mechanical skills and motor

coordination. The realistic environments may include the work environments of farmers, workmen, truck drivers, and carpenters.

2. The investigative environment: It refers to the environment that includes employees with intellectual orientations. These employees possess an investigative personality. They seek thinking about the way of solving the problem rather than adapting themselves with it. They seek understanding and organizing things, rather than exercising power. The investigative environments may include the work environments of: doctors, researchers, physicists, and anthropologists (Osipow, 1996).
3. The social environment: It refers to the environment that includes employees with social orientation. Those employees have verbal and interpersonal skills that enable them to achieve professional goals. The social environments may include the work environments of: teachers, counselors, and social workers.
4. The conventional environment: It refers to the environment that includes employees who are highly committed. Those employees are characterized with having a conventional character. They usually comply with laws, rules, and regulations. They usually show an interest in working with people who have high authority and many powers. The conventional work environments may include the work environments of: the office workers, accountants, secretaries, and bank tellers.
5. The enterprising environment: It refers to the environment that includes employees who practice business professions. Those employees are characterized with having an enterprising personality. They have excellent mental skills. They perceive themselves as strong and dominant people who have authority. Those people have the ability to influence others. The enterprising environments may include the work environments of: politicians, lawyers, businessmen, journalists, and salesmen.
6. The artistic environment: It refers the environment that includes employees who have artistic orientations. Those employees have an artistic personality. They prefer developing indirect relationships with others. They prefer handling the contextual problems through self-expression. They seek avoiding the problems that require interacting with others. The artistic environments may include the work environments of: musicians, painters, poets, and authors of literary texts (Brown, 2007).

Previous Studies:

Jarwan (1986) aimed to explore the effectiveness of a vocational guidance program on the vocational maturity, and the process of making an occupational decision among third secondary grade students in public schools in Amman. The latter researcher divided the sample into experimental and control groups. It was found that the vocational guidance program plays an effective role in improving students' vocational maturity and the quality of the occupational decision.

Muabarak (2002) aimed to explore the impact of a vocational guidance program on the vocational maturity, and the process of making an occupational decision among 10th grade students. The sample consists from 263 female and male students. The latter researcher adopted the Crites' vocational maturity inventory. He also used the two way analysis of variance. It was found that there is a statistically significant difference between the vocational maturity levels

of the students who were enrolled in the vocational guidance program and the students who weren't enrolled in it. It was found that there isn't any statistically significant difference between the vocational maturity levels of the sampled students which can be attributed to gender.

Flid (2002) aimed to explore the effectiveness of a proposed vocational guidance program in improving the vocational maturity level of 9th grade students. The sample was selected randomly from two sections. The sample members were divided into experimental group and control group. The proposed program consists from 12 sessions per week. It provides students with information about: planning skills, self-awareness and discovery of professions. It was found that there is a statistically significant difference between the vocational maturity levels of the students who were enrolled in the vocational guidance program and the students who weren't enrolled. It was found that there is a statistically significant difference between the vocational maturity levels of the sampled students which can be attributed to gender. The latter difference is for the favor of male students.

Lozzo (2005) aimed to explore the relationship between vocational maturity and interests among 134 BA students. The age of the sampled students is within the range of (18 – 25) years. The latter researcher used a vocational maturity scale and a vocational interest scale. He also collected demographic data from the sample. He found that the greater the consistency between the student's vocational maturity and interests, the higher the quality of the occupational decision shall be.

Al-Miskr et al. (2009) aimed to explore the differences between males and females in terms of vocational preferences. They also aimed to explore the impact of those preferences on the process of making the occupational choice. The population consists from BA students who are enrolled in public universities in Malaysia. The study's sample consists from 238 female and male students. They were selected from seven (7) faculties in three universities in Malaysia. The average age of the sample is 21.65. The study's instrument consists from two parts. The first part includes questions about demographic characteristics (i.e. age, gender, academic year, major, place of residence, and financial status). The second part includes items. The latter researchers employed Holland's vocational preference inventory. It was found that there is a statistically significant difference between the vocational maturity levels of students which can be attributed to gender, especially in terms of realistic and enterprising areas. The latter difference is for the favor of females. It was found that some professions suit males more than females and vice versa from students' perspective.

