CHAPTER – II

CONCEPTUAL FRAMEWORK, PROBLEMS AND HYPOTHESIS
2.1 The Antecedent

In the light of the review of literature mentioned in chapter-I it is obvious that 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.

Lowrence 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 conditions findings from different studies under Indian cultural set up to understand different predictors of vocational maturity.

2.2 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 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:

Is self-concept capable of generating differential variance in vocational maturity?
Is occupational aspiration has any bearing upon the variance in vocational maturity?

Is sex capable of creating differential variance in vocational maturity?

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

2.3 The Conceptual and Operational definitions of the variables involved in the study.

Dependent Variable

Vocational Maturity:

The concept of vocational maturity has its origin in the theories of career development. It envisages that selection of an occupation is a process spanning throughout the life. The term vocational maturity has been defined normatively in terms of congruence between an individual's vocational maturity and his/her vocational behaviour at that age. The closer the correspondence between the two the better the vocational maturity.

The process of vocational maturity 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. Thus career maturity is the term which denotes the place reached on this continuum of career development from early exploratory years to decline.
Operationally, it has been defined as the maturity of attitudes and competencies that are critical in realistic Career Decision Making (CDM) at the particular developmental stage reached on the continuum of career development from early exploratory years to decline, (Crites 1973,74a,74b).

The attitudinal variables include:

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

The competencies involve are:

1. Self Appraisal
2. Occupational information
3. Goal selection
4. Planning
5. Problem solving

In order to measure the attitudinal variables and competencies the career maturity inventory by Gupta (1989) will be used. The inventory measures all the above stated attitudes and competencies.
Independent variables:

(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.

As children grow and develop they learn about the world. Self-concept is the term usually used to refer to the area of private experience and self-evaluation. Hamachek (1982) has defined that "A self-concept is a person's total view of him/her self."

Rogers (1951) defined self-concept as 'an organized configuration of perception to the self which are admissible to awareness. It is composed of such elements as the percepts and concepts of the self in relation to other and to the environment. The values and quantities which are perceived as associated with experiences and objects and the goals and ideas which are perceived as having positive and negative valences.

Saraswat and Gaur (1981) defined self-concept as the individual's way of looking at himself. It also signifies his way of thinking, feeling and behaving from a social Psychological perspective. The self-concept is an accumulation of the characteristics ascribed to oneself by other or it is the pattern of attribution one hold about ones own behaviour.
Dammon and Hart (1982) pointed out that the self-concept is more than mere self-description in fact, the center of gravity of the personality pattern is the individual's concept of himself or herself as a person in relation to the world in which he or she lives. The quality of the individual's behaviour expressed in the way he or she adjust to people and things in his/her environment is related rather determined by his/her self-concept. Decisions and reactions are determined not by what one is but by what one believe he/she is.

It has already been pointed out by Hamacheck (1987) that self-concept is a person's total view about himself or herself. For example if a person is left absolutely free to describe accurately as possible, he/she may describe himself or herself as 'intelligent', 'hardworking', 'matured', 'responsible', 'insightful' etc.

Self-concepts are not static are unchanging, Hamachek (1987). They are shaped by experiences and hero people interpret their experiences, the belief that grow out of experiences on the basis of how people see themselves. The self-concept is, however, more than self-description. While experiences help in shaping people's self-concept, their self-concept is also influenced by the kinds of experiences they have.

The development of self-concept

As the infant gradually becomes able to reorganize the existence of objects in his/her surroundings the self-concept develops. With the growing
and learning process of the infant the awareness of self intensities and broadness. It changes continuously in its development. It is highly flexible and responsive to environmental changes and environmental conditions. With increasing age it takes shape and stability to some extent. Matured adult do not markedly change their attributes, feelings or ideas about themselves across short span of time.

Adolescence seems to be the period of life during which the individual make efforts to define the self-concept. In order to face the verity of new roles the individual has to form a definition of self during this period. The adolescent's body undergoes a rapid change in sizes, forms and function alongwith the time. They feel a pressure from parents, peers, from the school and community.

According to the principles of self psychology the knowledge of the objective factors associated with the child's constitutional make-up and influence of his environment are essential and invaluable in understanding an individual's behaviour. It is also important to examine a child's behaviour from the internal point of view. This view involves an understanding of how the child perceives his/her own body, his own growth, the reach on of others to him and the environmental influence under which he/she lives.

It has been felt by many researchers, like Combs and Snygstand (1968) that in order to understand the child's rearing and his or her behaviour one must know how does he/she feel about himself or herself (self-concept). They pointed out that whether a child feels liked or disliked,
wanted or unwanted, worthy or unworthy basically determines his or her behaviour towards others and towards life problem.

Self-concept in Adolescents

- With the biological changes in the adolescent period the adolescent's self-concept also changes rapidly.

