CHAPTER – III

METHODOLOGY
METHODOLOGY

3.1 Sample :-

Selection of sample becomes an important part of all most inquiries, when the population is large. The selection of a representative sample is done for the purpose of estimating population characteristics. It is an important aspect of research. The essence of sampling is adequate representation of the population to which one wishes to generalize. Because of the large size of many population, it may be either impracticable or even impossible for the investigator to produce statistics based on all members. A small number of subjects actually studied (the sample) can be made to stand for much larger number that might have been studied (the population), provided the former group is chosen appropriately. Thus, a set of data obtained under uniform conditions may be regarded as a sample from same population. If all the members of the population are substantially alike than sampling is more problem. Often however, the researchers believe that different member of the population may stand differently at the outset in respect to the observed partition (the dependent variable) or in readiness to respond to a treatment that will affect the observed partition. In these, it is vital for the researchers to be able to have knowledge of how his sample stands in respect to rest of the population. Obviously, the researcher can't at the outset know how his sample stands in respect to the rest of the population on any variable not yet measured. He can only make out probability of any given difference between the sample and population. Goode and Hatt (1952) pointed out the two main characteristics of a good research sample in behavioural science. These are representativeness and adequacy, representativeness of a sample means that it must include all such
possible characteristics of the population that divide it into mutually exclusive segments. Adequacy of the sample refers to its size. No definite rules have been laid down in relation to the size of a sample. An adequate sample is one that ensures reliable results whatever may be its size.

**Random Sample:**
A random sample is one whose members have been so selected that every member within the population had an equal chance of being included in the sample. A random sample is an unbiased sample. The selector’s own preference, his personal whims and fancies find no place in the selection of the units. Composing a Random Sample: A random sample is also presumed to be representative of the population to which it belongs. Its members are very likely to exemplify the typical characteristics of the population. It is only them that we can make any estimate about a characteristics of the population relevant to the research, from the observed characteristics of the sample.

**The Universe:**
Before drawing a sample, from a population one must unequivocally and precisely defined the specific population from which the sample is to be drawn. A precise definition of the population enable us to include within its sample the members of that population and to exclude non members.

**Stratified Random Sampling:**
This method of sampling requires the universe to be devided into homogeneous subclasses or stratum. Each stratum consists of members who are very much alike or homogeneous, while each stratum is heterogeneous,
that is each one is very different from every other. A random sample within each stratum is then drawn. that is why this type of sampling is called as stratified random sampling.

Stratified random sampling has one great advantage over simple random sampling. Since each stratum is homogeneous, that is, admits of small variation within it, a small sample within each stratum is very likely to be representative of that sub class within the population. The total sample of a much smaller size would then represent the entire population. This would reduce the cost of the study. Further, the stratification of the population is likely to produce more precision than one can achieve from a simple random sample. Stratified random sample requires a more through and detailed knowledge of the population for the stratification to be successful, (Mohican 1984).

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 Occupational Aspiration</td>
<td>Realistic Occupational Aspiration</td>
<td>Idealistic Occupational Aspiration</td>
</tr>
<tr>
<td>High Self-concept</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Lows 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 to assign in each cell according to their stratum. Here, in this study the sampling technique is stratified random sampling.

#### Name of the Schools

1. Shweta Vidya Mandir.
2. Girls School, Katora Talab- Raipur
3. Bharat Mata Vidyalaya, Tatibandh, Raipur
4. Sunder Lal Sharma Higher Secondary School, Sunder Nagar, Raipur
5. J.R. Dani Girls Higher Secondary School, Raipur
7. Govt. Multipurpose Higher Secondary School, Raipur
8. Municipal Higher Secondary School, Mobha Bazar, Raipur
9. Mayaram Surjan Higher Secondary School, Choube Colony, Raipur
10. Govt. High School, University Campus

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 $2 \times 2 \times 2$ 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.
3.2 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?
Taken together, the Attitude scale and the competence test provide both an extensive and intensive inventory of the critical behaviours in mature career decision making and development. Both the parts of CMI, i.e., the attitude scale and competence test have been adopted in Hindi with minor modification in language and item contents to make it suitable for assessing career maturity of Indian school students. The CMI was administered on group basis. The total time to administer the attitude scale was about 30 minutes including distribution and collection of the booklets and for competence test the total administration time required for all the parts was approximately one and half hours including distribution and collection of the booklets. Each part of the test takes about 15 minutes to complete. The CMI is not a time bound test but approximately in group administration two and half hours are sufficient to finish all the items.