Kelly & Kneipp (2009) aimed to explore the relationship between creativity and vocational preferences among 115 female and male BA students. Data related to vocational preferences was collected through using an instrument. The latter researchers employed Holland's vocational preference inventory. The latter instrument consists from 30 statements. It was found that there is a correlation between creativity and vocational preferences among students, especially among the students who have an artistic personality.

Al-Anzi (2011) aimed to explore the relationship between vocational interests, personal values and academic achievement among the 11th grade students who are enrolled in the public schools located in Tabuk, KSA. In order to meet the study's goals, the researcher used an instrument. He adopted Holland's vocational preference inventory. The sample consists from 1146 male and female students. 554 of them are females and 592 of them are males. It was found that

there is a relationship between vocational interests, personal values and academic achievement. It was found that there is a statistically significant difference between the vocational interest levels of students which can be attributed to gender. To illustrate more, male students show higher interest in the realistic and investigative work environments. The male students show less interest in the artistic and social work environments.

Bubany& Hansen (2011) aimed to explore the changes in vocational interests that people go through starting from childhood till they enter the university. The latter researcher aimed to identify the impact of social and cultural factors on vocational development. Data was collected for the years (1976 – 2004). It was analyzed statistically. The latter researchers used an instrument and adopted Strong's vocational interest inventory and Holland's vocational preference inventory. It was found that males are more interested in the enterprising work environment. It was found that males are not interested in the realistic work environment. It was found that social and cultural factors can significantly affect vocational interests.

Methods and Procedures:

The present study aimed to explore the impact of a vocational guidance program on the vocational maturity and interest levels of tenth (10th) grade students in Jordan. A semi-experimental approach was adopted. The independent variable is represented in the vocational guidance program. The dependent variable is represented in the students' score in the vocational maturity scale and the vocational interest scale. The sample members were divided into two groups, which are the experimental and control groups.

The study's population consists from 125 students. As for the sample, it consists from 45 students. The sample members were divided into experimental and control groups. The experimental group consists from 23 students, whereas the control group consists from 22 students. The experimental group members were enrolled in a proposed vocational guidance program. However, the control group members were not enrolled in the latter program.

The study's instrument:

The vocational maturity scale

The researcher used a vocational maturity scale that was prepared by (Al-Khawaja, 2005). The latter scale consists from 45 items. It sheds a light on three areas. Each area includes 15 items. The areas that the scale sheds a light on are listed below:

1)-Awareness about the process of making the occupational choice:

The items that concern this area shed a light on the extent of the student's awareness about the process of making the vocational choice. Such awareness involves student's knowledge about the profession he wants to practice after getting his certificate. It also involves the criteria that he adopted for choosing the school stream and his goals from making such a choice. Such awareness involves the student's knowledge about professions.

2)- Self-trust and independency in making the decision:

The items that concern this area shed a light on the student's self-confidence level. They also shed a light on the student's extent of independency in the decision's he makes and the extent of being responsible for the decisions they make.

3)-Awareness about the steps that must be taken for making the occupational choice

The items that concern this area shed a light on the extent of possessing the skills needed for making the occupational decision. The latter items also shed a light on the extent of compliance with scientific fundamentals in solving problems. These fundamentals involve: a)- identifying the problem, b)- finding alternatives, c)- making the decision and d)- conducting an evaluation process

The validity of the vocational maturity scale was measured. That was done through passing it to a panel of experts who are specialized in counseling. The researcher asked the experts to provide their opinions about the items of the scale in terms of relevancy, and language. The experts were also asked to make the necessary modifications, additions or deletions. The items that were approved by eight experts remained.

The reliability of the vocational maturity scale was measured. That was done through using the test re-test method. Therefore, the forms of the latter scale were passed to 50 students. Those students were not chosen from the sample. The time interval is two weeks. The value of the reliability coefficient is 0.85. In the light of the aforementioned, the validity and reliability of the vocational maturity scale are accepted. The researcher adopted a five-point scale to assess students' answers. The rating points stand for the extent of applicability of each item on the respondents. The rating points are presented below:

(1)-It indicates that it extremely applies to the student.

