CHAPTER V

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SUMMARY AND CONCLUSION

5.1 INTRODUCTION :-

Vocational aspiration has been defined as orientation towards vocational goal (Haller and Miller, 1963). It is special instance of the concept level of aspiration. Its special nature consists only in the continuum of difficulty. This continuum of difficulty is vocational hierarchy that can be operationally determined on the basis of rank ordering of representative occupations representing all level from day to day labor to top executive. Thus social standing of each profession is different.

In the present study two types of vocational aspirations, viz., idealistic vocational aspiration and realistic vocational aspiration, have been studied. Idealistic vocational aspiration refers to that aspiration which the individual considers best for him/her if he/she is free to choose any vocation. Realistic vocational aspiration is the aspiration for which the individual is sure to getting it without difficulty.

A number of factors related to vocational aspiration such as Geographical area (Urban / Rural) (Grewal, 1930; Anderson, 1933; Bell, 1938; Sisson, 1941; Miller & Haller, 1964; Donal, 1971; Joshi, 1971; Desai, 1974), Intelligence (Witty & Lehman, 1931; Grace, 1931; Sparling, 1933; Wrenn, 1935; Super, 1952; Border, 1954; Wrenn, 1955; Minor & Neel, 1958; Getzel & Jackson, 1960; Super & Overstreet, 1960; Muthayya, 1962; Perrone, 1964; Joshi & Shrivastava, 1964; Pal, 1968; Harnett, 1969;

Although certain personality characteristics of high and low occupational aspiration groups have been studied e.g.- Vocational
aspiration and adjustment (Gruen, 1945; Small, 1953; Andrew, 1973), Vocational aspiration and n-Achievement (Sandhu, 1981; Tseng, 1971; Mahon, 1950; Robinson, 1964), Vocational aspiration and frustration (Scott, 1972; Scheller, 1973; Yoshido, 1971; Glick, 1963, 1964, 1965; Rutkin, 1974), Vocational aspiration and economic stability (Chronister & Krsta, Weterson, Brita & Brown, 2004), Vocational aspiration and self-determination (Lyon, Dawn & Woodward, Alison, 2004), Vocational aspiration and goal directed action (Richard & Valach, Ladislav, 2004), Vocational aspiration and career goal (VanLevan, Patricia, 2004), Vocational aspiration and educational gospel (Grubb, Marvin, Norton & Lazerson, 2005); no systematic effort has yet been made to employ a paradigmatic approach in investigating the personality characteristics of high and low vocational aspirers.

Several psychologists have stated that Eysenck was the only researcher who established the scientific paradigm of personality structure and functioning in which biological and sociological aspects of human behaviour have been focused. Therefore, in the present study the dimensions of Eysenck model. Eysenck (1947) labeled as Extraversion–Introversion and Neuroticism–Normal (Stability) has been used as independent variable to trace out the psychological basis of the vocational aspiration because they are statistically independent of each other. Eysenck also explained their physiological basis in his model.

The third personality dimension of Eysenck’s model labeled as psychoticism, has not been included in the present study because it is
related to the male sex hormones or maleness and it is very difficult to find out such a sample of adolescents which are high on psychoticism because of its biological and developmental reasons. Psychoticism is not properly and normally developed in the population of 14 to 17 years old adolescent subjects.

The fourth dimension of personality as labeled by Eysenck is intelligence. This dimension is also not included in the present study as the positive and sizeable relationship between vocational aspiration and intelligence has already been established (Super & Overstreet, 1960; Prenter & Stewart, 1972; Gaur & Mathew, 1974).

Since the dimensions of psychoticism and intelligence are not included in the Junior Eysenck’s Personality Inventory (JEPI) which is the only personality inventory in Hindi for measuring the personality of adolescents subjects. The dimensions of psychoticism and intelligence of Eysenck’s model have been excluded in the present study.

Keeping in view to the above mentioned facts only two independent personality dimensions of Eysenck’s model viz., extraversion and neuroticism have been used as independent variable in the present study to examine their relationship with vocational aspiration.

