INTRODUCTION

Work is essential for living; there is no place on earth where life can be maintained without work. Work is the only means to provide necessities, comforts and luxuries of life. The importance of work in the life of an individual can hardly be ever estimated, work is the condition of life and all its enjoyments. The importance of work can be understood and realized not only in impersonal sense but also in personal and social sense.

An occupation is a collection of tasks performed for pay in some organized way because others need to have them done. When we talk of success in life, we primarily think of vocational success. Occupation thus becomes much more than a mere means of producing necessities, comforts and luxuries. Different people hope for different vocation in accordance with their interests, aptitudes, values, status etc.

The future prospect of every country rests on the human and material resources, it includes educational system, and vocational set-up etc. that's why education is not considered as consumption good now-a-days rather it is viewed in terms of investment in human capital. Through education, quality of human being is developed but there is growing inadequacy of educational system to meet fully the demands of developing nations. The developing countries have to look forward in their educational and vocational plans and to adopt suitable practices to cope with the individuals, social groups and nations. The stereo typed systems in educational, professional spheres deliver little good and hamper the growth extensively.

Education is a powerful mean for providing all kinds of necessary information, preparing for suitable educational and vocational courses and leading to fruitful vocational choices. It promotes new ideas and trains in more useful methods. It controls resistance to useful changes. It allows for comparison and takes to useful decisions. It
develops new needs, interests, motives, and aspirations and helps to keep pace with the development in the various fields of society and nation.

**VOCATIONAL MATURITY**

Each individual has to adopt some vocation. To prepare him for vocation is therefore a social responsibility. For more than a decade a new form of vocational education has started taking shape in India. It is different from all that has existed before in the form and finer objective, but similar in respect of the overall aims. This is the vocationalization of school education itself with its particular focus on the higher secondary stage.

Maturity is that stage at which development has reached its maximum and growth has ceased, applied to cells, organs, functions both physical and mental and entire organism. The maturity depends upon inheritance but the effect of environment cannot be overlooked. By effective change in the environment, change may be brought about in normal motivation. A rat's intelligence may not reach the standard of the human intelligence. But an individual's habits, taste, knowledge and such other things are results of his efforts.

Maturity has various types such as physical, moral, sexual, intellectual, social, emotional, educational and vocational maturity. Vocational maturity is one of the primary constructs of vocational psychology, which allows assessing both rate and level of an individual's development with respect to vocational choice. The problem of facilitation of vocational maturity can be said as one of the important problems in a developing country like India.

It seems overwhelmingly necessary that one chooses his occupation according to his abilities, interests and personality traits etc. It has individual as well as social significance to an individual; it would bring greater felling of happiness and worthwhileness through enhanced vocational as well as general adjustment, satisfaction and success. To a society it would help in smooth functioning of economy through
effective use of human resources. It might result in decreased bill for psychological causalities increased over all production and uplift in standard of living.

Career maturity is central to any developmental approach to understanding career behavior; it involves an assessment of an individual's level of career progress in relation to his or her career-relevant development tasks (Crites, 1976). Furthermore, it refers, broadly, to the individual's readiness and awareness to make age-appropriate career decisions and cope with career development tasks (Savickas, 1984). Career maturity also refers to the ability to make appropriate career choices both realistic and consistent over time, as well as, to be well informed of what is required to make a particular career decision (Levinson, Ohler, Caswell, & Kiewra, 1998). Grites's model of career maturity proposed that it consists of affective and cognitive dimensions.

The cognitive dimension is composed of decision-making skills; the affective dimension includes attitudes toward the career decision-making process. Ginzberg’s theory, as well as, Super’s theory of vocational choice consist some of the most accurate models which studied how developmental stages and career maturity may influence or even determine career choices.

The area of vocational maturity has recently made its appearance in the field of guidance and counseling. It is relatively a new concept in educational psychology and so far has been the subject of only a limited number of studies in India Vocational Maturity is developing concept arising out of Super (1955) work, which has generated much research interest. Vocational maturity is the degree to which one has reached a point in the development of cognitive, emotional and other psychological factors whereby one acquires the capacity of making realistic mature choices. Super (1957) differentiated Vocational Maturity as the life stage in which an individual actually is evidenced by the developmental tasks with which he is dealing, in relation to be in terms of his age. Ginsberg (1958) pointed, 'to some degree the way in which a young person deals with his occupational choice, is indicative of his general maturity and conversely in assessing
later consideration must be given to the way in which he is handling his occupational choice problems.

