CHAPTER - V

SUMMARY
cultural milieu the impact of self-concept, occupational aspiration and sex under Indian cultural set on career maturity was necessary to be examined in a systematic factorial framework.

As a biological and social correlate of vocational or career maturity sex has been identified as an important variable by Trice, Ashton and Kimberly (1995). It has also been accepted as a predictor of vocational maturity by Laranger and Armand (1996).

Occupational aspiration has also been accepted as an important predictor of career maturity. The results of the present investigation has got support from the findings of Sellers and Satcher (1999), Lietal (1990) and Rojewski (1996).

Similarly, sex has also emerged as an important factor influencing career maturity in a number of studies. Prominent among these studies are by Dauenheimer, Stahlbreg, Peterson and Larseric (1999), Farmer, Rodkin, Ruth, Van, Acker and Richard (1999), Obrzut, Maddock and Lee (1999).

The above cited studies are in consonance with our investigation providing empirical support to the findings of the present piece of work.

One important feature of the present piece of work is that all the three important predictors of career maturity that have been studied separately in the above cited and in many other investigations, have taken together and there main an interactional effects have been ascertained on career maturity.
Chapter - 5

SUMMARY

Because of being one of the most important constructs in the area of vocational behaviour, the concept of vocational maturity has been attracting the attention of academicians and researchers from various disciplines, such as, Home Science, Psychology, Sociology, Education and Social work. This area of research has gained importance in Home Science because of the following two reasons:

(1) Career Guidance and counseling is one of the most important area of study of Home Science.

(2) One of the most important task of an adolescence is to take decision about his/her future career, Career-wise adolescent stage is a crucial stage. The subject of Home Science has always interested in studying the problems of adolescents and has devoted to find out their scientific solutions. So, the study of vocational development of adolescents can not be remained untouched.
The vocational development of adolescents can not be properly understood without understanding career maturity.

The term vocational maturity has been defined normatively, in terms of congruence between an individual's vocational behaviour at a point of time and his/her expected vocational behaviour at that particular age. The closer the correspondence between the two, the greater the individual's vocational maturity.

The concept of career maturity has its origin in the developmental theory of career behaviour which envisages that the selection of an occupation is a process spanning a considerable number of years usually from the childhood to early adulthood. The process even continues after the person establishes in an occupation and makes efforts to maintain and advance in it and later in life prepares to retire from it.

Career maturity is the term which denotes the place reached on the continuum of career from early exploratory years to decline.
Here we have accepted the operational definition of vocational maturity suggested by Crites (1978) which regarded it as a sum total of five attitudinal variables and five competencies.

Attitudinal variables pertaining to career maturity are: (i) Decisiveness in career decision making (ii) Involvement in career decision making (iii) Independence in career decision making (iv) Orientation to career decision making (v) Compromise in career decision making.

Competencies are: (i) Self Appraisal (S.A.) or knowing yourself (ii) Occupational Information (O.I.) or knowing about jobs (iii) Goal Selection (G.S.) or choosing jobs (iv) Planning (PL) Looking ahead ( What should they do? )
Although a number of studies have been conducted involving socio-cultural and demographic variables with regard to vocational or career maturity, most of them are correlational in nature.

Contradictory findings with regard to the factors influencing career maturity have also been reported frequently in the concerned literature.

Super (1963) has already emphasized the importance of self-concept in career development.

Lawrence and Brown (1976) and Pond (1978) suggested that self-concept does seem to have different relationship with career maturity for different races and sex groups. In the same study when vocational maturity was predicted by CMI (Career Maturity Inventory by Crites, 1974) different predictors of vocational maturity operated differentially depending on the race and sex of the students.

Khan and Alvi (1983) found that occupational aspiration held by the class X students can be a better predictor of vocational maturity. However, they did not consider idealistic and realistic occupational aspiration separately. In the review of concerned literature no such study has yet been reported.
Sex, as a predictor of vocational maturity, has been operating differentially in different cultures (Osipow, 1976). So it is clear that under Indian cultural set up sex as a determinant of vocational maturity will operate in a different way than its western counterpart. Except two preliminary investigations (Gupta, 1987 and Hasan, Thakur & Rao, 1998) no any systematic study employing sex as an independent variable has yet been conducted on Indian sample.