In order to provide maximum consistency in scoring, the scoring stencils are prepared for easy and accurate scoring. In both the test attitude scale and competence test the correct responses of each item is visible in the circle of scoring stencil. If marked responses are visible in the circle or scoring stencil, the responses are treated as correct and for one correct response, one (1) mark is assigned. The number of correct responses in the inventory are known as the raw score. An omitted or multiple marked item is treated as wrong response and (0) zero score is assigned to it. This inventory is valid for the students of class 8th, 9th and 10th both girls and boys. 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.

Independent Measures :-

Swatva Bodh Parikshan (A test of self-concept) :-

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.

Description of the test :-

Swatva-Bodh Parikshan is a forty eight item test yielding scores in eight different dimensions of the self-concept and on the total self-concept. Thus, the present test provides eight separate measures of self-concept.

The statements are the simple and declarative about self seeking responses in 'Yes' or 'No'. Responses are obtained on an answer sheet and the test booklet can be used again and again. There is no time for completing the test, but the respondent is advised to complete the test as quickly as possible. Generally, it takes a respondent about 20 minutes to
complete the test. A high score on this test indicates a bright self-concept while a low score shows a poor self-concept.

Table No.- 3.2

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Dimension</th>
<th>Symbolic Name</th>
<th>Item Nos</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Health and Physique</td>
<td>A</td>
<td>9,19,24,27,39,44</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Temperamental Qualities</td>
<td>B</td>
<td>1,10,28,34,45</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Academic status</td>
<td>C</td>
<td>2,3,11,16,25,29,35</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Intellectual abilities</td>
<td>D</td>
<td>4,12,17,20,30,36,46,47</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Habits and Behaviour</td>
<td>E</td>
<td>5,13,31,40,48</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Emotional Tendencies</td>
<td>F</td>
<td>6,14,21,32,41</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Mental Health</td>
<td>G</td>
<td>7,15,22,26,33,37,42</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Socio-Economic Status</td>
<td>H</td>
<td>8,18,23,38,43</td>
<td>5</td>
</tr>
</tbody>
</table>

Instructions for Administration :-

1. Let the respondent be seated in natural class room setting with proper seating arrangements. A batch of 40 students or less can be handled conveniently avoid larger batches.
2. Before the test starts, let all books and note-books be kept inside the desks.

3. Make sure that each respondent has a pen or pencil. A wise tester would in no way influence their examination results or promotion to the next class. Assure them that the responses obtained on the test will be kept secret. Any doubt or question arising about the purpose and use of this test should be answered frankly and honestly.

4. Then distribute reusable booklets "Swatva-Bodh Parikshan " (SBP) and its answer-sheets to the candidate taking the test.

5. Let all the entries on the answersheet be filled in, one by one, make sure that necessary entries are made by everyone.

6. Let the pencils be down.

7. Read about the instructions clearly in a slow speed from the test booklet while the individuals being tested follow you silently ensure that the instructions have been understood all correctly.

8. Invite doubts or queries and remove them before they start to respond to the items of the test.

9. Ask the group to turn over the page and begin to respond to the test. They should read a statement, carefully, if it is true of them, they should encircle "Yes" and if it is not true to them, they should encircle "No" in
no case both "Yes" and "No" should be encircled. Supervise the group and make sure that all have responded correctly.

10. Make sympathetic inquiries from a few, whether they experience any difficulty in responding to the items.

11. If someone needs to know meaning of certain words, he should be told. However, the responses have to be decided independently the candidates themselves.

12. Collect and check the number of test booklets and the answer sheets.

13. Do not forget to thank them when the least is over.

**Scoring :-**
The following scoring system has been given in the manual of the test:

1. Before starting to score answer-sheet, check that no item is answered with two responses, both "Yes" and "No". If there are any such responses they should be ignored and not to be scored.

2. The scoring is to be done with the help of the scoring stencil provided for the purpose.

3. To obtain the score, take the scoring stencil and lay it accurately on the answer-sheet. The four anchoring points (.) at the corners will be found helpful in setting the stencil accurately.
4. Now count the number of marked responses clearly visible through the perforations for each dimension separately. This number is the raw score obtained for specific dimension.