As the ability to differentiate among job titles on vocationally relevant variables cognitive differentiation have been shown to be of greater importance in career psychology (Bodden, 1969, 1970; Bodden & Klein, 1972, 1973; Bodden & James, 1976; Haase, Reed, Winer & Bodden, 1979). Although the vocational aspiration is the first stage in the process
of vocational choice; no attempt has yet been made to relate the cognitive
differentiation and vocational aspiration.

So, the purpose of the present study is to investigate empirically
whether personality dimensions (extraversion and neuroticism) and
cognitive differentiation independently and/or in interaction with each
other, can account for differences in vocational aspiration of class X
adolescent male students or not?

An attempt has been made in the present investigation to see how
far personality dimensions (extraversion and neuroticism) and cognitive
differentiations independently or in the interaction with each other do play
their role in influencing the vocational aspiration under the title 'Vocational
aspiration as a function of personality dimensions and cognitive
differentiation of careers'.

5.2 PROBLEMS AND HYPOTHESES :-

In the light of above mentioned discussion the following problems
have set forth to seek their scientific solution.

(i) Is cognitive differentiation of career capable of creating differential
variance in vocational aspiration?

(ii) Can personality dimensions (extraversions and neuroticism)
generate differential variance on vocational aspiration?

(iii) Are personality dimensions and cognitive differentiation of career
in a position to influence jointly or in interaction with each other
the variance of vocational aspiration?
Considering the above mentioned statements of the problem, it is clear that there exists one dependent variable that is vocational aspiration and three independent variables namely cognitive differentiation, extraversion and neuroticism.

To seek the scientific solution of the problems following six differential, six first order interactional and two second order interactional hypotheses were formulated and put to empirical verification:

**Differential Hypotheses :-**

1. The Ss with high cognitive differentiation would show higher realistic vocational aspiration than the Ss with low cognitive differentiation.

2. The Ss with high cognitive differentiation would show lower idealistic vocational aspiration than the Ss with low cognitive differentiation.

3. Extravert Ss would show higher realistic vocational aspiration than the introvert Ss.

4. Extravert Ss would show lower realistic vocational aspiration than the introvert Ss.

5. Normal Ss would show higher realistic vocational aspiration than the neurotic Ss.

6. Neurotic Ss would show higher idealistic vocational aspiration than the normal Ss.
Two Factor Interactions :-

(1) The extraverted and high cognitively differentiated Ss would show significantly higher realistic vocational aspiration than the introverted low cognitively differentiated Ss.

(2) The introverted low cognitively differentiated Ss would be significantly higher on idealistic vocational aspiration than the extraverted high cognitively differentiated Ss.

(3) The extraverted normal Ss would be significantly higher on realistic vocational aspiration than the introverted neurotic Ss.

(4) The introverted neurotic Ss would be significantly higher on idealistic vocational aspiration than the extraverted normal Ss.

(5) The normal and high cognitively differentiated Ss would show significantly higher realistic vocational aspiration than the neurotic and low cognitively differentiated Ss.

(6) The neurotic and low cognitively differentiated Ss would show significantly higher idealistic vocational aspiration than the normal and high cognitively differentiated Ss.

Three Factor Interactions :

(1) The extraverted, normal and high cognitively differentiated Ss would show significantly higher realistic vocational aspiration than the introverted neurotic and low cognitively differentiated Ss.
2. The extraverted, normal and high cognitively differentiated Ss would show significantly lower idealistic vocational aspiration than the introverted neurotic and low cognitively differentiated Ss.

5.3 **METHODOLOGY** :-

In the present research work following methodologically steps have been made to seek a scientific solution of the research problems through verification of its hypotheses.

**Research Design :-**

In the light of the principle of ‘*max con min*’ referred as an index of appropriateness for a research design or as a basic characteristics of a good research design a 2x2x2 factorial design was employed to investigate this problem. Here, the dependent variable is vocational aspiration. Two types of vocational aspiration have been taken viz, realistic & idealistic vocation aspirations. Cognitive differentiation, extraversion and neuroticism are acted as independent variables in this study.

