Introduction
CHAPTER I

INTRODUCTION

“It was believed that within the individual were forces that could be stimulated and guided towards goals beneficial to both the individual and the world community” (Gibson & Mitchell, 1995). Thus the vocational education is the most essential in today’s life.

- Dr. Kalam

1.1 INTRODUCTION

Among the many needs that human beings seek to fulfill, need for career planning is the most basic. It is in guiding and nurturing of human potential especially during the growing years that the foundation of healthy growth and development for entire life is laid. Throughout the history of human kind, there has been the urge and the concern to develop human abilities and demonstrate skills. The historic origin of “developing one’s potential” can be traced back to early Grecian societies which emphasized developing and strengthening individuals through education so that each could fulfill a role reflecting the greatest potential of individual and the society.

Choosing a career is an important aspect of life. The foundation stone of career building is laid down by the career you choose. In the past, most of the people completed their studies and then decided about their career. But the present generation has started making career moves well before completing their school education. Career choice will probably affect an individual’s eventful life-style more than any other choices he/she makes. The influence of job touches many facts of life, shaping our values, attitudes, and habits. In a world dominated by cut-throat competition, making right career choice in the beginning is very important. There is definitely a need that one should go through a
process which will enlighten and inform the individual with respect to the various career options. In this process, the individual will also discover his or her own abilities which are very important parts of any career decision.

The importance of career planning in today’s world is growing in complexity. Recent changes in socio-political systems, worldwide economic crisis, unemployment and other factors like social and geographical mobility of people, rapid industrialization, scientific and technological advancements have also brought about immense changes in the life styles of people making it difficult for them to cope with complex demands.

Vocational education is not new in Indian Philosophy in general and in the educational process in particular. In ancient time, jobs were few and less specialized. Jobs passed from father to son without any keen competition from outside forces. But with the impact of democracy in India, there is the explosion in the aspirations among the people. There seems to be an imbalance in the means ends equilibrium in man’s planning for himself. Perhaps the citizens of this country believe in deficit planning as does its government. Planned education is basic to the vocational organization of any country. That is done in two ways - either educate and train the people for different vocations according to man power needs of those vocations (here employment potentiality of the vocation is surveyed in advance) or create jobs and employment avenues according to the aspirations of the people. But both the ways are unsatisfactory. The former is the communistic approach where individual has no worth in the face of the state. The latter is merely fantastic and cannot be practiced. The only way to get out of the dilemma is to actually find out actually as to what does a man want from his vocation - money, fame, power or comfort etc, and try to make the vocations capable of fulfilling those needs.

1.2 POLICIES RELATED TO VOCATIONAL CHOICES

Vocational choice is a challenge for a modern student. The system so deep rooted in our philosophy flourished through the mode of Guru – Shishya or Father – Son tradition. Work was considered important for life and education. Education became bookish with the introduction of formal education. It prepared the student for white collar jobs. By the time the students are in a college they get concerned about their future, vocations and activities. There are no provisions for manual work in general education.
This was pointed out in Wood’s Education Despatch in (1854). The Despatch contemplated introduction of pre-education at the secondary stage. Similar recommendations were made by various committees and commissions on Indian education constituted before and after independence. In the post independence period, there has been a series of committees and commissions that went into the questions of reforms in education. The Radha Krishnan Commission (1948) emphasized the need to give a vocational bias to the courses of education to meet a variety of needs of our young men and women, while retaining the emphasis on preparation for university education. The recommendations of the Kothari Commission (1966) recognizing the view of Rabindranath Tagore, Mahatma Gandhi, Zakir Hussain on the patterns/system of education and its ineffectiveness for the majority of the school going population, emphasized the need for integrating education with work, to give a strong vocational bias to secondary education. The National Education Policy 1986 gave a new impetus to vocational education at the higher secondary stage and emphasized the need for pre-vocational education at the secondary stage of education.

1.3 NATIONAL PERSPECTIVE ON VOCATIONAL DEVELOPMENT

In the late 1980s, many of the ideas introduced by these career development pioneers were incorporated into the National Career Development Guidelines, a federal project combining the efforts of several government agencies and professional associations. The Guidelines describe competencies individuals should have in order to plan and manage a career. They are developmental; competencies are provided for different age groups and are organized around them similar to those suggested by Persons: self-knowledge, educational and Occupational exploration and career planning. The Guidelines are discussed in detail later.