Since, it has already been pointed out that Lowrence and Brown (1976) and Pond (1978) have demonstrated in their studies that different predictors of vocational maturity operate differentially in different cultures and sex groups it is obvious that under Indian cultural set up necessary to understand different predictors of vocational maturity.

5.4 - The Statement of Specific Research Problems:

The problem of the present piece of research work is to examine empirically that whether or not self-concept, occupational aspiration and sex independently or in interaction with each other are capable to account for differences in vocational maturity in case of class X adolescent students.

More specifically the problems of the present piece of research work is stated below:
1. Is self-concept capable of generating differential variance in vocational maturity?

2. Is occupational aspiration has any bearing upon the variance in vocational maturity?

3. Is sex capable of creating differential variance in vocational maturity?

4. Are self-concept, occupational aspiration and sex in a position to influence jointly or in interaction with each other the variance of vocational maturity.

5.2 - Conceptual and Operational Definition of Independent Variables:

(1) Self-concept  (2) Occupational Aspiration  (3) Sex

1. Self-concept

The term self-concept has been defined as a person's feeling about himself or herself. It includes individual's perception or awareness of his/her body, abilities, personality traits and ways of doing things.
In the present investigation the self-concept has been operationally defined as 'Those perceptions, beliefs, attitudes and feeling which the individual views as part of characteristics of him/herself. It is his/her own conception of his/her health and physique, intellectual abilities, academic status, behaviour temperamental qualities, mental health, emotional tendencies and socio-economic status. Thus, the following areas of self-concept will be intended to measure in the present study:


2. Occupational aspiration

Level of Aspiration:

Occupational aspiration has been defined as orientation towards developmental goal (Haller & Miller, 1963).

It has been considered as a concept which is logically a special instance of the concept level of aspiration. According to Sewell (1957) the term "Level of occupational aspiration' and the 'level of educational aspiration' are both the special instances of the concept of level of aspiration.
As it has already been pointed out that the term level of occupational aspiration is a special instance of the concept level of aspiration. Its special nature consists only in the continuum of difficulty. This continuum of difficulty is the occupational hierarchy that can be operationally determined on the basis of rank ordering of representative occupations representing all levels from day to day labours to top executives. Thus, social standing of each profession can be different.

In the present study two types of vocational aspiration, viz, (i) Idealistic vocational aspiration and (ii) Realistic vocational aspiration were used.

Idealistic vocational aspiration refers to that aspiration which the individual considers best for him/her if he is free to choose any vocation.

Realistic vocational aspiration is the aspiration for which the individual is sure of getting without difficulty.

3. Sex

Sex is a biogenetic factor giving scope for identifiable differences of the anatomy and physiology of male and female sexes. Due to their inner differences the pattern of socialization has also been found different for the male and female persons in Indian and other cultural set up. This pattern of socialization has its ramifications on vocational behaviour also.
METHODOLOGY

5.3- Sample:

Universe and sample of the present study

The universe of the present study is the students of class 10th studying in different Hindi medium school of Raipur city.

The stratified random sampling technique was employed in drawing the sample of the present study.

Table No. 3.1

The Sample

<table>
<thead>
<tr>
<th>Level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Idealistic</td>
<td>Realistic</td>
<td>Occupational</td>
</tr>
<tr>
<td>High Self-concept</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Low Self-concept</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>
In order to meet the requirement of a 2x2x2 factorial design having at least 60 subjects in each cell initially 500 male and 500 female adolescents students of class 10th within the age range of 14 to 17 years were drawn randomly from different Hindi medium higher secondary schools of Raipur city to assign in each cell according to their stratum. Here, in this study the sampling technique is stratified random sampling.