Hence, Vocational Maturity, is the place reached on the vocational development continuum which can be described not only in terms of the greats units of behaviour which constitute a life stage but also in terms of much smaller and more refined units of behaviour manifested in coping with the developmental tasks at a given stage of life. **Baldwin** identified three basic features of vocational maturity cognition, goal selection and goal directed behaviour.

No doubt, making an appropriate vocational choice is not an easy task. Individual should have knowledge about himself and the world of work. He can have many problems in this regard. Whatever, problem an individual is facing; it is closely related to the vocational maturity. It is very important to assess rate and level of individual's development with respect to career matters i.e. vocational maturity. So, that help may be given to facilitate vocational maturity of the students who have less vocational maturity.

Vocational Maturity is thus defined as, "The process of vocationalizing an adolescent in the process of vocational choices, his independence in decision making, his reference for factors in vocational choice and his concept of vocational choices"

Like other aspects of maturity, vocational maturity may be conceived of a beginning, early in life and as proceeding, along a curve late in life. Thus, a four-year-old child who plays the role of policeman and soldier is in a very early stage of vocational maturity and the old man of sixty who does not work for money but still keeps himself with writing books in the field of his specialization is going through the later stage of vocational maturity. It needs to be pointed out that the process of vocational maturity is continuous and on going.

**SELF CONCEPT**

Self concept or self identity is the mental and conceptual awareness and persistent regard that human beings held with regards their own being. Components of a being self
concept include physical, psychological and social attributes, and can be influenced by its attitudes, habits, beliefs and ideas.

History of the self concept goes back to 1644 when Descartes wrote Principles of Philosophy in which he theorized that the Existence depends upon Perception. Then Freud (1900) gave new understandings to the importance of internal mental process. Lacky (1945) contributed to the notion that self concept is a primary motivating force in human behavior. Raimy (1948) introduced measures of self concept in counseling interviews and argued that psychotherapy is basically a process of altering the ways that individuals see themselves.

Idea of self concept is generally created with the writings and client centered therapy of Carl Rodger. Self concept is the way one perceives oneself and can be derived into categories such as a personal self concept; social self concept and self ideals. According to Carl Rodger, the self concept of mentally healthy person is consistent with his or her thoughts, experiences and behaviors. However, people may maintain a self concept that is at odds with their true feelings, to win the approval of others and fit in either socially or professionally. This involves representing their true feelings and impulses which eventually cause them to become alienated from themselves, distorting their experiences of the world and limiting their potential for self actualization or fulfillment. The gulf between a persons self concept and his or her actual experience called Incongruence by Rogers, is a chronic sources of anxiety and can even result in mental disorders. According to Rogers, a strong self concept allows a person to confront new experiences and ideas without feeling threatened. Thus self concept is the totality of a complex, organized, and dynamic system of learned belong attitudes and opinions that each person holds to be true about his or her personal existence (Purkey, 1988).

The term self-concept is synonymous with 'ego', self 'perception' or 'phenomenal self. Self means the way one conceives himself/herself. Self is not innate but gradually forms as a child grows by social interactions. Concept means the way by which one individual relates himself to his social environment both physical and psychological.
'Self-Concept' means how an individual thinks of himself. It is one concept of self, which personifies the individual as a whole. Rogers (1951) defined self concept as “an organized configuration of perceptions of the self which are admissible to awareness”. It is compared of such events as the perceptions of ones characteristics of him self in relation to others and to the environment, the values qualities which are perceived as associated with experience and objects, and the goal and ideals which are perceived as having positive and negative equivalence. Paderson (1965) defined it as an organized configuration, of perception, belief, feelings, attitude and values which the individual views as a part of characteristics of him self. Saraswat and Gaur (1981) described self concept, as “The self concept is the individual's way of looking at himself it also signifies his way of thinking feeling and behaving”.

Thus a person's self-concept may be viewed as a store of self perceptions. It consists of the answers of such questions as who am I? What are my strengths and weakness? Self concept refers to the experience of one's being. It is an organized cognitive structure comprised of a set of attitudes, beliefs and value that cut across all the facets of experience and action, organizing and tying together the variety of specific habits, abilities, outlooks, ideas and feeling that a person displays. Self is something of which one is immediately aware. It is a warm, central private region of one’s own life and it plays a very crucial role in one’s consciousness.