The Guidelines are divided into four sets of competencies and indicators: elementary school, junior high/middle school, high school, and adult.

Each of these developmental levels is divided into the domains of self-knowledge, educational and occupational exploration, and career planning. The following chart provides an overview of the competencies.
<table>
<thead>
<tr>
<th>Career Development Competencies by Area and Level</th>
<th>ELEMENTARY</th>
<th>MIDDLE/JUNIOR HIGHSCHOOL</th>
<th>HIGH SCHOOL</th>
<th>ADULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Knowledge</td>
<td>Knowledge of the importance of self-concept.</td>
<td>Knowledge of the influence of a positive self-concept.</td>
<td>Understanding the influence of a positive self-concept.</td>
<td>Skills to maintain a positive self-concept.</td>
</tr>
<tr>
<td></td>
<td>Awareness of the importance of growth and change.</td>
<td>Knowledge of the importance of growth and change.</td>
<td>Understanding the impact of growth and development.</td>
<td>Understanding developmental changes and transitions.</td>
</tr>
<tr>
<td>Educational and Occupational Exploration</td>
<td>Awareness of the benefits of educational achievement.</td>
<td>Knowledge of the benefits of educational achievement to career opportunities.</td>
<td>Understanding the need for positive attitudes toward work and learning.</td>
<td>Skills to enter and participate in education and training.</td>
</tr>
<tr>
<td>Career planning</td>
<td>Awareness of the relationship between work and learning.</td>
<td>Understanding the relationship between work and learning.</td>
<td>Skills to locate, evaluate, and interpret career information</td>
<td>Skills to participate in work and lifelong learning.</td>
</tr>
<tr>
<td></td>
<td>Skills to understand and use career information.</td>
<td>Skills to locate, understand, and use career information.</td>
<td>Skills to locate, evaluate, and interpret career information.</td>
<td>Skills to locate, evaluate, and interpret career information.</td>
</tr>
<tr>
<td></td>
<td>Awareness of the importance of personal responsibility and good work habits.</td>
<td>Knowledge of skills necessary to seek and obtain jobs.</td>
<td>Skills to prepare to seek, obtain, maintain, and change jobs.</td>
<td>Skills to prepare to seek, obtain, maintain, and change jobs.</td>
</tr>
<tr>
<td></td>
<td>Awareness of how work relates to the needs and functions of society.</td>
<td>Understanding how work relates to the needs and functions of the economy and society.</td>
<td>Understanding how societal needs and functions influence the nature and structure of work.</td>
<td>Understanding how the needs and functions of society influence the nature and structure of work.</td>
</tr>
</tbody>
</table>

1.4 INTERNATIONAL PERSPECTIVE ON VOCATIONAL DEVELOPMENT

International Perspective on the vocational education is a comprehensive term embracing aspects of educational process in addition to general education. The key of success of vocational education is efficient interaction between education and productive work. Vocational education is gaining popularity in the age cohort of 16-19 in several developed and developing countries.
There are many evidences that countries with well established career planning and counseling programmers have found such services helpful for students at school stage in deriving maximum benefit from the complex range of educational and vocational choices available in schools. (Watts, 1998)

The services are gaining importance in today’s world which is growing in complexity. Recent changes in socio-political systems, worldwide economic crisis, unemployment and other factors like social and geographical mobility of people, rapid industrialization, scientific and technological advancement have also brought about immense changes in the styles of people making it difficult for them to cope with complex demands. Education and training providers also appreciate the relevance of organizing their programmers according to the needs of the learners and employers who are being helped in finding employees according to their requirements. Guidance has thus come to resources in almost all spheres of life and is helping to achieve the wider national and social objectives. (Watts 1996)

The choice of proper vocation starts during school time itself. Many studies have been carried out to explore the vocational preferences of students and they have established that student’s vocational preferences are not vague or random. Studies made by Terman and Miles (1936), Carter and Strong (1933), Yum (1942), Kuder (1939), and Traxler and Mc call (1942) are important.

1.5 EMPLOYMENT & UNEMPLOYMENT SCENARIO IN HARYANA

‘Youth Employment-Unemployment Scenario 2012-13’ was reported by Labour Bureau, Chandigarh. It comprises the labour force estimates for specific age groups representing “Youth” based on various approaches to measure Employment & Unemployment scenario in Haryana.