5. Enter the obtained score on a dimension in the score table, provided on the answer-sheet. Take care that score should be entered in an appropriate cell, i.e., cell meant for a specific dimension.

6. Get the total raw score by adding all these scores.

**Psychometric Properties of the test:**

**Table No. 3.3**

**Interpretation of Raw Scores**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Raw Scores</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>20 or below</td>
<td>very poor self-concept</td>
</tr>
<tr>
<td>2.</td>
<td>21 - 26</td>
<td>poor self-concept</td>
</tr>
<tr>
<td>3.</td>
<td>27 - 28</td>
<td>average self-concept</td>
</tr>
<tr>
<td>4.</td>
<td>39 - 44</td>
<td>good self-concept</td>
</tr>
<tr>
<td>5.</td>
<td>45 or above</td>
<td>very good self-concept</td>
</tr>
</tbody>
</table>
Reliability:

Two indices of reliability of the self-concept test were found out. The first was test-retest reliability and the second was the rational equivalence reliability using K - R formula 21.

\[
\text{rtt} = \frac{n\sigma_t^2 - M(n-m)}{2\sigma_t^2 (n-1)}
\]

Where \( n \) = number of items in the test.

\( m \) = mean of the scores.

\( \sigma \) = S.D.of the scores.

These indices are given in the table.

**Table No. 3.4**

Reliability of the test

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Methods</th>
<th>N</th>
<th>Reliability Coefficient</th>
<th>S.E.of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Test - Retest</td>
<td>100</td>
<td>.733</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Rational equivalence</td>
<td>765</td>
<td>.761</td>
<td>3.06</td>
</tr>
</tbody>
</table>
Reliability coefficients of the eight dimensions of the self-concept test reported in Table No. 3.2 are given below:

Table No. 3.5
Reliability of Test Dimensions

<table>
<thead>
<tr>
<th>Sub-Test</th>
<th>No. of Equivalence (N=765)</th>
<th>S.E.M.</th>
<th>Retest (N=100)</th>
<th>Rational (N = 765)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension - A</td>
<td>6</td>
<td>.624</td>
<td>.315</td>
<td>0.27</td>
</tr>
<tr>
<td>Dimension - B</td>
<td>5</td>
<td>.647</td>
<td>.358</td>
<td>0.18</td>
</tr>
<tr>
<td>Dimension - C</td>
<td>8</td>
<td>.398</td>
<td>.208</td>
<td>0.35</td>
</tr>
<tr>
<td>Dimension - D</td>
<td>7</td>
<td>.632</td>
<td>.248</td>
<td>0.28</td>
</tr>
<tr>
<td>Dimension - E</td>
<td>5</td>
<td>.529</td>
<td>.341</td>
<td>0.22</td>
</tr>
<tr>
<td>Dimension - F</td>
<td>5</td>
<td>.497</td>
<td>.047</td>
<td>0.23</td>
</tr>
<tr>
<td>Dimension - G</td>
<td>7</td>
<td>.307</td>
<td>.292</td>
<td>0.36</td>
</tr>
<tr>
<td>Dimension - H</td>
<td>5</td>
<td>.713</td>
<td>.314</td>
<td>0.19</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dimension-wise rational equivalence reliability are low perhaps because the number of items in each dimension is small.

Validity :-

The problem of validation at the present test is not simple, since the appropriateness of behavioural and other criteria outside the self can be questioned. Thus, its validity cannot be established in a short time. Evidences of validity of a test accumulate with its use in varied situations over a period of time. The self-concept is a test of personality and the most pertinent question about the validity of such a test is "What does it measure?". Therefore, the elements of the validity of a test are always built in the process of test-development. In the development of this test, the authors constantly fixed their attention on the construct that was to be measured by the items of the test. It can be very well gathered from the perusal of test items that each of them purports to find out how does the adolescent see himself; what is his conception of his own behaviour and habits, health and physique, intellectual abilities, academic status etc.? Hence, on the face of it, the test appears to be a test of self-concept.