According to Glanz and Waltson (1958), what a person does or how he behaves is determined by his self-concept. Self-concept is taken as to refer the store of self attributes of a person. Self concept is built by two forces: the inherited capacities and environmental pressure. Both these pressure act together, they give rise to three aspects of self. These aspects are the ideal self, the perceived self and the real self, in the beginning the human child craves for person contact, love and fondling, which if satisfied leads to healthy and normal growth. Parental acceptance and warmth experienced by the child is quite positively related with ego strength, stronger super ego, better self image, in short a balanced personality. If the child receives adequate care, cuddling attention, he
would look upon other people as a source of gratification and would consider the world as a safe and interesting place to live. A very important part of the role relationship is mutual evaluation from which blooms our self concept. How an individual function, his attitudes are considered a part of a person' self concept. The understanding of the self is the predictable. Self-concept gives meaning to the behaviors. The single most important aspect of an individual's subjective world is the view he has of himself. Self concept is what a person thinks he is, regardless of what his actual nature of appearance to others which blooms our self concept. How an individual function, his attitudes are considered as a part of a person's self concept. Self-concept gives meaning to the behaviors. The single most important aspect of an individual's subjective world is the view he has of himself. Self concept is what a person thinks he is, regardless of what his actual nature of appearance to others.

Self concept may be defined as: 'a composite image of what we think we are, what we can achieve, what we think others think of us and what we would like to be' (Burns, 1979). Furthermore, can be thought of as the ability to look inwards and reflect on ourselves which; 'appears to be a universal characteristic of all human beings; though such awareness changes and develops'.

The capacity to look inwards is reflected by the language we use, how one communicates and what is thought and felt. These processes of communication and, human awareness, are completely interwoven in the self. Self concept may be thought of in two parts:

- **Self Image** - The overall view the person has of themselves, the analysis of who they are and their body image.
- **Self Esteem** - The value of self worth that the individual places upon themselves as a whole or single facet of their self image
Factors like physical health, intelligence, emotional intelligence, maturity, healthy attitudes, Love and affection, sense of security, appreciation and encouragement, social economics status, success or failures, availability of opportunities and competent guidance influence the development of self concept.

Gage & Berliner (1992) stated that the level of school success particularly over many years predicts level of regard of self and ones own ability. The implication is that teachers need to concentrate on the academic success and failures of their students. It is
the student's history of success and failure that gives them the information with which to assess themselves.

The academic achievement leads to self concept / self esteem, but self concept is a better predictor of being a low track or high track student. It appear that there is some intervening variable. James (1890) stated that intervening variable is personal expectation. His formula is

\[
\text{Self concept or Self esteem} = \frac{\text{Success}}{\text{Pretensions}}
\]

\[
\text{Success} = \text{Pretensions} \times \text{Self concept}
\]

The equation states that success especially the limits of ones success can be improved by increasing expectations. The success and failures that people experience in many areas of life are closely related to the ways that they have learned to view themselves and their relation with others.

Self concept is learned, organized and dynamic in nature. Researches by cognitive theorists (MeAdam, 1986; Ryan, Short and Weed, 1986) are demonstrating that negative self talk leads to irrational thinking regarding oneself and the world. Self concept cannot be ignored if we want to remove problems like ragging, drug and alcohol abuse, dropout rates, dysfunctional families and other concerns.

Individuals have within themselves relatively boundless potential for developing a positive and realistic self concept. This potential can be realized by people, places, policies, programs and process that are intentionally designed to invite the realization of the potential.
OCCUPATIONAL ASPIRATION

Occupational aspiration usually means what the individual considers to be an ideal vocation for him and refers to the point in the vocational prestige hierarchy of various vocational fields which an individual views as a goal. Designed in this way, aspiration is quite similar, if not identical with person's fantasy choice.