The main findings of the survey are as follows:

• Labour Force Participation Rate (LFPR) is estimated to be 31.2, 47.3 and 39.5 per cent respectively among age groups 15-24, 18-29 and 15-29 under UPS (usual principal status) approach.
• Worker Population Ratio (WPR) is estimated to be 25.5, 41.2 and 34.2 per cent respectively among age groups 15-24, 18-29 and 15-29 under UPS approach.

• Unemployment Rate (UR) is estimated to be 18.1, 13.0 and 13.3 per cent respectively among age groups 15-24, 18-29 and 15-29 under UPS approach.

• Based on the survey results, majority of the persons employed under the age group 15-29 years are either self-employed or casual worker.

• Based on usual principal status approach for the age group 15-29 years, 41.3 per cent employed persons are self-employed followed by 34.7 per cent under casual worker category and remaining 24.0 per cent under wage/salaried employee and contract category worker classification.

• The survey results show that with increase in education level, the unemployment rate is also increasing for all age groups viz. 15-24 years, 18-29 years and 15-29 years.

• Every 1 person out of 3 persons who is holding a degree in graduation and above is found to be unemployed based on the survey results under the usual principal status approach for the age group 15-29 years.

• In rural areas the unemployment rate among graduates and above for the age group 15-29 years is estimated to be 36.6 per cent whereas in urban areas the same is 26.5 per cent.

• The unemployment rate among the persons who can't read and write any language or are considered as "not literate" as per the survey is lowest with 3.7 per cent for the age group 15-29 years at All India level.

• The different approaches are used in a survey - usual principal status (UPS) approach, usual principal and subsidiary status (UPSS) approach, current weekly status (CWS) approach and current daily status (CDS) approach. The estimates of LFPR, WPR and UR under different approaches at Haryana level.
1.6 EMPLOYMENT & UNEMPLOYMENT SCENARIO IN INDIA

In India, due to the agrarian sector with seasonal operations, time disposition and availability for work have been the criteria for measuring employment. The accepted method of measuring employment is the usual status. Reliable estimates of employment/unemployment are generated through National Sample Survey. This report is based on the employment and unemployment survey conducted from 68th round of NSS during July 2011 to June 2012. The survey was spread over 12,737 FSUs (7,469 villages and 5,268 urban blocks) covering 1,01,724 households (59,700 in rural areas and 42,024 in urban areas) and enumerating 4, 56,999 persons (2, 80,763 in rural areas and 1, 76,236 in urban areas). Four different estimates of the labour force indicators have been obtained based on the three approaches (viz. usual status approach, current weekly status approach and current daily status approach) adopted in the survey for classification of the population by activity statuses. These are termed as labour force indicators in usual status (ps) (i.e. usual status taking principal activity only), usual status (ps+ss) (i.e. usual status taking principal and subsidiary activities together), current weekly status (CWS) and current daily status (CDS). The reference period for usual status approach is 1 year, for current weekly status approach is 1 week and that for current daily status approach is each of the 7 days preceding the date of survey. The labour force indicators measured in usual status and current weekly status are in persons and those in current daily status are in person - days. Unless otherwise stated, workers will mean workers in the usual status (ps+ss). Some of the key results at the all-India level for the period July 2011 - June 2012 as obtained from the employment and unemployment survey of NSS 68th round are stated below:
Employment Unemployment Indicators in different approaches

Table: employment and unemployment indicators (per 1000) at a glance

<table>
<thead>
<tr>
<th>Indicators</th>
<th>all-India</th>
<th>NSS 68th round (July 2011 – June 2012)</th>
<th>age: all ages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
<td>Rural+Urban</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Person</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>LFPR</td>
<td>547</td>
<td>181</td>
<td>368</td>
</tr>
<tr>
<td>WPR</td>
<td>535</td>
<td>176</td>
<td>359</td>
</tr>
<tr>
<td>PU</td>
<td>12</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>UR</td>
<td>21</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>LFPR</td>
<td>553</td>
<td>253</td>
<td>406</td>
</tr>
<tr>
<td>WPR</td>
<td>543</td>
<td>248</td>
<td>399</td>
</tr>
<tr>
<td>PU</td>
<td>10</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>UR</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>LFPR</td>
<td>545</td>
<td>215</td>
<td>383</td>
</tr>
<tr>
<td>WPR</td>
<td>526</td>
<td>207</td>
<td>370</td>
</tr>
<tr>
<td>PU</td>
<td>18</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>UR</td>
<td>33</td>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td>LFPR</td>
<td>534</td>
<td>180</td>
<td>361</td>
</tr>
<tr>
<td>WPR</td>
<td>504</td>
<td>169</td>
<td>340</td>
</tr>
<tr>
<td>PU</td>
<td>29</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>UR</td>
<td>55</td>
<td>62</td>
<td>57</td>
</tr>
</tbody>
</table>

**Labour force participation rate (LFPR):** LFPR is defined as the number of persons/person-days in the labour force per 1000 persons/person-days.