One dimension at the stratum is self-concept, employing extreme opposite group technique (Q3 & Q1). This subjects were divided into high self-concept and low self-concept groups. The other stratum taken into account is the idealistic & realistic occupational aspiration. With the help of extreme opposite group technique (Q3 & Q1) the subjects were stratified into idealistic self-concept group and realistic self-concept group.

The third stratum is sex, so in each cell, out of 60 Ss 30 boys and 30 girls were assigned to each of the eight cell. Thus, following the stratified sampling technique (60 subjects in each cell) in all 480 subjects (240 male & 240 females) within the age range of 14 to 16 years were served as subjects in the present study.

Thus, in the 2 x 2 x 2 factorial design total eight group of students were selected and in each group there were 60 students of the above specification. A diagrammatic representation of the (2) cellwise sample is given in Table No. 3.1
5.4- Tools:

Dependent Measure:

Career Maturity Inventory:-

To measure the career maturity of the student Indian adaptation of career maturity inventory (CMI), originally prepared by Crites (1973, 1978) and adapted in Hindi by Gupta (1989) has been administrated. This inventory measures the maturity of attitudes and competencies that are critical in realistic career decision making. To measure these behaviours the CMI provides two types of measures the attitude scale and the competence test. The attitude scale elicits the feelings, the subjective reactions, the dispositions that the individual has towards making a career choice and entering the world of work.

Five attitudinal variable assessed by attitude scale are:

1) Decisiveness in career decision making (2) Involvement in career decision making (3) Independence in career decision making (4) Orientation in career decision making (5) Compromise in career decision making.

The scale, thus assesses the cognitive aspects of decision making. The competence test measure the cognitive variables in choosing an occupation, thus, there are five parts in the competence test:
Part 1: Self appraisal (SA), knowing yourself.
Part 2: Occupational Information (OI), knowing about job.
Part 3: Goal Selection (GS), choosing a job.
Part 4: Planning (PL), looking ahead.
Part 5: Problem solving (PS), what should they do?

The test - retest reliability of CMI attitude scale is .70 to .92 and the scale has a high content and construct validity as expressed by experts. The items of the scale show developmental score over class 8th, 9th & 10th (on standardization sample). The split half-reliability has been calculated for all the five parts of the three grade levels in competence. Test the correlation's ranged from .54 in .88 and the findings on the Indian sample for adapted competence test support the construct validity of the test.

For measuring the self-concept of the Swatva Bodh Parikshan (SBP) constructed and standardized by Sherry, Verma and Goswami (1988) employed. The test is meant for measuring the self-concept of the school going. Adolescent of urban and rural areas. The test is intended to measure those perceptions, beliefs, attitudes and feelings which the individual views as parts of characteristics of himself. It is his own conception of his health and physique, intellectual abilities, academic status, behaviour, temperamental qualities, mental health, emotional tendencies and socio-economic status.

The test is fairly reliable and valid.
The occupational aspiration scale is constructed and standardized by Hasan and Shukla (1998), conceptually it has been defined as the orientation towards occupational goal (Holler & Miller, 1963). Operationally it consists only in the continuum of difficulty which is the occupational hierarchy. Here in the construction of present scale the aforementioned operational definition has been accepted.

The scale in its final form is intended to measure two types of level of occupational aspirations.

1. Idealistic level of aspiration and
2. The realistic level of aspiration

For constructing idealistic level of aspiration scale, out of 240 occupations, 80 occupations were selected on the basis of rank ordering as representative occupations representing all levels from day-labour to job business and professional, on a five paint scale of general social standing on 150 subjects drawn from (75 males & 75 females) representing a cross section of society. The respondents' estimate of an occupation were than averaged, and the average score were placed in rank order. The initial 240 occupation were taken from National Classification of occupations (N.C.O.) published by the Ministry of Labour Employment and Rehabilitation, Government of India. Same group of experts was employed to take the prestige rating of another set of 80 occupations for wilizing in the scale of realistic level of occupational aspiration.
Social standing of each occupation was calculated out of a rank of 100 by multiplying frequency rating in each of the five categories by 1.0, 0.8, 0.6, 0.4, 0.2 respectively. Thus, all '0' to '9' depending upon their ranks which ranged from '20' to '95' and above. Eighty out of 240 occupations with different prestige values were arranged in mixed order in eight multiple choice items.