There are two levels of cognitive differentiation e.g. high and low level; two levels of extraversion i.e. extraversion and introversion and two levels of neuroticism i.e. neurotic and normal.

Since, the levels of each independent variable are fixed before conducting the investigation therefore in this fixed effect model, the result of this study will be generalized only for these specific levels of the factors.
Sample :-

In order to meet the requirement of $2 \times 2 \times 2$ factorial design, stratified random sampling technique is used to select an unbiased representative sample from the universe. In the present study, the universe is divided into eight homogeneous strata according to three specific characteristics of the population, i.e. extraversion, neuroticism and cognitive differentiation which were varied to two levels. In each cell or stratum forty subjects were put and thus, a total of 320 male Ss of class X within the age range of 14-17 years were drawn randomly from the different schools of Korba city (Chhattisgarh). For the placement of the subjects in different strata, subjects were classified into high vs. low cognitively differentiated group, extraverted vs. introverted group and neurotic vs normal group according to their scores on Cognitive Differentiation Grid (Manchanda and Hasan, 1998) and the Hindi Version of Junior Eysenck Personality Inventory (Helode, 1985) through two opposite extreme group technique with the help of $Q_3$ and $Q_1$, as cutting points. The Ss having mean lie scores of 7.15 were eliminated in this study. For this purpose, an initial population of 854 adolescent students of class X within the age range of 14 to 17 yrs. were randomly drawn from the different schools of Korba City (Chhattisgarh).
5.4 TOOLS :-

Dependent Variable Measure :-

Occupational Aspiration Scale :-

Occupational aspiration scale as abbreviated by O.A.S. is constructed and standardized by Hasan and Shukla (1998). The Scale is meant for measuring realistic and idealistic occupational aspiration of adolescent. In the scale 160 occupations with different prestige values are arranged in mixed order in sixteen multiple choice items. Each item consist ten occupations nearly of all occupational status arranged in mixed order. Eight items are meant for assessing idealistic and remaining eight items are intended to assess realistic occupational aspiration. There are ten alternative for each question; only one alternative is to be checked. The score for each alternative is based on the prestige value given in the scoring key. The score of each item ranges from 0 (lowest) to 9 (highest) digits. A score of ‘9’ indicate that a job from among the highest ten prestige occupations has been preferred and a score of ‘0’ indicates that one of the lowest ten occupations has been preferred. An individual’s score for the whole inventory ranges from ‘0’ to ‘72’ in both type of vocational aspiration i.e. idealistic and realistic. The test-retest reliability of the test is reported to be 0.81 and the co-efficient of validity against “Haller & Miller” Occupation scale is found to be 0.70.
INDEPENDENT VARIABLE MEASURE :-

**Cognitive Differentiation Grid (CDG) :-**

Cognitive differentiation grid (CDG) constructed by Manchanda and Hasan (1998) has been used as independent measure for cognitive differentiation ability of Ss. The grid uses a modification of Kelly’s (1955) Repertory Grid Technique to assess cognitive differentiation. The instrument uses a grid format similar to cognitive differentiation grid developed by Bodden (1970) and used by several researchers from time to time to measure the cognitive complexity (Bodden & Klein, 1972; Bodden and James, 1976; Neimeyer et al., 1985; Brown, 1987; Neimeyer et al., 1989; etc.).

In this grid 12 occupational titles (teacher, beautician, news photographer, sales marketing executive, interior decorator, librarian, general merchant, tailor, insurance agent, computer operator, architect, bank clerk) across the top to the grid and twelve vocationally relevant constructs (e.g., income, power, peace, respect, satisfaction, orderliness, travel, interest, social importance, creativity, future, education) along the side of the grid have been used. Subjects rated each occupation on the basis of each vocational constructs utilizing a 6-point Likert Scale.

The vocationally relevant constructs (job values) used in this grid were obtained from the test of the 80 jobs values suitable under Indian conditions. Because of sharp cultural divergence 12 jobs values were selected from the list through method of Cluster Analysis and obtained β coefficient. Occupational titles were obtained from National Classification...
of Occupations published by Ministry of Labour, Employment & Rehabilitation, Govt. of India (1968).