**Worker Population Ratio (WPR):** WPR is defined as the number of persons/person-days employed per 1000 persons/person-days.

**Proportion Unemployed (PU):** It is defined as the number of persons/person-days unemployed per 1000 persons/person-days.
**Unemployment Rate (UR):** UR is defined as the number of persons/person-days unemployed per 1000 persons/person-days in the labour force (which includes both the employed and unemployed).

Source: NSS 68th round (July 2011 – June 2012) all India

1.7 GLOBAL EMPLOYMENT/UNEMPLOYMENT SCENARIO

Global Employment Trends 2012 from International Labour Office – Geneva (ILO)

The world enters the year 2012 facing a serious jobs challenge and widespread decent work deficits. After three years of continuous crisis conditions in global labour markets and against the prospect of a further deterioration of economic activity, there is a backlog of global unemployment of 200 million – an increase of 27 million since the start of the crisis. In addition, more than 400 million new jobs will be needed over the next decade to avoid a further increase in unemployment. Hence, to generate sustainable growth while maintaining social cohesion, the world must rise to the urgent challenge of creating 600 million productive jobs over the next decade, which would still leave 900 million workers living with their families below the US$2 day poverty line, largely in developing countries.

![Figure 8. Global employment trends: Different scenarios](source)
Under such a scenario, investment growth could resume more strongly, helping to accelerate job creation. To the extent that global investment shares increase by an additional 2 percentage points up to 2016, this would close the employment gap that was opened by the crisis and allow unemployment to decline to levels seen prior to the crisis (see boosting investment scenario, long dashed line, in figure 8). Unemployment rates would trend downward – instead of the current stagnation – and could reach pre-crisis levels before the end of 2013. At the same time, with most unemployed people looking for jobs in advanced economies, this reduction would lead to a substantial expansion of gainful employment and an ensuing increase in market incomes and aggregate demand, providing further stimulus to the global recovery.

1.8 FACTORS RESPONSIBLE FOR VOCATIONAL CHOICES

All agree that men tend to be more interested in physical activity, mathematical and scientific matters, politics and selling etc. Preference for art, music, literature, clerical work, and teaching for social work is more characteristic of women. There is a good consistency in their preferences and it may be hoped that they would prefer those vocations if they have a choice to do so. Now a question arises as to why do adolescents prefer one vocation rather than the other? What are the motives for preferring a vocation?

It has been found that human motives for doing a work are numerous such as needs, interest, sex, attitude, temperament, self-concept, intelligence, socio-economic status etc. All these are individual centered motives. On the other hand some other occupation – centered factors like wages, security, and advancement, hour of work, supervisors, co-workers and holidays are important incentives for vocational choices. For an individual researcher, it would be rather unmanageable to study the role of all of them. The investigators, therefore, chose five categories of motives viz. intelligence, self-concept, socio-economic status, vocational interest and values because they have been considered five important factors in vocational choice. It is often felt that students must understand their abilities and then relate them to their circumstances and environmental conditions before they make any final decision with regard to their vocation or the field in which they want to work.
**Values**

Values play an important role in the choice of a career. With the change in global and local markets and the emergence of new types of careers which are values-driven, individual values (i.e. citizenship behaviors, altruistic standards, and helping activities) seem to have a growing effect on decisions people make about significant choices in their lives such as the choice of a career. Recent theories and researches show that it is expected that values may lead to career choices in early stages of vocational search, but career choices and development may also affect one’s values during the training process.

Cultural, work-related & individual values influence career choices, decisions, and development. Brown (2002) proposes an inclusive theory of occupational choice based on values, noting that "there is considerable diversity within the values systems of people from the same cultural groups and extensive overlap in the cultural values held by people from different cultural groups.” He presents research findings supporting several propositions about the role of values in career choice, success, and satisfaction, including differences between people with individualistic and collective social values.