**Idealistic and Realistic Level of Aspiration**

In the proposed study two types of vocational aspiration, i.e.

1. Idealistic Vocational Aspiration and.
2. Realistic Vocational Aspiration have been identified.

1. Idealistic Vocational Aspiration refers to that aspiration which the individual considers best for him/her if he/she is free to choose any vacation.

2. Realistic Vocational Aspiration refers to that aspiration for which the individual is sure of getting without difficulty.

**Reliability**

Test retest reliability of the realistic and idealistic level of occupational aspiration scale was worked out. The coefficient of stability for the idealistic and realistic LOA scale was found to be .74 & .71 respectively N = 500.

**Validity :-**

The scale has been validated against Grewal's occupational aspiration scale. The validity co-efficient was found to be 0.68.
5.5- Design

It was decided to go for the 'ex post facto inquiry' it being the only alternative left with the researcher is the independent variable involved in the present study are beyond manipulative control further keeping in view the comparative tone and nature of the first three problems and hypotheses stated in chapter II, the extreme groups (dichotomous groups) comparison oriented 'research design' has thought as the best suited one. Further, for the verification of the main and interaction effect oriented hypotheses pertaining to each of the six components of career maturity variance "a 2x2x2 factorial "ex post facto" non experimental design was preferred, in which sex stands with natural variations i.e., Male and Female self concept has two levels, viz, High self-concept and Low self-concept and level of occupational aspiration has two levels, viz., Idealistic and Realistic level of Aspiration. Thus, it is to be registered here that in this piece of research only two, namely, comparative' and 2 x 2 x 2 factorial designs, based upon "the method of difference" as the design of proof has applied to ex post facto scientific inquiry are utilized.

Career Maturity

<table>
<thead>
<tr>
<th>High self-concept</th>
<th>Low self-concept</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Realistic Occupational Aspiration</td>
</tr>
<tr>
<td>Male Ss</td>
<td>Female Ss</td>
</tr>
</tbody>
</table>
5.6- **Hypotheses**

**Differential Hypotheses:-**

Hypothesis-1.1 :-

The adolescents with high self-concept scores would be significantly higher on attitudinal components of career maturity than the adolescents with low self-concept scores.

Hypothesis-1.2 :-

The adolescents with high self-concept scores would be significantly higher on self-appraisal component of career maturity than the adolescents with low self-concept scores.

Hypothesis-1.3 :-

The adolescents with high self-concept scores would be significantly higher on occupational information components of career maturity scores than the adolescents with low self-concept scores.
Hypothesis-1.4 :-

The adolescents with high self-concept scores would be significantly higher on goal selection components of career maturity scores than the adolescents with low self-concept scores.

Hypothesis-1.5 :-

The adolescents with high self-concept scores would be significantly higher on planning component of career maturity scores than the adolescents with low self-concept scores.

Hypothesis-1.6 :-

The adolescents with high self-concept scores would be significantly higher on problem solving component of career maturity scores than the adolescents with low self-concept scores.

Hypothesis-2.1 :-

Adolescents with realistic occupational aspiration would be significantly higher on attitudinal component of career maturity scores than the adolescents with idealistic occupational aspiration.
Hypothesis- 2.2 :-

Adolescents with realistic occupational aspiration would be significantly higher on self appraisal component of career maturity scores than the adolescents with idealistic occupational aspiration.

Hypothesis- 2.3 :-

Adolescents with realistic occupational aspiration would be significantly higher on occupational information component of career maturity scores than the adolescents with idealistic occupational aspiration.

Hypothesis- 2.4 :-

Adolescents with realistic occupational aspiration would be significantly higher on goal selection of career maturity scores than the adolescents with idealistic occupational aspiration.

Hypothesis- 2.5 :-

Adolescents with realistic occupational aspiration would be significantly higher on planning component of career maturity scores than the adolescents with idealistic occupational aspiration.
Hypothesis- 2.6 :-

Adolescents with realistic occupational aspiration would be significantly higher on problem solving component of career maturity scores than the adolescents with idealistic occupational aspiration.