Guilford has very rightly observed that the best answer to the question,"what does this test measure?" is in the form of a list of factors with which it correlates and their proportions of variances in the test. This kind of validity is called factorial validity.
Occupational Aspiration Scale:

The occupational aspiration scale is constructed and standardized by Hasan and Shukla (1998). Conceptually occupational aspiration 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.
प्रश्न - क्लीनर ईसाफ-सफाई करने का तरीका क्या है?

1. क्लीनर
2. फिल्टर रुप से सेटर ओपेरेटर
3. कॉड वितारण अभिकारी
4. रबर मोहर
5. मोटर कार निम्नवी
6. होटल रिपेसनिट
7. कैशियार
8. टेलीफोन इंज्यू
9. प्रो-फ्लॉट इंजि इंजिनियरिंग
10. अंतरराष्ट्रीय अंतराल

प्रश्न - क्या आप निर्देशों को अयोग्य करने वाले के लिए चित्र जापेमा?

1. केन कटर
2. बायर्लर बनाने वाला
3. सांकेतिक विदेश
4. बटर बेल्बन सामान
5. बेड कटर
6. आइलॉक बनाने वाला
7. डेथर निस्ऱ्ट
8. यात्री
9. समराइ क्लासेक
10. डी. भी. बी. इंडियोट
In order to assess the idealistic level of aspiration the subjects are asked to choose the occupation for which he is free to choose any of the given occupations.

For assessing the realistic level of occupational aspiration. The subjects are asked to choose the occupation for which they are sure of getting it.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Idealistic level of Occupational Aspiration</th>
<th>Realistic level of Occupational Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>of the jobs listed in this question which one would choose if you were FREE TO CHOOSE ANY of them you wished.</td>
<td>of the jobs listed in this question, which is the BEST ONE you are REALLY SURE GET when your SCHOOL TNG IS OVER</td>
</tr>
<tr>
<td>2.</td>
<td>No. of items = 8 occupations of various prestige values contained in each item = 10.</td>
<td>No. of items = 8 occupations various prestige values contained in each item = 10.</td>
</tr>
</tbody>
</table>

Administration: -

The Occupational Aspiration Scale (OAS) can be administered in a group testing situation. The items are prefaced by a set of written instructions, which the tester reads over with the group at the beginning of the test period. These instructions and the first item are reproduced below:
Scoring Instructions:

All the items are scored in the same way. There are ten alternatives for each question only one alternative may be checked.

Weighted scores have been calculated in the basis of the social standing of the occupations.

This scores for each alternative are as follows:

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
Norms:

Norms have been determined by administering the school to 735 class 10th students belonging to different age and sex residential and cultural groups.

Percentile rank with respect to grade was determined.

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Norms for class 10th students</th>
</tr>
</thead>
<tbody>
<tr>
<td>99</td>
<td>74</td>
</tr>
<tr>
<td>90</td>
<td>73</td>
</tr>
<tr>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>75</td>
<td>66</td>
</tr>
<tr>
<td>70</td>
<td>60</td>
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<td>60</td>
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<td>20</td>
<td>44</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>05</td>
<td>30</td>
</tr>
</tbody>
</table>

Mean = 52.15  S.D. = 7.44
Reliability and Validity

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.

3.3 DESIGN

The main purpose of any sound research is to control variance so as to arrive at scientific answers to the research problems by way of empirical verification of the hypothesis. As stated by Kerlinger (1978) research design is said to be a controlled mechanism. It helps the researcher in collecting disciplined data. Kerlinger (1978) also pointed out that research design is the data discipline. It is a blueprint of the research engineers. The statistical principle that helps the design to maintain its dignity as a controlled mechanism is the principle of "Max con Min". The "Max" part of this principle, guides the researcher to maximize the 'systematic variance' by way of varying independent variables to such levels.
that the variations stand too apart from each other. The second part, namely 'con' guides the researcher for 'control over all such extraneous variables' that the potential enough to influence the dependent variable scores. The minimum part instructs the investigator to try his/her level best to minimize the 'error variance' by way of execution of the proper control over the independent and extraneous variables and by way of accuracy and objectivity in the measurement of the dependent variable.

Keeping in view the principles of a good research design and the nature of the problems and hypotheses under condition in the present study, 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 controlled 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 as applied to ex post facto scientific inquiry are utilized.
3.4 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.