As per Webster's Dictionary (1976) Aspirations is a “Strong desire for realization of ambition, idea, or accomplishment." In Oxford Dictionary (1972) it as" pure upward desire for excellence, the steadfast desire or longing for something above one." Trow "Vocational aspiration can be viewed from the development aspect as well. It forms a point in the continuation of vocational development. It is not a single decision but a sense of decisions made over a period of years. Each step in the process has a meaningful relation to those which precede and follow" (Cater, 1940, Dysinger 1950, Gingberg et al 1950, super 1953, Beitm 1955, Helson 1962)

Cater gave the concept of Occupational aspiration as more comprehensive than simple vocational choice or aspiration. It includes not only selection of an occupation but also attributes towards decision making, understanding, job requirements, planning activities related to occupational choices and development of vocational capabilities. Critics further point out that the more the experience one has with this process, the more accurate or realistic will be the choice. Otto et al (1973) and Haller et al (1974) identified goal region aspect of vocational aspiration as being realistic or unrealistic.

Young children make wrong career choices due to ignorance, inexperience, peer pressure, advice from friends, parents and teachers, or as a result of the prestige attached to certain jobs without adequate vocational guidance and career counselling. Consequently, many of them are unsuited for their careers, as they usually find themselves in jobs that do not satisfy their value needs. When this occurs, they constitute nuisance to themselves and their employers. They are usually unable to contribute meaningfully to the society, and they ultimately become liability to the nation.
Adolescence is a time when teenagers develop certain aspirations regarding their education and future careers. Aspirations represent a person’s orientation toward particular goals and can be influenced by variables such as gender, socioeconomic status, family support, parental expectations, and cultural values (Khallad, 2000; Rojewski, 1996a). During adolescence, aspirations are especially important because they allow teenagers to evaluate the degree to which various choices help or hinder their chances of attaining desired goals. constraints (Arbona & Novy, 1991). Career aspirations represent an individual’s orientation toward a particular career goal and may cause an individual to closely examine decisions regarding schooling or the future. Career aspirations may also reflect past experiences and perceived barriers (Gottfredson & Becker, 1981; Rojewski, 1996b).

The occupational aspirations are realistic when the vocational aspiration level is consistent with the individual and mental attributes, unrealistic when vocational aspiration level is not consistent with the individual's mental attributes. (Clark, Gist 1938, Stewart 1947, Latham, 1951 and Lockwood, 1958).

A number of useful ways in conceptualizing occupational aspiration and related fields have been proposed by the exponents of various theories of vocational choice and supported by empirical research workers. Some of the theories expose the view that occupational choice is determined primarily by the characteristics or functioning of the individual and only indirectly by the environment in which he lives (Cites 1969) and they pleaded that individual differ in their attributes, interests and personality traits and according they tend to join different occupations (strong 1943, Hammond 1956, Astern 1958, Clark 1961, Holland 1962).

The level of occupational aspiration has been described as 'socio psychological variable' (Otto, Haller Meier and Oblendory 1973) It is psychological as it is a part of person's cognitive structure and it is social as it takes its hierarchical form from social structural. Occupational status aspirations were associated with school achievement, self-esteem, and career maturity. Students who reported achieving well at school, who were
more career mature, who had more career knowledge and who had higher self-esteem were more likely to aspire to professional status occupations. Students who did not report high academic achievement, who had less career knowledge and who had lower self-esteem were more likely to aspire to skilled or semi-professional status occupations.

FAMILY ENVIRONMENT

As a potter molds clay to form a beautiful creation, so does the strong bond of family and good values. Family bonds are a link to our beginning and a guide to our future. Early influences are fundamental to our individual development.

We all want to "belong" and feel accepted. A sense of belonging is derived from the strong bond of family. Family is where our roots take hold and from there we grow. We are molded within a unit, which prepares us for what we will experience in the world and how we react to those experiences. Values are taught at an early age and are carried with us throughout our life.

Man has to maintain the social relations and he tries to adjust with the other forces and the elements present in one's environment that make him to think, feel and act according to norms, ideas and aspirations of the society. It is the family, which is considered to be the primary agent of socialization, because the human personality is not 'born' but made through the process of socialization.

In various societies across the globe, the society might differ but the fundamental structure of the family remains the same. Family is the fundamental unit in the entire social structure. Society is a web of relationships between individual members and also between individuals and social organizations and social institutions. The Definition of Family is given in various ways in various societies, but the crux is the same. Family Definition can be found in any book of Sociology, but it is much more than a mere definition in a book. It is the unit which binds one human being to another and forms a blood tie between two members within a family. Definition of Family mentions that a family is formed when a group of people live in a domestic environment.
The word family connotes warmth, safety and emotional and social independence. Family is regarded as one of the most important environmental determinants of human behaviour. Wild writes that by family we mean 'A group of relatives who are actually living in the same household'.