2)-It indicates that it highly applies to the student.

3)-It indicates that it moderately applies to the student

4)-It indicates that it applies a little to the student

5)-It indicates that it applies slightly to the student

In terms of the vocational maturity scale, the overall score of the items of each area is within the range of (15 – 75). The overall score of all the items of the scale is within the range of 45-225. The highest score is 225, whereas the least score is 45. The cutoff score of the scale is 157/225. That means that the one whose average score is less than that shall be considered as having a low vocational maturity level. In other words, the closer the student's average score to 45, the lower his vocational maturity level shall be.

The vocational interest scale:

The researcher of the present study developed a vocational interest scale. It consists from 32 items. It sheds a light on four areas. Each area involves eight items. These areas are listed below:

1)- Personal area, 2)- emotive area, 3)- family area and 4)- social area

The validity of the vocational interest scale was measured. That was done through passing it to eight experts who are specialized in counseling. The researcher asked the experts to provide their opinions about the items of the scale in terms of relevancy and language. The experts were also asked to make the necessary modifications, additions and deletions. Most of the experts suggest that all the items are relevant.

The reliability of the vocational interest scale was measured. That was done through using the test re-test method. Therefore, the forms of the latter scale were passed to 35 students. Those students were not chosen from the sample. The time interval is two weeks. The value of the reliability coefficient is 0.92.

In the light of the aforementioned, the validity and reliability of the vocational interest scale are accepted. The researcher adopted a five-point scale to assess students' answers. The rating points stands for the extent of applicability of each item on the respondents. The rating points are presented below:

- (1)- It indicates that it extremely applies to the student.
- 2)-It indicates that it highly applies to the student.
- 3)-It indicates that it moderately applies to the student
- 4)-It indicates that it applies a little to the student
- 5)-It indicates that it applies slightly to the student

In terms of the vocational interest scale, the overall score of all the items is within the range of (32 – 160). The cutoff score of the scale is 112/160. That means that the closer the student's average score to 160, the higher his vocational interest level shall be. It also means that the closer the student's average score to 32, the lower his vocational interest level shall be.

The proposed vocational guidance program

The researcher of the present study developed a vocational guidance program. The latter program consists from 7 sessions. Each session requires 50 minutes. Information about the program was passed to experts who are specialized in. They were asked to assess the goals, content and the counseling methods of the program. The researcher decided to keep the things that are approved by 80 % of the experts or more. The original number of sessions is 12. Due to the experts' opinions, the number of sessions became 7 and some training activities were deleted. The program focuses on the skills of discussion, and dialogue. It includes assignments and activities. It involves presenting models before students. The program consists from the following sessions:

-The first session: During the first session, the focus will be on self-knowledge. That involves student's awareness about his values, interests, and needs. The first session also focuses on the relationship between the student's values, interests, and needs from one hand and profession from another hand.

-The second session: During the second session, information shall be presented about the types of professions and the way of collecting information. Information shall be presented about the way of organizing information and identifying the professions that suit one's school academic stream.

-The third session: During the third session, the focus is on the development of the decision making skills. That is done through providing information about the decision making strategy and the way of choosing the school academic stream.

-The fourth session: During the fourth session, the focus is on the development of the skills of setting, and organizing goals. The focus is also on enabling students to link these goals with the suitable secondary school stream.

-The fifth session: During the fifth session, the focus is on the following question: (What is the profession that I like? How can I choose the profession that I like? What do I know about the profession that I like? What's the relationship between the profession that I like and my capabilities and interests?)

-The sixth session: (My profession and family), (my profession and community), (my profession and the market demands), (my profession and the economic status).

The counselor asks students to fill in a form about professions. After that, a discussion is held about the information filled in these forms.

-The seventh session: During the seventh session, the focus is on the adaptation skills, and the extent of satisfaction with the occupational choice that has been taken. After that, the counselor sheds a light on the problems associated with making the occupational choice. Such problems include: problems related to self, family and community.