Scoring of the cognitive differentiation grid can be accomplished by comparing each occupational titles rating with the other occupational titles rating for every job values by using the paired comparison technique. In comparing each pair a score of 1 is given for differentiated rating and scores of 0 (zero) is given for similar ratings. This comparison procedure is done for all possible comparisons and score for each comparison are added to yield a total score. For every job values 66 possible pair combination of occupational titles rating will be made which yield maximum score of 66, thus in this grid of 12 x 12 matrix, the highest score is 792 (i.e. 12x66) for all vocationally relevant variables (Job values). The higher the score, the higher the cognitive differentiation level or the higher the level of cognitive complexity. Thus cognitive differentiation score represents the degree of differentiation among 12 occupations given in the grid on the basis of 12 vocationally relevant variables.

The test-retest reliability coefficient of correlation for the grid is found to be 0.80 after an interval of two weeks. Similar coefficients of correlation (.82) have also been reported for Bodden’s (1970) Cognitive Differentiation Grid.

**Junior Eysenck Personality Inventory (JEPI)**

Since the population under the investigation was that of X grade adolescent students and the two independent variables were Extraversion and Neuroticism as specified by Eysenck, to measure these E and N
dimensions of personality, a Hindi version of Junior Eysenck Personality Inventory (JEPI) prepared by Helode (1985) was reckoned suitable. This test is based on original JEPI constructed by S.B.G. Eysenck (1965) and mainly useful to tap E and N dimensions in children ranging in age from 13 to 16 years. It has 50 items in all, of which 20 are for tapping extraversion (E), 20 for neuroticism (N) and 10 for measuring to tell a lie (L). Thus, it has three sub-scales E, N & L.

The inventory is highly reliable as its split-half reliabilities for the scales were calculated by Rulon's (odd-even) formula which does not require correction for length. The overall split-half reliabilities of the E, N and L. scales of JPEI (Hindi version) are 0.767; 0.835 and 0.754 respectively. The test-retest over all reliability for scale E is 0.638, for scale N is 0.703 and for scale L is 0.511 after a one month time gap between test and retest.

This inventory is found to be valid as its concurrent and construct validities were established by correlating its subscales age-wise with those of S.B.G. Eysenck's (1965) original JPEI. The overall correlations for 413 boys between the E, N & L scale of JEPI (Hindi version) and JEPI (original) turned out to be 0.456, 0.465 & 0.565 respectively. Thus in the present study a Hindi version of JEPI is used to measure the personality dimensions like E, L & N as well as L of high school students with an applicable degree of scientific ness. There is no time limit for the test. Generally, the subjects take 20 to 30 minutes to complete the test. Each question had two alternatives answer, yes or no. Subjects were required to give their opinions by putting (√) mark for 'yes' and (X) mark for 'no'.
Scoring of test was done according to the scoring system prescribed by author of the inventory. There is a separate scoring key for E, N and L. If the response given by a subject matches with the scoring key then subject is awarded 1 mark. Thus the maximum possible score for E, N and L is 20, 20 and 10 respectively. Higher scores on these sub-scales indicated greater magnitude of the corresponding dimension of personality.

Procedure :-

To get a final sample of eight cells of 2x2x2 factorial design, stratified random sampling method was used. First of all Cognitive Differentiation Grid by Manchanda and Hasan (1998) was administered under laboratory like condition on 854 male students between 14 to 17 years age group. After it the Hindi adoption of JPEI prepared by Helode (1985) was administrated. Scoring was completed according to the scoring system prepared by the author of the tests. Then after it, subjects were classified into high-low cognitively differentiated, neurotic-normal and extraverted-introverted groups by using two opposite extreme groups technique with the help of Q₃ and Q₁ as cutting points. Finally, identified 320 cases were subjected to Vocational Aspiration Test prepared by Hasan and Shukla (1998) to measure their idealistic and realistic vocational aspiration. The obtained data were further analyzed by using relevant statistical treatment.
5.5 ANALYSIS AND INTERPRETATION: -

Before applying statistical techniques, normality of the distributions of the scores pertaining to vocational aspiration (idealistic & realistic) has been checked out through the indices of skewness and kurtosis. Homogeneity of Variance of the vocational aspiration score was also tested. Then after the vocational aspirations scores were subjected to 2x2x2 ANOVA treatment and Newman-Keuls post ANOVA treatment to ascertain the main and interactional effect of these three factors.