Hypothesis- 3.1 :-

The male adolescents would be significantly higher on attitudinal component of career maturity scores than the female adolescents.

Hypothesis- 3.2 :-

The male adolescents would be significantly higher on self appraisal component of career maturity scores than the female adolescents.

Hypothesis- 3.3 :-

The male adolescents would be significantly higher on occupational information component of career maturity scores than the female adolescents.

Hypothesis- 3.4 :-

The male adolescents would be significantly higher on goal selection component of career maturity scores than the female adolescents.
Hypothesis- 3.5 :-

The male adolescents would be significantly higher on planning component of career maturity scores than the female adolescents.

Hypothesis- 3.6 :-

The male adolescents would be significantly higher on problem solving component of career maturity scores than the female adolescents.

3.4 INTERACTIONAL HYPOTHESES

Two factor interactions :

Hypothesis- 1.1:-

The adolescents with high self-concept and realistic occupational aspiration would be significantly higher on attitudinal component of career maturity scores than the adolescents with low self-concept and idealistic occupational aspiration.

Hypothesis- 1.2:-

The adolescents with high self-concept and realistic occupational aspiration would be significantly higher on self appraisal component of
career maturity scores than the adolescents with low self-concept and idealistic occupational aspiration.

Hypothesis- 1.3:-

The adolescents with high self-concept and realistic occupational aspiration would be significantly higher on occupational information component of career maturity scores than the adolescents with low self-concept and idealistic occupational aspiration.

Hypothesis- 1.4:-

The adolescents with high self-concept and realistic occupational aspiration would be significantly higher on goal selection component of career maturity scores than the adolescents with low self-concept and idealistic occupational aspiration.

Hypothesis- 1.5:-

The adolescents with high self-concept and realistic occupational aspiration would be significantly higher on planning component of career maturity scores than the adolescents with low self-concept and idealistic occupational aspiration.
Hypothesis- 1.6:-

The adolescents with high self-concept and realistic occupational aspiration would be significantly higher on problem solving component of career maturity scores than the adolescents with low self-concept and idealistic occupational aspiration.

Hypothesis- 2.1:-

Male adolescents with high self-concept would be significantly higher on career maturity scores than the female adolescents with low self-concept.

Hypothesis- 2.2:-

Male adolescents with high self-concept would be significantly higher on self-appraisal component of career maturity scores than the female adolescents with low self-concept.

Hypothesis- 2.3:-

Male adolescents with high self-concept would be significantly higher on occupational information component of career maturity scores than the female adolescents with low self-concept.
Hypothesis- 2.4:-

Male adolescents with high self-concept would be significantly higher on goal selection component of career maturity scores than the female adolescents with low self-concept.

Hypothesis- 2.5

Male adolescents with high self-concept would be significantly higher on planning component of career maturity scores than the female adolescents with low self-concept.

Hypothesis- 2.6:-

Male adolescents with high self-concept would be significantly higher on problem solving component of career maturity scores than the female adolescents with low self-concept.

Hypothesis- 3.1:-

Male adolescents with realistic occupational aspiration would be significantly higher on attitudinal component of career maturity scores than the female adolescents with idealistic vocational aspiration.
Hypothesis- 3.2:-

Male adolescents with realistic occupational aspiration would be significantly higher on self-appraisal component of career maturity scores than the female adolescents with idealistic vocational aspiration.

Hypothesis- 3.3:-

Male adolescents with realistic occupational aspiration would be significantly higher on occupational information component of career maturity scores than the female adolescents with idealistic vocational aspiration.

Hypothesis- 3.4:-

Male adolescents with realistic occupational aspiration would be significantly higher on goal selection component of career maturity scores than the female adolescents with idealistic vocational aspiration.

Hypothesis- 3.5:-

Male adolescents with realistic occupational aspiration would be significantly higher on planning component of career maturity scores than the female adolescents with idealistic vocational aspiration.
Hypothesis- 3.6:-

Male adolescents with realistic occupational aspiration would be significantly higher on problem solving component of career maturity scores than the female adolescents with idealistic vocational aspiration.