Environment is the aggregate of the various forces and stimulations, which the individual receives from conception till death. In other words environment includes all the physical, social and cultural factors and conditions influencing the existence and development of the organism or a group of organisms.

Family environment refers to the climate prevailing in the home, which varies from culture to culture, society to society, family to family (Moos, R.H and Moos, B.S. 1986). According to the Rousseau "Mother is the true nurse and father is a true teacher." Parents tell the child how to live in the family and society. They provide social and religious education to their child for his proper adjustment in the society.

Close relationships, healthy open communication, and perceived parental support are especially important during adolescence, as children experience many physical and emotional changes. Research shows teens who have positive relationships with their parents are less likely to engage in various risk behaviors, including smoking, fighting, and drinking. They are also less likely to report symptoms of depression and more likely to report high levels of perceived well-being, adjustment and efficiency. Adolescents who report difficulty talking with their parents and lacks parental support are more likely to drink alcohol frequently, have problems with drinking, smoke, feel unhappy and have maladjustment in every walk of life.

Family environment all the spheres in one's life like intelligence, personality, learning ability, adjustment, self-confidence, behaviour, life style, emotions, habits, attitude, maturity etc. these all have crucial impact on Vocational maturity, Self-Concept, Occupational Aspirations and Academic Achievement of a child.
ACADEMIC ACHIEVEMENT

The world ‘Achievement’ refers to the act of attaining a desired objectives or aim or level. Educationally, the word ‘achievement’ refers to an individual’s performance up to a desired level in a particular field. According to Women’s Dictionary of Behavioral Sciences, “Academic achievement is the level of proficiency attained in scholastic and academic work”.

Crow and Crow (1969), “Academic achievement” means the extent to which the learner is profiting from instruction in the given area of learning. Achievement is reflected by the extent to which skill of knowledge has been acquired by a person through the training imparted to him”. Achievement in any subject or area is influenced by quite a large number of factors like interest, intelligence, method of teaching etc.

It is considered to be the process of sensing difficulties, problems, making guesses or formulating the hypotheses, testing these hypotheses and retesting them and then finally communicating. These results and these results some times, become the reward achievement in various fields.

Achievement is largely the product of steadily raising one’s level of aspiration and expectations” – Jack Niklaus. Achievement means the extent to which teaching and study has resulted in mastering. It is the outcome of general and specifics learning. It is the end gained, level of success attained by an individual or group on the completion of a task, whether it is academic, manual, personal or social.

According to Encyclopedia of Psychology, “Achievement is a general term for successful attainment of some goal requiring a certain effort”. The word achievement implies the act of attaining a desired end or aim or level.

Educationally, the word achievement refers to an individual’s performance up to desired level in a particular field. Achievement means the extent to which learner is profiting from institution in given area of learning. Achievement of an individual determines the progress of a nation. Study of academic achievement has become a topic
of key interest for educationists as well as psychologists. Academic achievement has to be considered as an important factor in the educational life of adolescents. It encourages working hard and learning more. It is the status or level of a person's learning and his ability to apply what he has learned.

Academic achievement generally refers to the scores obtained in the annual examination or refers to the degree or level of success or proficiency attained in some specific area, concerning scholastic or academics work. Academic or educational age, accomplishment quotient or achievement quotient are the most commonly used means to interpret the level of academic achievement in general or in specific given subject matter.

Achievement refers to accomplishment. It is synonymous with the accomplishment or proficiency of performance of individual in a given skill or body of knowledge. Achievement is the status or level of person's skill; the range and depth of his knowledge or his proficiency in a designated way of learning or behavior. It signifies successfully carried out performance by an individual or a group as assessed after completion of a task whether to the academic, manual or social. To achieve is one of the most important social need.

Goods (1959) described Academic Achievement as the knowledge attained or skills developed in the school subject usually designated by the test scores or marks assigned by the teacher. Trow (1967) defined academic achievement as attained ability or degree of competence in school task, usually as measured by standardized tests and expressed in percentage or grade units based on norms derived from pupil’s performance. According to Hurlock (1969), "Achievement is the status or level of a person's skill, the range and depth of his knowledge or his proficiency in a designated area of learning or behavior". Pandey (1973) explained academic achievement as the quality and quantity of learning in a subject or a group of subjects assessed by examination marks.