The results of the statistical analysis of the data and their interpretations are summarized below:

Distribution Oriented: -

1. The dependent variable, i.e., vocational aspiration and the independent variables, namely cognitive differentiation, extraversion and neuroticism have been found to be homogenous and normally distributed in the adolescent population.

2. Elimination of the high lie scores from the original sample provides a better control over extraneous variables and therefore, the hypotheses of the present study could be tested for purer cases of the filtered sample.
1. In hypothesis I, it was hypothesized that the Ss with high cognitive differentiation would show higher realistic vocational aspirations than the Ss with low cognitive differentiation. The obtained $F$-ratio is statistically significant beyond 0.01 level of significance. Thus, hypothesis I is accepted.

2. In hypothesis II, it was hypothesized that the Ss with high cognitive differentiation would show lower idealistic vocational aspirations than the Ss with low cognitive differentiation. The obtained $F$-ratio is not significant even at 0.05 level of significance. Thus, hypothesis II is rejected.

3. In hypothesis III, it was hypothesized that extraverts would show higher realistic vocational aspirations than the introvert Ss. The obtained F-score is statistically significant at 0.01 level. Thus, hypothesis III is accepted and supported by main effects of the realistic vocational aspirations in present study.

4. In hypothesis IV, it was hypothesized that extravert would show lower idealistic vocational aspirations than the introvert Ss. The obtained F-score is not statistically significant even at 0.05 level of significance. Thus, hypothesis IV is rejected.

5. In hypothesis V, it was hypothesized that the normal Ss would show higher vocational aspirations than the neurotic Ss. The obtained $F$-score is statistically significant beyond 0.01 level of significance. Thus, hypothesis V is accepted.
4. In hypothesis VI, it was hypothesized that the neurotic Ss would show higher idealistic vocational aspirations than the Normal Ss. The obtained F-ratio is not significant even at 0.05 level of significance. Thus, hypothesis VI is rejected.

Interaction Oriented :-

1. In two factor interactional hypothesis I, it was hypothesized that the high cognitive extravert Ss would show higher realistic vocational aspiration scores than the low cognitive neurotic Ss. The obtained F-ratio (a x b) is not significant on any significance level. Thus, hypothesis I is rejected.

2. In two factor interactional hypothesis II, it was hypothesized that the introverted low cognitively differentiated Ss would show higher idealistic vocational aspiration scores than the high cognitively differentiated introverted Ss. The joint action of these two factors could not generate significant variances upon idealistic vocational aspiration scores. The obtained F-ratio (a x b) is not significant at any significance level. Thus hypothesis II is rejected.

3. In two factor interactional hypothesis III, it was hypothesized that the extraverted normal Ss would be significantly higher in realistic vocational aspiration than the introverted neurotic Ss. The obtained F-ratio is not significant even at 0.05 level of significance. Thus, hypothesis III is rejected.

4. In two factor interactional hypotheses IV, it was hypothesized that the introverted neurotic Ss would show higher idealistic scores
than the extraverted normal Ss. The joint action effect of these two factors could not generate significant variance upon idealistic vocational aspiration scores. The obtained F-ratio (a x b) is not significant even at 0.05 level of significance. The two factor interactional hypothesis II does not receive empirical support. Thus, hypothesis IV is rejected.

5. In two factor interactional hypothesis V, it was hypothesized that normal and high cognitive Ss would be higher on realistic vocational aspiration scores than the neurotic and low cognitive differentiated Ss. Obtained F-ratio (b x c) is not significant at any level of significance. Thus, hypothesis V is rejected.