Three Factor Interactions

Hypothesis- 4.1:-

Male adolescents with high self-concept and realistic occupational aspiration would be significantly higher on attitudinal component of career maturity scores than the female adolescents with low self-concept and idealistic vocational aspiration.

Hypothesis- 4.2:-

Male adolescents with high self-concept and realistic occupational aspiration would be significantly higher on self appraisal component of career maturity scores than the female adolescents with low self-concept and idealistic vocational aspiration.

Hypothesis- 4.3:-

Male adolescents with high self-concept and realistic occupational aspiration would be significantly higher on occupational information
component of career maturity scores than the female adolescents with low self-concept and idealistic vocational aspiration.

Hypothesis- 4.4:-

Male adolescents with high self-concept and realistic occupational aspiration would be significantly higher on goal selection component of career maturity scores than the female adolescents with low self-concept and idealistic vocational aspiration.

Hypothesis- 4.5:-

Male adolescents with high self-concept and realistic occupational aspiration would be significantly higher on planning component of career maturity scores than the female adolescents with low self-concept and idealistic vocational aspiration.

Hypothesis- 4.6:-

Male adolescents with high self-concept and realistic occupational aspiration would be significantly higher on problem solving component of career maturity scores than the female adolescents with low self-concept and idealistic vocational aspiration.
5.7- Procedure

Following the contrast extreme groups technique the subjects were assigned to the following eight groups (strata) on the basis of their Sex, Occupational Aspiration Scale Scores and Scores on self concept scale.

These groups (strata) are:

1) High Self-concept - Realistic Occupational Aspiration Male.
2) High Self-concept - Realistic Occupational Aspiration Female.
3) High Self-concept - Idealistic Occupational Aspiration Male.
4) High Self-concept - Idealistic Occupational Aspiration Female.
5) Low Self-concept - Realistic Occupational Aspiration Male.
6) Low Self-concept - Realistic Occupational Aspiration Female.
7) Low Self-concept - Idealistic Occupational Aspiration Male.
8) Low Self-concept - Idealistic Occupational Aspiration Female.

Then, 60 Ss in each stratum were assigned randomly for serving as the sample in the present study. Thus, overall 480 students of class X were drawn to serve as Ss in the present study.

After the random stratification of the sample the dependent measure, i.e., Career Maturity Inventory (CMI) by Gupta 1989 was administered and scoring of the protocols was done according to the scoring system mentioned in the manual of the inventory. All the tests were administered on the subjects in group settings.
5.8- Main Findings

The results yields the following inferences (I) the main effect of self-concept on career maturity has been discerned in the present study (ii) the occupational aspiration is able to generate variance upon career maturity (iii) Sex has also been found to have its main effect on career maturity (iv) the two way interactions, viz., between occupational aspiration and self-concept; between sex and occupational aspiration and between sex and self-concept could not turn out to be significant in most of the conditions (v) by and large the three way interactional effects, viz, self concept, occupational aspiration and sex have been found significant except in few conditions.

Almost all the differential hypothesis of the present study have been empirically verified and turned out to be significant at acceptable levels of confidence. These shows that on the basis of independent variables the contrast groups can be differentiated with regard to the their career maturity: e.g., the male group with high self-concept and real occupational aspiration is significantly higher on career maturity than the female group with low self-concept and ideal occupational aspiration. On the basis of the
result of the differential hypothesis, it can be interpreted that the magnitude of career maturity is high in (I) male subjects (ii) the subjects with real occupational aspiration (iii) the subjects whose self concept is high.

The reason of the above noted findings may be attributed to (i) the expected roles of males and females under Indian cultural setup. The males are expected to carry the burden of earning bread and butter whereas the girls or females are expected to carry the responsibility of child rearing and home management. consequently males are much aware about searching a job whereas for the girls the marriage is considered to be their primary goals. That is why the career maturity of girls subjects are found to be relatively much lower than their male counter parts.