Academic achievement refers to the attained level of educational growth. It is the product variable which gets toned up or bogged down by the positive and negative
influences of independent variables. Francis Galton, with a view to find out the causes of
individual difference in achievement opened further avenues for measurement of
individual difference in terms of intelligence and achievement in the field of Psychology
and Education.

Thus achievement means all those behavioural changes which take place in
individual as a result of learning experience of various kinds. Though our examination
system lacks objectivity and a scientific picture of the real achievement yet it is the only
method to get academic achievement. The examination marks obtained by students is the
only record of academic achievements. In other words -

1. The scores obtained on achievement test are the index of one’s mental ability.
   Therefore, these scores form basis for the award of degrees, prizes or scholarship.
   These scores are utilized by the schools, colleges and universities for deciding the
   policies regarding the failure and promotions to the next higher class.

2. Achievement scores are indicator of one’s success.

3. Achievement scores are helpful to predict use of vocational maturity and
   vocational satisfaction.

4. Achievement scores form the part of research for the construction of ability tests.

5. Sound achievement in academic side can be well matched with the pillars on
   which the entire structure of personality stands.

   Academic achievement is one part of the wider term Educational Growth. Thus
academic achievement is defined as a measure of knowledge, understanding of skill in a
specific subject or group of subjects. It refers to achievement in a separate subject or a
total score of several subjects combined. It is concerned with quality and quantity of
learning attained in a subject or a group of subjects after a period of instructions.
JUSTIFICATION OF THE STUDY

Democracy demands that education should be useful rather than ornamental. Mahatma Gandhi rightly stated that true education ought to be a kind of insurance against unemployment. In the same way ‘improvement of vocational efficiency’ is the major aim, of education recommended by Secondary Education Commission (1952-53). ‘Increasing productivity’ as an aim of education is also recommended by Indian Education Commission (1964-66). To achieve these aims we require vocationally mature individuals. Various socio psychological factors are involved in the process such as intellectual potential, occupational aspirations, self-concept, academic achievement, interests, adjustment, competent guidance, geographical location, socio-economic status, and parental influence etc and that is why the investigator has selected these variables.

Srivastava (1988) in his research concluded that vocational development is related to academic achievement and socio-economic status but is not related to sex and different levels of education. Sexena (1988) found that XII graders were more mature vocationally than XI graders and similarly XI graders were vocationally more mature than X graders. XII graders were also found to be having more self-knowledge, goal selection skill and problem-solving insight in the career decision-making process than XI graders.

Chandna (1990) found that factor related to career maturity may be found for males and females and that there is relationship between self-concept and career choice attitude of adolescents. Pennamma (1991) found that the school pupils and school leavers differ in their choice of ideal, preferred and actual occupation. Caligiuri (1997) found that a career workshop intervention with high school 10th graders increased vocational identity, and decreased career indecision of students. Saunders (1998) found that depression and dysfunctional career thinking were found to account for a significant amount of variance in career indecision. A significant positive relationship was also found between depression and dysfunctional career thinking.
Regarding self-concept, it has been found that self-concept and locus of control are significant predictors of career maturity in a mixed sample. Staley (1997) revealed that males have higher self-esteem scores than females. Contrary to previous findings, he found fear of success to be more in males than females. Easterling (1998) found that the research on academic achievement and family situations in regard to self-concept appears to be contradictory. Some researchers found a significant correlation, while others found no correlation. Arsenault (2001) revealed that children with low academic self-concept were reported to manifest less persistence and higher distractibility than those who reported high academic self-concept. In addition, children with higher intelligence and greater academic achievement displayed higher academic self-concept.

Regarding Occupational Aspirations, Heckhausen (1963) found that the development of level of aspiration was affected by momentary achievements, long standing achievements, confidence, seriousness of situation, the presence as well as prestige and behaviour of on-lookers, success, failure and also by several other extrinsic, and intrinsic factors. Rawat, K.S (1991) did research on the general mental ability, occupational aspirations and interest-patterns of non-tribal and tribal (Bhotia tribe) secondary school student of Pithoragarh District in relation on their educational achievement and concluded that there were no significant differences in general mental ability, occupational aspirations and educational achievements of tribal boys and girls, but tribal boys were higher in mechanical and commercial interests and verbal, numerical and logical ability than tribal girls.