6. In hypothesis VI, it was hypothesized that neurotic and low cognitively differentiated Ss would be significantly higher on idealistic vocational aspiration scores than the normal and high cognitively differentiated Ss. The obtained F-ratio (b x c) is not significant at any level of significance. Thus, hypotheses VI does not receive empirical support from the data, so this hypothesis is rejected.

7. In three factor interactional hypothesis I, it was hypothesized that the extraverts, normal and high cognitively differentiated Ss would be significantly higher in realistic vocational aspiration than the introvert neurotic and low cognitively differentiated Ss. Obtained F-ratio is statistically significant at 0.01 level. This fact is again statistically confirmed by the results of the Newman Keul’s test.
Thus, it is clear that the extravert, normal and high cognitively differentiated Ss have scored statistically higher than introvert, neurotic and low cognitive differentiated Ss. Thus, three factor interactional hypothesis I is accepted.

8. In three factors interactional hypotheses II, it was hypothesized that the extravert, normal and high cognitively differentiated Ss would show significantly lower idealistic vocational aspiration than the introvert neurotic and low cognitively differentiated Ss. Obtained F-ratio \((a \times b \times c)\) is not significant at any significance level. Thus, three factor interactional hypothesis II is rejected.

**Discussion :-**

A close examination of the results draws the following inferences:-

1. The main effect of the cognitive differentiation on realistic vocational aspiration has been found significant. The high cognitively differentiated Ss showed higher level of realistic vocational aspiration than the low cognitively differentiated Ss.

2. The main effect of the cognitive differentiation on idealistic vocational aspiration has been found insignificant. The low cognitively differentiated Ss showed higher level of idealistic vocational aspiration than the high cognitively differentiated Ss.

3. The personality dimensions namely extraversion and neuroticism are able to generate variance upon realistic vocational aspiration.

(a) The extraverted Ss showed higher realistic vocational aspiration than the introverted Ss.
(b) The normal Ss showed higher realistic vocational aspiration than the neurotic Ss.

4. The personality dimensions namely extraversion and neuroticism could not generate variance upon idealistic vocational aspiration.

(a) The introverted Ss showed higher idealistic vocational aspiration than the extraverted Ss.

(b) The neurotic Ss showed higher idealistic vocational aspiration than the normal Ss.

5. The two factor interactional effect on vocational aspiration (idealistic and realistic vocational aspiration) namely cognitive differentiation x extraversion, cognitive differentiation x neuroticism and extraversion x neuroticism could not turn out to be significant at any acceptable level.

6. Three factor interactional effect, namely cognitive differentiation x extraversion x neuroticism on realistic vocational aspiration was found significant.

7. Three factor interactional effect, namely cognitive differentiation x extraversion x neuroticism on idealistic vocational aspiration could not turn out to be significant at any acceptable level.

Cognitive differentiation has been found as a major variable capable to generate significant variance independently on realistic occupational aspiration. Cognitive differentiation has been defined 'as the ability to differentiate among job titles on the basis of vocationally relevant variables.'
Bodden (1970) has indicated that this ability is positively related to vocational choice. In the present study the subjects who scored higher on cognitive differentiation grid (C.D.G.) displayed better realistic vocational aspiration than the subjects who scored low on CDG. The subjects with high cognitive differentiation, according to Bieri (1955), have greater number of constructs or meaning categories available to them for processing stimulus information input than the subjects with low cognitive differentiation level. In fact the constructs of cognitive differentiation has its origin in the Kelly’s (1955) ‘theory of personal constructs’. The main thrust of the personal constructs theory is that the behavior is guided by one’s personal construct system. This system provides a meaning of understanding, anticipating and predicting events. The personal constructs system is a structural representation of cognition. This structural representation consists of attributions in terms of which reality is interpreted. Kelly’s concept of personal constructs provides a basis for representing and differentiating among objects and events. Since, the subjects who have high cognitive differentiation ability are better in differentiating among various career or vocations or job titles and have significant number of attributes in terms of which the reality pertaining to various career are interpreted, they could display better vocational aspiration than the subjects who have lower cognitive differentiation ability. In other words, since high cognitively differentiated individuals have greater number of alternative dimensions so they are able to aspire better realistic vocations for themselves.
However, the variable of cognitive differentiation could not generate variance upon idealistic vocational aspiration. Since the idealistic vocational aspiration is based on the dimension of fantasy and is not based on action goal, it could be affected by the ability to differentiate among careers. Virtually idealistic vocational aspiration is not reality oriented and has nothing to do with abilities. So, cognitive differentiation could not generate variance upon idealistic vocational aspiration.