The subjects with high self-concept scored significantly higher on career maturity than the subjects with low self-concept. The reason may be attributed to the perceptions, beliefs, attitudes and feelings pertaining to the academic status, intellectual abilities, mental health and socio economic areas of self-concept that play a major role in determining the career maturity also. Due to the high level of academic status, intellectual abilities, mental health and
socio economic status, the subjects become much aware about their careers and consequently involved in career behaviours expected at their developmental stage. For example they use to seek informations about various careers, they show much concerned about the choice of their major subjects at the secondary levels etc. Similar finding has also been reported by heaving (1984), Taylor (1985); Pavlok and Kammer (1985).

The subjects with realistic occupational aspiration score significantly higher on Career Maturity Inventory than the subjects with idealistic vocational aspiration. The subjects with realistic occupational aspiration were aspired about the job for which they were sure that they would be getting without difficulty after their schooling is over. Infect, their aspirations were based on their assessment of reality of the situation. That is why they were found to be more mature than the subjects with ideal vocational aspiration with regard to career maturity.

Khan and Alvi (1983), reported that occupational aspiration held by the class X students may be a better predictor of vocational maturity. However, they did not consider idealistic and realistic occupational aspiration separately. But two studies conducted
under Indian conditions supported the finding of the present study. Grewal (1971 & 1973), reported that the subjects with realistic and long range occupational aspiration displayed significantly higher level of vocational maturity than the subjects with ideal and short range occupational aspiration.

The main effects of all the three independent variables, viz, self-concept, occupational aspiration and sex have turned to be significant beyond the acceptable level of confidence, (viz, .01 level of confidence) in all the dimensions of career maturity. The results confirm the hypothesis that these three variables, viz, self-concept, occupational aspiration and sex are the potential factors that determined and affect the dependent variable, viz, career maturity. Our Hypotheses were, infect based on the previous relevant literature produced so far in this area of investigation. The purpose for formulating such hypotheses were of two folds (a) almost all the subjects examining the impact of these variables on career maturity were conducted in western country, no Indian study pertaining to the effect of these independent variables on career maturity has yet been conducted that two under factorial framework. (b) As it has already been pointed out that different predictors of career maturity operate differentially in different
culture. So, it was necessary to examine the impact of the variables on career maturity in own culture. The obtain significant main effects of self-concept, occupational aspiration and sex denote that these variables can be accepted as factors affecting vocational maturity under Indian conditions. The perceptions, feeling and attitude of adolescent students about themselves actually affects their career maturity because for being mature about career one should have elevated concept of his/her intellectual abilities, special aptitudes, socio economic status and academic abilities. So, the self-concept has emerged as a factor affecting career maturity.

Occupational aspiration has also emerged as a factor affecting vocational maturity. In order to be mature vocationally one should have aspired a career or vocation in the context of his real abilities, potentialities and capacities and perceiving the realities of his/her surroundings or situations. So, in the present study it is clearly discerned that the subjects with real occupational aspiration have shown higher level of career maturity than their counter-part. Thus, the occupational aspiration has emerged as a factor that can generate variance upon career maturity.
By and large sex has emerged as a factor influencing career maturity. It has emerged as a crucial variable playing a very important role in determining and influencing the career maturity of the adolescent male and female subjects. The main effect of sex almost for all the components of career maturity have been found to be significant barring the two components, viz, planning and problem solving. So, it may be stated that by and large sex has its impact on vocational maturity.

The two-way interactional effects on career maturity are mostly not turned out to be statistically significant. This finding may be explained on the following two grounds.

There is a considerable difference between the average scores of males and females groups and this difference has its impact almost uniformly for all the groups with regard to the most of the component of career maturity. The sex difference is more predominant in the present investigation because all the subjects serving in this investigation are adolescents and because of this considerable difference one other factor when interacted with sex could not evoke a significant interactional effect.
Under Indian cultural set up the pattern of socialization for males and females are different. In our culture during the child rearing a male student is expected to choose a suitable career for his future whereas for females marriage is expected to be of their primary concern. It is because of this fact the sex has played a crucial role in determining the career maturity of subjects and because of this crucial role of sex, the other factor when interacted with sex in two way interactions could not turn out to be significant in most of the cases, since the effect of sex is uniformly operative in all the eight groups even in some cases two way interactions have not been found significant where excluding sex the two factor interactions have been worked out.