Witmer and Kotimsky have pointed out that the main problem of adolescents is to establish a sense of identity. Adolescents are sometimes morbidly preoccupied with how they appear in the eyes of others as compared to their own concept of themselves. Achieving this sense of identity depends on a number of factors. It depend on childhood experiences, feeling of rejection and insecurity because of being a member of minority groups, or because of being mentally or physically handicaps. Their search for a satisfactory self-concept may be accompanied by a good deal of stern and emotional upset.

The self-concept of adolescents and the schools.

In the development of the self-concept of adolescent school plays a vital role. The following are the school related factors that play important role in determining the self-concepts of adolescent:

1. The degree to which the curriculum enable the adolescent pupil to test success.
2. The degree to which satisfying relationship between teachers and pupils are reached.
(3) The extent to which methods of discipline and teaching satisfy the pupil's basic needs, practices.

(4) The emphasis on examinations & results.

These are the factors that likely to have their impact in the development and solidification of self-concept. As compared to childhood during adolescent the individual's self-concept becomes stable. In a study Engel (1959) found that the adolescents self-concepts did not change markedly from 8th to 10th standards and from 10th to 12th standard.

Examining the relationship between self-concept and sex role orientation Bryen & Petrangelo (1989) reported high self-concept among female Ss. The results also suggested that the transition from school to junior high School pose greater self-concept problems for females than for males.

Ono, Akio, Sakayangi and Isuneo (1986) investigated the influence of sex role self-concept (SRSC) on vocational maturity in relation to life fulfillment, sentiment and socio-statistical variables viz., academic grade and siblings. They found that:

(1) Androgynous and masculine subjects were more advance than non masculine subjects ( or feminine Ss ) in vocational maturity.

(2) Life fulfillment sentiment was possibility related to vocational maturity.

(3) Sex-role self-concept was associates with life fulfillment sentimental.
Using the Dutch adaptation of American vocational maturity Scale and locally developed measures of self-concept and self-identity Helbing (1978) found that students who perceive themselves as intelligent, accurate, industrious, well mannered are more matured vocationally than the student who do not perceive themselves in similar terms.

Lawrence and Brown (1976), Pond (1978) also reported relationship between vocational maturity and self-concept they are of the view that self-concept has different relationship with career maturity for different race and sex groups.

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:

1. Health & Physique
2. Temperamental Qualities
3. Academic Status
4. Intellectual abilities
5. Habits & Behaviour
6. Emotional Tendencies
7. Mental Health
8. Socio-economic Status.
Occupational Aspiration

Level of Aspiration:

Occupational aspiration has been defined as orientation towards developmental goal (Hailer & 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.

Occupational Aspiration :-

Since, level of aspiration is defined as orientation towards a goal so level of occupational aspiration indicate orientation toward an occupational goal.

The concept of level of aspiration was first introduced by Hoppe (1930) while making a reference to the degree of difficulty of the goal which a person is striving. A series of experiments were conducted by Frank (1935) and others revealed that the level of performance in a task is not judged as 'success' or 'failure' in terms of the absolute degree of accomplishment, but in terms of level of 'aspiration' or goal one sets in that particular line of achievement. The level of aspiration gives direction to the behaviour of a person.
Factors Affecting Level of Aspiration :-

(1) Success and Failure: Level of aspiration increases after success and decreases after failure (Festinger, 1942).

(2) It is influenced by cultural and socio-economic factors (Gold, 1939; and Boyd, 1952).

(3) Level of aspiration is positively associated with a certain level of age. (Fales, 1937; Anderson, 1940).

(4) Motivation and instruction have also been identified as factor influencing level of aspiration.

Many theories of level of aspiration are propounded. Prominent theorist with regard to the level of aspiration are: Vestigan (1942); Levia, Dembo & Sears, 1944; and Atkinson, 1958.

Premlatha Devichandran (1989) outlined the common features of theories presented so far. These features are as follows.

(1) Selection of a particular aspiration level is a function of its resultant valence.

(2) Resultant valence is determined by satisfaction anticipated from attaining that alternative.
(3) Most individuals selected level of aspiration which is slightly above their past level of performance.

(4) As performance changes, level of aspiration changes.

(5) When one compares one's score with relevant others, the scores of others are taken into consideration in selecting level of aspiration. If scores of others are better than their own, individuals rise their aspiration and if others scores are poorer than their own, the individuals lower their aspirations.

(6) Individuals evaluate their performance and previously chosen level of aspiration, a level of performance below the level of aspiration is related unfavorably and a performance above the level of aspiration being related favorably.

(7) When individuals evaluate their performance poorly, they engage in coping behaviours intended to reduce threat to their self-esteem.