The results also reveals that extraverted subjects are found to be significantly higher in realistic vocational aspiration than the introvert subjects. However no significant difference has been found in case of idealistic vocational aspiration. As Eysenck (1982) has very clearly indicated that extraverts have lower level of cortical arousal and they tend to seek out stimulations, whereas introverts are over sensitive to the incoming arousal and are highly stimulating. This is because of the function of cortical arousal level as governed by reticular formation. This excitement enhances the performance of extraverts whereas it interfere the performance of introverts (Wilson, 1978). Because of the over arousal level the introverts are much excited in making decisions about their careers and thus, over arousal or more excitement is the major reason that can be attributed to poor vocational aspiration in introverts as compared to their counter part i.e. extraverts.

Because of the lower level of cortical arousal extraverts tend to seek out stimulation and because of this stimulation they become much aware about their surroundings. They are better informed about the pros
and cons of various careers and able to set vocational goals according to their abilities and realities of the situation. So they were found high in the realistic level of vocational aspiration.

Factor of neuroticism was found to have a significant main effect and generate differential variance upon realistic vocational aspiration. The neurotic subjects were found to be significantly lower in realistic vocational aspiration than the normal subject. [Table No. 4.3(e), 4.4(e)] However no significant difference has been found in case of idealistic vocational aspiration. [Table No. 4.3(f), Table No. 4.3(f)] The phenotype manifestation of neuroticism (neurotic Ss) shows that people high in neuroticism tend to be emotionally unstable, easily aroused, anxious, worrisome and frequently complain about anxieties and bodily aches, whereas people low in neuroticism (normal) are emotionally stable, reliable, calm, less easily aroused and even-tempered (Eysenck and Ruchman, 1965). Since, neurotics are over sensitive and more anxious therefore they respond very quickly to a novel situation. Because of this over sensitivity, they are failed to take better decisions about their career. Eysenck (1965) hypothesizes that the individual differences in the neurotic normal dimension reflect the degree to which the autonomic nervous system reacts to stimuli. Specifically, he links this dimension with the limbic system the brains visceral or feeling system, which influences motivational and emotional behavior. People high on neuroticism tend to react more quickly to novel, painful, disturbing or other stimuli than the normal persons.
All the two factor interactions i.e. cognitive differentiation x extraversion, extraversion x neuroticism and cognitive differentiation x neuroticism on realistic vocational aspiration could not turn out to be significant at any level of confidence in the present study. This may be attributed to the independence of each of the two factors put for interaction. All the factors are potentially enough to generate variance independently upon dependent variable rather than being joint with any other independent variable. A close examination of the mean scores of each interaction make it clear that what is added by one factor at the one level of other factor is different from what is added at the second level.

Therefore, it is clear that the two factors have a combined effect which is different from the effects when the two are applied separately. Since the interactional difference of each first order interaction was found to be equal, it indicate the failure of two factor interactional effect upon vocational aspiration.

All the two factor interactions for cognitive differentiation, extraversion and neuroticism on idealistic vocational aspiration have also not been found to be significant along with its main effect.

The second order interaction namely cognitive differentiation x extraversion x neuroticism is turned out to be significant at 0.01 level of confidence in case of realistic vocational aspiration. The result is in the expected direction and further confirms the independence of each factor. In other words, each of the factors are potential enough in generating variance upon vocational aspiration. So long as the two independent
variables were put to interact with each other, because of their own potentiality, they nullified their interaction effects. Because of the potentiality of the third variable the interactional differences became significant and that is why significant interactional effect in the second order interaction is clearly discerned. Hence, after knowing that the significance of second order F ratio, Newman Keul's test was worked out for the three factor interaction to compare the treatment means, differ from each other.