Indian studies reveal a relationship between the home environment and acquisition of social competence among children. Chandna (1990) revealed that parental influence interacted with self-concept in the prediction of career choice attitude scores and it had greater impact upon the career choice attitudes of girls than that of boys. Jourdan-Ionescu (1996) found that learning potential is independent of the family environment. A study by Byron K. Hargrove; Arpana G. Inman and Randy L. Crane, (2005) on family interaction patterns, career planning attitudes, and vocational identity of
high school adolescents revealed that the quality of family relationships (i.e., degree to which family members are encouraged to express feelings and problems) played a small, yet significant role in predicting career planning attitudes of adolescents.

Academic achievement was selected due to the findings which show relations and differences in home environment, parental support, socio-economic status with self-concept and occupational aspiration. Soto (1997) revealed that no significant difference exists between advanced and non-advanced students in vocational identity, occupational information, career barriers, career decidedness, or career influences. However, significant differences were evidenced between advanced and non-advanced students in educational expectations, aspiration score differences and career expectations, with the advanced students scoring higher in these variables. Fan et al. (1999) revealed a moderate and practically meaningful relationship between parental involvement and academic achievement. Shim et al. (2000) showed that the beliefs and attitudes of parents foster the academic success of their children.

After reviewing the literature and keeping in consideration the importance of vocationally mature individuals towards national development, it is clear that the area of vocational maturity is much ignored in the field of research in India. Hence the investigator took a step in this direction. On the other hand, factor which compelled the investigator to select the present problem is that each family differs in the family environment, these differences may also lead to some other differences like difference in the aspiration level, self-concept and academic achievement etc.

Apart from this, problem of selection of vocation is relatively more in border areas than other parts of India. It is a well known fact that the border areas still lacks is good vocational opportunities. There is lack of a skilled and trained labour force and the lack of know-how of entrepreneurs in rural areas. There are hardly any professional and affordable vocational training possibilities for young people. Therefore many of them try to make a living abroad. Throughout the post-independence period there have been
many attempts to reform the Indian vocational education system and make it more applicable. The list of vocational education policy reforms that have been attempted over the last 60 years is quite extensive. Without raising standards, efforts have been made to go forward with market-oriented reforms to the vocational education system. But the efforts are in vain. People in border area are dependent more on agriculture, or small scale industries and business. Large scale industries, entrepreneurs, MNC’s are not found in border area to satisfactory extend. Therefore problem of vocational opportunities, aspiration and hence of vocational maturity is more in border areas than other parts. Keeping in mind all these factors the investigator has selected present problem.

STATEMENT OF THE PROBLEM

VOCATIONAL MATURITY IN RELATION TO SELF-CONCEPT, OCCUPATIONAL ASPIRATION, FAMILY ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS.

DEFINITION OF IMPORTANT TERMS

Vocational Maturity - Vocational maturity is the degree to which one has reached a point in the development of cognitive, emotional and other psychological factors whereby one acquires the capacity of making realistic mature choices. (Super, 2005)

Self Concept - Self concept is an organized configuration, of perception, belief, feelings, attitude and values which the individual views as a part of characteristics of himself. (Paderson, 1965)

Occupational Aspiration - It includes not only selection of an occupation but also attributes towards decision making, understanding, job requirements, planning activities related to occupational choices and development of vocational capabilities. (Cater, 1940)
Family Environment - Family environment refers to the climate prevailing in the home, which varies from culture to culture, society to society, family to family (Moos, R.H and Moos, B.S., 1986).

Academic Achievement - Academic Achievement is the knowledge attained or skills developed in the school subject usually designated by the test scores or marks assigned by the teacher. (Goods, 1959)

DELIMITATIONS OF THE STUDY

1. The study is delimited to only 800 senior secondary students of border area of Firozpur district.
2. The present study is delimited to the students studying in +1 and +2 classes of Arts and science stream.
3. The study is delimited to schools affiliated to Punjab School Education Board of border area of Firozpur district.