Statistical analysis methods:

The SPSS program was used for analyzing the collected data. The means and standard deviations of the control and experimental groups were calculated. The two way analysis of variance was conducted to identify the statistical significance of the differences between the means.

RESULTS AND DISCUSSION

Results and Discussion: Related to the first Question:

Q.1)- What's the impact of the proposed vocational guidance program on the vocational maturity level of 10th grade students?

In order to answer the first questions, the means and standard deviations of the control and experimental groups on the vocational maturity scale were calculated. Based on table (1), it was found that the means of the experimental group in the vocational maturity post-scale are higher than the counterpart means of the control group in all the areas jointly and separately. For instance, the overall mean of the experimental group in the vocational maturity post-scale is 143.5. As for the overall mean of the control group in the vocational maturity post-scale, it is 131.95. Table (1) also shows that the means of both groups in the vocational maturity post-scale and pre-scale in the three areas.

Table (1): The arithmetic means and standard deviations of the control and experimental groups in the vocational maturity pre-scale and post-scale

	The overall score of the group on the vocational maturity scale		Awareness the process of taking the occupational choice		The independency area		Awareness about the steps that must be taken for making the occupational choice	
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation
The pre-scale of the control group	9,128	04,8	86,29	14,5	31,45	98,3	72,43	01,4
The pre-scale of the experimental group	22,128	92,11	68,38	56,4	77,45	77,4	77,42	57,5
The post-scale of the control group	95,121	67,8	90,28	07,5	86,46	25,4	18,46	53,5
The post-scale of the experimental group	5,143	17,10	31,47	55,3	26,48	68,4	81,47	13,5

Based on table (1), there are differences between the means of the experimental and control groups in the vocational maturity post-scale. In order to explore the statistical significance of the differences between the means of the experimental and control groups in the vocational maturity post-scale, the two way analysis of variance was conducted. Table (2) below shows the results of the latter analysis.

Table (2): The results of the two way analysis of variance for the means of the experimental and control groups in the vocational maturity scale

Source of variance	Degree of freedom (df)	Sum of Square	Mean Square	F value	Sig.
Within groups	1	883,2720	883,2720	724,107	000,*0
Between groups	1	58,1604	58,1604	52,63	000,*0
Error	41	57,1035	25,25		
Total	44	72,5222			

Based on table (2), the F value is 63.52. The latter value is statistically significant because Sig. is 0.00. Thus, that means that the proposed vocational guidance program is effective in improving the vocational maturity level of 10th grade students.

Based on table (2), there are statistically significant differences between the means of the experimental and control groups in the vocational maturity post-scale. The latter differences are for the favor of the experimental group. Thus, that means that the proposed vocational guidance program is effective in improving the vocational maturity level of 10th grade students.

In the light of the aforementioned, it can be concluded that enrolling students 'in vocational guidance programs shall improve their self-knowledge. It shall improve students' knowledge about their interests.

The result related to the first question is in agreement with the result concluded by Muabarak (2002). For instance, the latter researcher found that vocational guidance programs improve the quality of students' occupational decisions and the vocational maturity levels. The result related to the first question is in agreement with the result concluded by Flid (2002). For instance, the latter researcher found that vocational guidance programs improve students 'vocational maturity levels. In addition, the result related to the first question is in agreement with the result concluded by Jarwan (1986). For instance, the latter researcher found that vocational guidance programs improve students 'vocational maturity levels.

It can be concluded that many school students face difficulty in making the right occupational decision. It can be concluded that many school students suffer from low occupational awareness level. Therefore, it is necessary to enroll students in vocational guidance programs. It can be concluded that vocational guidance programs play a significant role in promoting vocational awareness among students.

Results and Discussion: Related to the Second Question:

Q.2)-What is the impact of the proposed vocational guidance program on the vocational interest level of 10th grade students?

In order to answer the second questions, the means and standard deviations of the control and experimental groups on the vocational interest scale were calculated. Based on table (3), it was found that the means of the experimental group in the vocational interest post-scale are higher than the counterpart means of the control group in all the areas jointly and separately. For instance, the overall mean of the experimental group in the vocational interest post-scale is 107.95. As for the overall mean of the control group in the vocational interest post-scale, it is 98.0.