**Intelligence**

“Intelligence is general mental adaptability to new problems and new situations of life. It is the capacity to re-organize one’s behavior patterns so as to act more effectively and more appropriately in novel situation”. Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment. So the God gifted child has interested only in one subject or one direction.

**Self-concept**

Self-concept is defined as the total of a person’s perceptions about his physical, social and academic competence. A recurring theme is that an individual chooses an occupation which permits him / her to function in a role consistent with his / her self-concept.

Lawrence and Brown (1976) and Pond (1978) reported that the self-concept has different relationship with career maturity for different race and sex groups.
Socio-economic status

The community as well as socio-economic status plays a forceful role in the life of the individual in career choices and their planning. Studies show that Indian child rearing practices, family structure, caste, belief in metaphysical forces and fate, family structure (joint vs. nuclear family), family occupation and the gender of the hierarchical social organization and value systems promote interdependence, and independent decision in his/her career choices.


1.9 STATEMENT OF THE PROBLEM

The problem selected for the purpose of the present investigation is “Psycho-Socio Correlates of the Vocational Choices of Adolescents”

1.10 OPERATIONAL DEFINITIONS

In the modern age of science and technology, hundreds of vocations have been thrown open to an individual. The choice of a right vocation is becoming difficult in these days. Adolescence is the period when a major turning takes place in the life of a student because the career will depend upon the subjects selected at this level

Psycho :- Psychology can be defined with two words psyche + logos. It means study of the mind or science of the mind. There are many factors- Intelligence, self-concept, personal values and interest. “Intelligence is the composite ability of a person. In simple words, it is basic innate ability or capacity of our mind. It consists of an individual’s those mental or cognitive abilities which help him in solving his real life problems. “Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.” According to Wechsler, Self-concept is the person’s perceptions, beliefs, attitudes, and feelings 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, temperamental
qualities, mental health, emotional tendencies and socio-economic status. The meaning of such term ‘Values’ is multiple and complex. But the investigator has used the term in the sense in which Allport, Vernon and Lindzey have used in their test of values. It is defined as “A value is a concept of the desirable ends, goals, ideas, or modes of action which makes human behaviour selective.” Values are (a) concepts or beliefs, (b) about desirable end states or behaviors, (c) that transcends specific situations, (d) guides selection or evaluation of behavior and events, and (e) are ordered by relative importance.

**Socio**: Socio consists caste and socio-economic status. Societies have developed two types of status – the ascribed and achieved. The **ascribed status** is the recognition which a society gives to a person because of his position. It is assigned to individuals without any reference to their abilities or innate differences. Thus it can be predicted and ascertained since birth. The **achieved statuses** are those requiring special qualities although they are not necessarily limited to them. They are not assigned to an individual since birth but are left open to be filled through competitions and individual efforts. Socio-economic status (SES) is an economic and sociological combined total measure of a person’s work experience and of an individual’s or family’s economic and social position relative to others, based on income, education, and occupation. When analyzing a family’s SES, the household income earners’ education and occupation are examined, along with the combined income, in relation to an individual.

Socio-economic status is typically broken into three categories - high SES, middle SES, and low SES to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education and occupation) can be assessed.

**Correlates**: Relationship between vocational interest and psycho-socio factors like intelligence, self-concept, socio-economic status and personal values.

**Vocational Choices**

The term ‘Vocational Choices’ is a composite of ‘Vocational’ and ‘Choices’. Since the advent of guidance, these terms have been variably defined to suit specified purpose. Almost synonyms of Vocational are professional, occupational, concerning job etc. and of Choices are interests, preference, likes etc. The microscopic discriminations
are beyond the comprehension of intermediate students – sample of the study. Hence functional definition emerges as – Vocational Choice is a choice of a person for a vocation or few vocations out of several, in which he has interest or which he would like to pursue when opportunity is provided to him. It is a selective process for a few vocations, professions, occupations out of several available.

**Adolescence:** Adolescence is a formative stage of life. The boys and girls from about 13 to 19 years of age come under this category. Here the term ‘Adolescent’ means adolescent in the school.

**1.10 OBJECTIVES OF THE STUDY**

The investigator sets forth the following objectives:

- To study the vocational choices stream wise – Arts, Science and Commerce.
- To measure the intelligence of the adolescents.
- To study the values and self concept of adolescents.
- To study the socio economic status of adolescent
- To study the self concept of adolescent girls and boys.
- To study the relationship of intelligence with vocational choices.
- To study the relationship of values and self-concept with vocational choices.
- To study the relationship of socio economic status and vocational choices.