(8) Bhargava (1972) developed a model describing a typical sequence of events in a level of aspiration situation.
Figure:

<table>
<thead>
<tr>
<th>Last performance</th>
<th>Action goal</th>
<th>Next/New Performance</th>
<th>Reaction to New performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Discrepancy</td>
<td>Attainment</td>
<td></td>
<td>feeling of success</td>
</tr>
<tr>
<td>(Difference between 2 and 1)</td>
<td>Discrepancy</td>
<td></td>
<td>or failure related to</td>
</tr>
<tr>
<td>(Difference between 3 &amp; 1)</td>
<td></td>
<td></td>
<td>the difference of levels at 3 &amp; 2.</td>
</tr>
</tbody>
</table>

Source:


The level of aspiration presupposes a goal which has an inner structure called by the name of 'ideal goal'.

This goal may be 'too difficult' or 'too easy' for the personal present knowing this, the goal seeker may set his goal at a place for the next action. This is called 'action goal' which is usually taken as a criterion for the 'level of aspiration' for an individual at a given time. This does not mean that the individual has given up his 'ideal goal'. The 'action goal' is within the whole goal structure of the individual. There may be a number of more or less realistic goal levels. The goal may be too high, i.e., dream goal or very low, both are unrealistic for the person.
Difference from the above stated unrealistic category of goals there may be goal or goals lying between the two extremes or may lie near the action goal. The difference between the ideal goal and the action goal is called inner discrepancy. There is another discrepancy between the level of the action goal and the level of expected performance which is known as goal expectation discrepancy. It depends upon 'subjective degree of probability' which the individual holds as the confidence level keeping in view of his/her chances of reaching up to his action goal.

The difference between the level of the new goal and the level of last performance is called goal discrepancy and the difference between the goal level and that of the new performance is called 'attainment discrepancy'. Attainment discrepancy is one of the basis of reaction of point 4. For the dynamics of the level of aspiration, point 2 (setting of level of aspiration) and point 4 (reaction to achievement) are significant. The goal discrepancy is said to be positive if the new level of performance lies above the level of immediate past performance, the goal discrepancy is negative.

The occurrence of events in a level of aspiration situation in time sequence as presented by Bhargava (1972) holds good as related to educational and occupational aspirations also. When a person is aspiring for an occupation for the first time the first event depicting past performance in the above model does not apply to past performance in achieving an occupation aspired for. But, it may apply to the general performance of an individual in other related fields like educational or technical training.
Idealistic/Realistic Vocational Aspiration

As it has been pointed out that the level of aspiration presupposes a goal, viz, ideal goal, this ideal goal is the inner structure of the level of aspiration, the ideal goal may be too easy for the person to achieve or may be too difficult for him. Knowing the ideal goal the goal seeker may set his goal at a place for the next action, this action goal is actually the realistic goal.

The realistic goal is the goal for which the goal seeker is sure to achieve. Contrary to it the realistic goal has been defined as the goal for which the individual is free to choose but is not sure of getting it achieved.

Haller and Miller (1967) indicate that idealistic occupational level of aspiration is the job for which one would choose if he/she is free to choose. Whereas, realistic level of occupational aspiration is the goal for which the individual is really sure that he or she can get it.

Thus, the idealistic vocational aspiration refers to that aspiration which the individual considers best for him/her if he or she is free to choose any vocation. Realistic vocational aspiration is that vocational aspiration for which the individual is sure of getting it without any difficulty.

Operational Definition of Occupational Aspiration -
As it has already been pointed out that the term level of occupational aspiration is 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.

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.
Lawrence and Brown (1976) reported sex differences in career maturity and also pointed out that difference has been operating differentially in different cultures, same finding has also been reported by Osipow (1976).

Pound (1978) has also accepted sex as a predictor of vocational maturity. He has also demonstrated that career maturity operates differentially in different cultures. Same finding has also been reported by Osipow (1976).

Pound (1978) has also accepted sex as a predictor of vocational maturity. He has also demonstrated that career maturity operates differentially in different cultures.

Gupta (1989) conducted an empirical study on Indian sample with regard to the career maturity. She measured the career maturity of subjects employing the Indian adaptation of the Crite's Career Maturity Inventory (CMI, 1978). She reported the main effect of sex on career maturity. Thus, she reported sex as an important predictor of career maturity.

Because of the biological, social, psychological and cultural relevance of sex it was thought that this variable can generate variance upon vocational maturity.
**Hypothesis**

According to Kerlinger (1978) 'Hypothesis is a conjectural statement of the relation between two or more variables. Hypothesis are always in dilative sentence form, and they relates either generally or specifically, variable to variable. 'Stated differently' Hypothesis is a suggested or tentative solution to the problems. And as such, in any scientific inquiry Hypothesis can be framed by two approaches. In the first approach, Hypothesis is framed on the basis of researchers intuition without giving any importance to the previous research finding. Hence, this type of Hypothesis is called a blind Hypothesis. In another approach, Hypothesis is based on the previous finding obtained by other researchers which are directly or indirectly related to the problem, this type of Hypothesis is known as basically derived Hypothesis. The second approach is superior to the first in offering scientific solution.

2.4 **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 setting 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 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.