Table (3): The arithmetic means and standard deviations of the control and experimental groups in the vocational interest pre-scale and post-scale

	The overall score of the group on the vocational interest scale		Personal area		emotive area,		family area		social area	
	Arithmetic mean	Std.	Arithmetic mean	Std.	Arithmetic mean	Std.	Arithmetic mean	Std.	Arithmetic mean	Std.
The pre-scale of the control group	0,97	22,9	0,24	62,2	27,24	22,3	68,24	99,3	68,23	44,3
The pre-scale of the experimental group	04,89	49,12	27,25	51,4	72,22	60,4	27,25	29,2	27,24	88,4
The post-scale of the control group	0,98	64,8	13,243	32,3	26,23	93,2	13,26	50,4	6,24	28,2
The post-scale of the experimental group	95,107	32,11	31,28	99,2	45,25	76,2	27,27	00,4	90,26	76,2

Based on table (3), there are differences between the means of the experimental and control groups in the vocational interest post-scale. In order to explore the statistical significance of the differences between the means of the experimental and control groups in the vocational interest post-scale, the two-way analysis of variance was conducted. Table (4) below shows the results of the latter analysis.

Table (4): The results of the two-way analysis of variance for the means of the experimental and control groups in the vocational interest scale

Source of variance	Degree of freedom (df)	Sum of Square	Mean Square	F value	Sig.
Within groups	1	149,3693	149,3692	8,264	000,*0
Between groups	1	85,901	85,901	66,64	000,*0
Error	41	8,571	946,13		
Total	43	97,5354			

Based on table (4), the F value is 123.42. The latter value is statistically significant because Sig. is 0.00. Thus, that means that the proposed vocational guidance program is effective in improving the vocational interest level of 10th grade students.

Based on table (4), there are statistically significant differences between the means of the experimental and control groups in the vocational interest post-scale. The latter differences are for the favor of the experimental group. Thus, that means that the proposed vocational guidance program is effective in improving the vocational interest level of 10th grade students.

Thus, training students in the aim of developing their self-knowledge, improving their decision making, and goal setting skills and enabling them to identify their vocational preferences shall participate in developing their vocational interest level. The result of the present study are in agreement with the result concluded by WARLY. For instance, the latter researcher found that there is a significant relationship between one's vocational interests from one hand and experiences and maturity from another hand. Holland suggests that vocational interests are affected by one's environment. The result of the present study are in agreement with the result concluded by Bubany& Hansen (2011). For instance, the latter researchers found that there is a relationship between vocational interests and social environments.

The result of the present study are in agreement with the result concluded by Lazzo (2002) and Jarwan (1986). For instance, the latter researchers found that there is a relationship between vocational maturity and vocational interest. The latter researchers found that vocational guidance programs are effective in improving the quality of the vocational decision of 10th grade students.

RECOMMENDATIONS

In the light of aforementioned results, the researcher recommend the following:

1. Enrolling students in vocational guidance program in the aim of improving their vocational maturity. Students must be enrolled in such programs during several grades
2. Meeting the students' vocational needs during several grades. That should be done through holding lectures, and training workshops that promote vocational awareness among students.
3. Developing vocational guidance programs that aim at promoting awareness among students about the relationship between making a vocational choice and the labor market demands.

REFERENCES WRITTEN IN ARABIC LANGUAGE:

- Abu Ateye, Seham (2013). Fundamentals of vocational development and guidance. Amman. Al-Ahleye publishing and distribution house.
- Abu Ateye, Seham (2002). Principles of psychological counseling. Second edition. Amman. Al-Feker publishing and distribution house.
- Al-Hawarneh, Eyad (2005). The impact of the family upbringing pattern on vocational maturity among 11th grade students in Karak. Unpublished MA thesis. Faculty of education. Mu'tah University. Jordan.
- Al-Safasfah, Mohammad (2003). Fundamentals of educational and psychological guidance and counseling. Al-Haneen publishing and distribution house. Kuwait.
- Al-Sawat, Wasel Allah (2008). The effectiveness of a behavioral cognitive guidance program in improving vocational maturity and the vocational decision making skills among 11th grade students in Al-Ta'ef. Unpublished MA thesis. Um Al-Qurra University. Libya.
- Al-Shwailat, Reef. (2010). Psychological alienation, future outlook and vocational maturity. Unpublished MA thesis. Mu'tah University.