OBJECTIVES OF THE STUDY

1. To find out Sex differences in Vocational Maturity of Senior Secondary School Students.
2. To find out Location differences in Vocational Maturity of Senior Secondary School students.
3. To find out differences in Vocational Maturity with respect to stream of study of Senior Secondary School Students.
4. To find out differences in Vocational Maturity among different levels of Self-Concept of Senior-Secondary School Students.
5. To find out differences in Vocational Maturity among different levels of occupational Aspiration of Senior Secondary School Students.
6. To find out differences in Vocational Maturity among different types of Family Environment of Senior Secondary School Students.

7. To find out differences in Vocational Maturity among different levels of Academics Achievement of Senior Secondary School Students.

8. To study the interaction impact of Location, sex and stream on Vocational maturity.

9. To study the interaction impact of Self-Concept, Occupational Aspirations, Family Environment and Academic Achievement on Vocational Maturity.

10. To find out relationship between Vocational Maturity and Self-Concept of Senior Secondary School Students.

11. To find out relationship between Vocational Maturity and Occupational Aspiration of Senior Secondary Students.

12. To find out relationship between Vocational Maturity and Family Environment of Senior Secondary School Students.

13. To find out relationship between Vocational Maturity and Academic Achievement of Senior Secondary School Students.

**HYPOTHESES**

Following Null hypotheses are formulated for the present study:

1. There is no Sex difference in Vocational Maturity of Senior Secondary School Students.

2. There is no Location difference in Vocational Maturity of Senior Secondary School Students.

3. There is no significant difference in Vocational Maturity of Senior Secondary School Students of different study stream.
4. There is no significant difference in Vocational Maturity among different Levels or Self-Concept of Senior Secondary School Students.

5. There is no significant difference in the Vocational Maturity among different Levels of Occupational Aspiration of Senior Secondary School Students.

6. There is no significant difference in Vocational Maturity of Senior Secondary school Students with different types of Family Environment.

7. There is no significant difference in Vocational Maturity among different Levels of Academic Achievement of Senior Secondary School Students.

8. There is no significant interaction impact of Location, Sex and Stream on Vocational Maturity.

9. There is no significant interaction impact of Self-Concept, Occupational Aspirations, Family Environment and Academic Achievement on vocational Maturity.

10. There is no significant relationship between Vocational Maturity and Self-Concept of Senior Secondary School Students.

11. There is no significant relationship between Vocational Maturity and Occupational Aspiration of Senior Secondary School Students.

12. There is no significant relationship between Vocational Maturity and Family Environment of Senior Secondary School Students.

13. There is no significant relationship between Vocational Maturity and Academic Achievement of Senior Secondary School Students.

**METHOD**

Descriptive survey method is used for the present study. Descriptive research is also called Statistical Research. The main goal of this type of research is to describe the
data and variables being studied. The idea behind this type of research is to study frequencies, averages, and other statistical calculations.

Descriptive research is mainly done when a researcher wants to gain a better understanding of a topic. It is quantitative and uses surveys and panels and also the use of probability sampling. Descriptive research is also an exploration of the certain existing phenomena. Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation.

The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time.

The present study is a descriptive survey and correlation between vocational maturity and different variables is also calculated. In the present study relevant data with the help of standardized tools is collected through random sampling from border area of Firozpur district and it represents both urban and rural population proportionately.

The present study is conducted on Senior Secondary class students studying in schools affiliated to Punjab School Education Board (P.S.E.B). The sample comprise of 800 students. 400 students are boys and rest of 400 is girls. Out of these 400 boys students, 200 are the students studying science subjects i.e. who have taken Medical or Non-Medical streams and the rest 200 students are of Humanities stream. Similarly 200 girls are taken from science stream and 200 from Humanities stream. Each set of these 200 students comprise of 100 students from rural area and 100 from urban areas.
TOOLS

Following tools are used to collect the data required for the present study:

1. Vocational Attitude Maturity-Scale (VAMS) by Dr. (Mrs.) Manju Mehta
2. Self Concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat
3. Occupational Aspiration Scale (OAS) by Dr. J.S. Grewal
4. Family Environment Scale (FES) by Dr. Harpreet Bhatia and Dr. N.K. Chadha

DATA ANALYSIS

The data thus collected is tabulated as per the need of the study and is analyzed according to the objectives and hypotheses formed. Description of statistical techniques used to test hypotheses is as follows:

1. Mean
2. Standard Deviation
3. t-test
4. 3 way ANOVA
5. 4 way ANOVA
6. Karl Pearson’s Coefficient of Correlation