**1.11 HYPOTHESES OF THE STUDY**

The following hypotheses of the study are constructed by the investigator:

- Adolescents differ significantly in their vocational choices stream wise - Arts, Science and Commerce.
- Adolescents differ significantly in their value patterns stream wise - Arts, Science and Commerce.
- Adolescents differ significantly in their intelligence level category wise – Superior, Bright and Average intelligence.
• Adolescents differ significantly in their self-concept category wise – High, Moderate and low self-concept.

• Adolescents differ significantly in their socio-economic status category wise – Upper class, Middle class and Lower class.

• There is significant relationship between values and vocational choices of adolescents.

• There is significant relationship between intelligence and vocational choices of adolescents.

• There is significant relationship between self-concept and vocational choices of adolescents.

• There is significant relationship between socio-economic status and vocational choices of adolescents.

1.12 DELIMITATIONS OF THE STUDY

The usefulness of the study is restricted because of the following limitations:

• The study is confined to urban and rural schools from Rewari district.

• The study was limited to 10+1 and 10+2 students.

• The study has been delimited with respect to content and sample. The study has been done on ten values i.e religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family, health values and three areas of socio-economic status, i.e. upper class, middle class, lower class and three areas of intelligence, i.e. superior, bright, average intelligence and three areas of self-concept, i.e. high, moderate, low self-concept.

The study has been delimited to the following ten areas of vocational choices:

(1) Physical Science (6) Persuasive work
(2) Biological Science (7) Linguistic work
(3) Computational work (8) Humanitarian work
(4) Business (9) Artistic work
(5) Executive work (10) Music
1.13 JUSTIFICATION OF THE STUDY

Selection of career and setting in it is an important task and a source of personal gratification. In the modern age of science and technology, hundreds of vocations have been thrown open to an individual. The choice of a right vocation is becoming difficult in these days. Adolescence is the period when a major turning takes place in the life of a student because the career will depend upon the subjects selected at this level. On the recommendation of National Policy on Education 1986, school curriculum after the 10th class has been diversified into academic and vocational streams. The educational and vocational decisions at this stage pave the way for future decisions to be taken by any individual in the world of work. Any wrong decision of vocational choice due to pressure of the family or from indecisiveness on the part of adolescent can block his/her growth and development in future. Therefore, it was considered relevant to study this aspect namely vocational choice among adolescents. Intelligence implies mental ability of an individual.

The understanding of vocational world is vital for students as it enables them to review their career decisions in the light of their potential. For proper guidance in the selection of courses of studies as well as in occupation, intelligence, personal values, self concept, socio economic status and vocational interest play an important role. If a person enters an occupation which requires these factors more than what he has, he/she will find himself/herself unsuitable for the type of work. The same difficulty will occur with individual whose factors are greater than what his/her work requires. S/he faces dissatisfaction and lack of competitive spirit in her/his job. The close relationship of these factors in vocational choice and satisfaction establishes the importance in guidance and education. Therefore, for the selection of a particular course of studies as well as in occupation, these factors are required.

So, the investigator has a keen interest to know about vocational choices. The investigator wants to know the relationship about adolescents’ vocational choices with their intelligence, self-respect, socio-economic status and values.
The study will help in framing and improving the curriculum. If some light can be thrown on the relationship between these variables, it will be of some assistance in guiding the students and in preparing them for the world of work.

The study may also be helpful for parents. They will know about the values pattern, intelligence, self-concept of their children and help them in selecting the proper vocation, in their proper adjustment and wholesome development.

Moreover, a number of studies are available on the subject in abroad as well as in our Indian context. A good number of studies have been conducted on career maturity, vocational choices, occupational preferences and job likings on the basis of various background variables like intelligence, values, self-concept and socio economic status. As far as the knowledge of the present investigator is concerned, no systematic studies have been conducted on this topic in Haryana state.

So, keeping in view this importance and necessity with the demand of time, the investigator is keenly motivated to take the present problem for this study.

1.14 ORGANIZATION OF THE CHAPTERS

The study has been organized under six chapter.

Chapter – 1 Introduction

Chapter – 2 Review literature

Chapter – 3 Methodology

Chapter – 4 Presentation, Analysis and Interpretation of the Data

Chapter – 5 Findings, Educational Implications, Limitations and Suggestions

Chapter – 6 Summary