Since the extraversion and neuroticism dimensions of personality propounded by Eysenk has physiological background also, on the basis of the present study the physiological explanations of vocational aspiration can also the given.

The present research work will be helpful for teachers, parents and counsellors to understand the career related problems facing by the adolescent students.
5.6 CONCLUSION :-

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

1. The main effect of the cognitive differentiation on realistic vocational aspiration has been found significant. The high cognitively differentiated Ss showed higher level of realistic vocational aspiration than the low cognitively differentiated Ss.

2. The main effect of the cognitive differentiation on idealistic vocational aspiration has been found insignificant. The low cognitively differentiated Ss showed higher level of idealistic vocational aspiration than the high cognitively differentiated Ss.

3. The personality dimensions namely extraversion and neuroticism are able to generate variance upon realistic vocational aspiration.
   (a) The extraverted Ss showed higher realistic vocational aspiration than the introverted Ss.
   (b) The normal Ss showed higher realistic vocational aspiration than the neurotic Ss.

4. The personality dimensions namely extraversion and neuroticism could not generate variance upon idealistic vocational aspiration.
   (a) The introverted Ss showed higher idealistic vocational aspiration than the extraverted Ss.
   (b) The neurotic Ss showed higher idealistic vocational aspiration than the normal Ss.
5. The two factor interactional effect on vocational aspiration (idealistic and realistic vocational aspiration) namely cognitive differentiation x extraversion, cognitive differentiation x neuroticism and extraversion x neuroticism could not turn out to be significant at any acceptable level.

6. Three factor interactional effect, namely cognitive differentiation x extraversion x neuroticism on realistic vocational aspiration was found significant.

7. Three factor interactional effect, namely cognitive differentiation x extraversion x neuroticism on idealistic vocational aspiration could not turn out to be significant at any acceptable level.
5.7 LIMITATIONS AND SUGGESTIONS :-

Limitations :-

1. The sample of the present study was drawn from the urban area of Chhattisgarh (Korba) region. Therefore the result can be generalized only to the male adolescent students of urban area of Chhattisgarh region.

2. The finding of the present study is applicable only to the urban male adolescents.

3. In the present investigation, fixed models were used in the manipulation of independent variable. Therefore, the result of this study can be generalized only for there specific levels of the independent variable.

4. The present investigation is an ex-post fact inquiry in which we can not control the situations previously as in the experimental inquiry.

5. Due to the practical difficulties and manifolds selection criteria, investigator could identify only 40 cases in each cell or strata of 2x2x2 factorial design. In fact more cases in each cell might have enhanced the power of generalization of the finding.
Suggestions:-

1. Since the sample of the present study has been drawn from the urban male adolescent of Korba District of the state of Chhattisgarh. Therefore, the inferences drawn in the present study are applicable only to male adolescent of the particular region. A broad based sample from male and female from urban and rural region could have increased the power of generalization in the present study.

2. The finding of the present study is applicable only to urban population it may be extended to the urban population of Chhattisgarh region as well as to other states also.

3. The finding of the present study is applicable only to male adolescent. It may be extended to the female adolescent with certain modification.

4. The present study was conducted on 854 male students 320 (final sample) male adolescent of our sample containing 40 cases in each sample. The sample population in each cell and total may be extended to further validate the results.

5. In the present investigation, male adolescent, students of class x from of Korba Chhattisgarh region student in the light of only three variable namely, cognitive differentiation, extraversion and neuroticism. Further studies should be conducted to verify the effect
of other important variables like vocational stress, self acceptance, ego state, emotional maturity, career design making and work overload on vocational aspiration.

6. In the present study cognitive differentiation has been emerged as a most important factor influencing vocational aspiration. The student of class X might be enriched in vocation related information through career intervention programmes organized by their teachers or counsellors, they can choose better vocation for their career.