It may be stated that even the female adolescents were educationally at par with their male counter part because of the typical process of socialization they were not much aware of their jobs or careers consequently their level of career maturity remained low than their male counter parts.
The three predictor viz, self-concept, occupational aspiration and sex operate differentially for the different component of career maturity. For example, in planning component of career maturity the main effect of self-concept could not be reached to the any acceptable level of confidence. The two way interaction between self-concept and sex was found significant in the attitude and planning components of career maturity whereas in the remaining four component it remained not significant. The reason may be attributed to the specific nature of the particular components.

The results pertaining to three-way analysis of variance, viz, the interactional effect of self-concept, occupational aspiration and sex were found significant in the attitudinal as well as self-appraisal, occupational information and goal selection component of CMI. These results further confirm our notion that these factors are capable of generating variance upon career maturity. Because of the joint effect of the two variables, viz, self-concept occupational aspiration the third variable, i.e., sex could not hamper the level of significance of the three way interactions. The results pertaining to the post ANOVA studentized Newman Keul test also confirm the same notion that on the basis of these
variables, the contrast group can be differentiated pertaining to the career or vocational maturity.

Although a large pool of studies have been undertaken in the western countries and a sufficient number of research papers and articles pertaining to the educational, social and psychological correlates of career maturity have been published in the related journals, there was a dearth of such studies under Indian conditions. Because of sharp cultural divergence from western cultural milieus the impact of self-concept, occupational aspiration and sex under Indian cultural set on career maturity was necessary to be examined in a systematic factorial framework.

As a biological and social correlate of vocational or career maturity sex has been identified as an important variable by Trice, Ashton and Kimberly (1995). It has also been accepted as a predictor of vocational maturity by Laranger and Armand (1996).

Occupational aspiration has also been accepted as an important predictor of career maturity. The results of the present investigation has got support from the findings of Sellers and Satcher (1999), Lietal (1990) and Rojewski (1996).
Similarly, sex has also emerged as an important factor influencing career maturity in a number of studies. Prominent among these studies are by Dauenheimer, Stahlbreg, Peterson and Larseric (1999), Farmer, Rodkin, Ruth, Van, Acker and Richard (1999), Obrzut, Maddock and Lee (1999).

The above-cited studies are in consonance with our investigation providing empirical support to the findings of the present piece of work.

One important feature of the present piece of work is that all the three important predictors of career maturity that have been studied separately in the above cited and in many other investigations, have taken together and their main an interactional effects have been ascertained on career maturity.
5.9- **Conclusions**

On the basis of the present investigation following conclusions can be drawn:

1. Self-concept has emerged as an important predictor of career maturity.

2. Occupational aspiration is also capable to generate variance upon career maturity.

3. Sex has also been found as the important factor that can influence and determine the career maturity of the adolescents.

4. The interactional effects of self-concept, occupational aspiration and sex was also found significant with regard to the most of the components of career maturity.
5.10 - Limitations and Suggestions

I. Since the sample employed in the present study has been drawn from the Hindi medium higher secondary schools of Raipur city situated in the geographical area of Chhattisgarh region, the inferences drawn in the present study are applicable to only higher secondary level students of this particular region only. A broad based sample from different geographical areas and different types of schools, viz, government schools, public schools, Hindi medium and English medium schools could have increased the power of generalization of the present study.

II. The findings of the present study is applicable to the urban students of class X only. The sample should have representation of rural population of class X students also.

III. From class IX onward the students should be exposed to the career related informations, career magazines and career newspapers. So that they may be able to enhance their level of vocational maturity.
IV. A great deal of attention should be given to enhance the level of vocational maturity of female adolescent students. Because still the sex related roles are the well accepted in the Indian society.