- Abed Al-Khaleq, Ahmad (2001). Vocational psychologist. Alexandria. Al-Ma'refah Al-Jame'eya publishing and distribution house. Egypt.
- Ataya, Noha (2009). Vocational Interests and their relationship with academic achievement and ambition level Unpublished MA thesis. Damascus University.
- Al-Anzi, Ayash (2011). Vocational interests and their relationship with personal values and academic achievement among 11th grade students in the public schools located in Tabuk. Unpublished MA thesis. Mu'tah University. Karak. Jordan
- Al-Qasem, Badee' (2001). Vocational psychology between theory and application. First edition. Al-Waraq publishing house and distribution.
- Al-Qar'an, Ahmad (2009). Vocational guidance and counseling. Amman. Al-Isra' publishing house and distribution
- Qatami, Yousef (2010). Educational psychology. Wa'el publishing house and distribution. Amman
- Muabarak, Khader (2002). The impact of a Vocational training guidance and counseling program on vocational maturity and making the occupational decision among 10th grade students in the public schools located in Khalil. Unpublished MA thesis. Al-Quds Open University. Palestine.
- Al-Majali, Shatah (2010). The extent of optimism among the people with visual impairments and its relationship with vocational maturity and self-efficiency. Unpublished MA thesis. Mu'tah University
- Al-Masri, Munther (2009). A worksheet submitted for the conference titled (Strengthening the partnership in the aim of achieving career development in Jordan). The latter conference was held in the Royal Hotel in Amman.
- Nazzal, Kamal (2005). Interests and vocational choice among 11th grade students in Jordan. Unpublished PhD dissertation. The University of Jordan. Amman. Jordan.
- The Jordanian Ministry of Education. The plan of the classification of 10th grade students into the secondary academic streams for the year 2009 / 2010: Guidelines and principles. Amman. Jordan.

REFERENCES WRITTEN IN ENGLISH LANGUAGE:

- Almiskry, A, bakar, & Mohamed (2009) You do what you are: The relationship between the scale of creative attributes and behavior and vocational interests. **Journal of Instructional psychology**. 36, (1), 79-83
- Brown, D. (2007). **Career Choice and Development**, Awiley company.
- Brown, S. & Lent, R. (2005). **Career Development and Counseling**. New York.
- Bubany. S. & Hansen, J. (2011). Birth cohort change in the vocational interests of female and male college students. **Journal of Vocational Behavior**, 78, (1), 59-67.
- Flied, D. (2002). The Effect of training Program in Vocational Guidance on Vocational Maturity for Ninth Grade Students. **Dissertation Abstracts**, 76(5).
- Herr, E. & Cramer, S. (2000). **Vocational Guidance and Career Development in School**. Boston, Houghton Mifflin Company.
- Kelly. K., & Kneipp, L. (2009). Gender difference and career interest among undergraduates: Implications for career choices. **Euro Journals Publishing**, 26(3), 465-469.
- Luzzo, Darrell. (2005). The Relationship Between Career Aspiration Current Occupation Congruence and the Career Maturity of Undergraduates. **Journal of Employment Counseling**, Vol. (32), N(3), P. 132-140.

- Osipow, S. &Fitzgeerald,(1996). **Theories of Career development**. Allyn & Bacon, U.S.A.
- Osipow, S. (1999). An assessing career in decision. **Journal Vocational Behavior**. 55(2), 147-154.
- Super, D. (1988). **Transition from Vocational Guidance to Counseling Psychology**. New York.
- Zunker, V. (2001). **Career Counseling Applied Concepts of Life Planning**, (4thed.) Pacific Grove, California: Brooks / Cole Publishing Co