CHAPTER – THREE – METHOD
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3.1 PURPOSE:

First of all, the main purpose of this study is to explore the relationship between personality traits, vocational interests and career maturity. Second purpose of this study is to determine the nature, strength and direction of the relationship in terms of correlations between personality traits/factors and vocational interests. Third purpose of this study is to determine the nature, strength and direction of the relationship in terms of correlations between personality traits and career maturity variables. Fourth purpose is to study the relationship between above stated variables in respect of engineering college students. The relationship between personality traits and vocational interests will be determined by measuring these variables with the help of Indian adaption of 16 Personality Factors Questionnaire (Kapoor & Tripathi) and Vocational Interest Record (VIR, Kulshreshta (NPC, 2006)) and Career Preference Record (CPR, Bhargava & Bhargava, 2004). The relationship between personality traits and career maturity will be determined by measuring these variables with the help of 16PF and Indian Adaptation of Crites’ Career Maturity Inventory (Gupta, 1989). All the sixteen personality factors included in 16PF test, all the vocational interest areas in VIR and CPR and all the career maturity variables would be considered for this study. First statement of the problem is given below. And then more specific objectives are presented below.

STATEMENT OF THE PROBLEM: “A correlational study of ‘personality traits and vocational interests’ and ‘personality traits and career maturity’.”
3.2 OBJECTIVES:

1) To assess the personality traits, vocational interests and career maturity of male and female engineering college students.

2) The above said assessment would be carried out to determine the nature and direction of correlations between ‘personality traits & vocational interests’ and between ‘personality traits & career maturity’.

3) To determine the relationship between personality traits and vocational interests.

4) To determine the relationship between personality traits and career maturity.

3.3 HYPOTHESES:

Following broad null hypotheses would be considered for this Study:

1) There would be no relationship between personality traits and vocational interests.

2) There would be no relationship between personality traits and career maturity.

These hypotheses would be tested in respect of the correlations coefficients (Pearson r) between all the sixteen personality factors in 16PF Questionnaire & all the vocational interest areas included in VIR and CPR and between all the sixteen personality factors & all the career maturity variables.
3.4 VARIABLES & THEIR DEFINITIONS:

There were three variables included in this study: Personality Traits, vocational interests and career maturity. Among these two pairs of variables were examined in terms of correlation coefficients to explore the nature of relationship: *Personality traits and Vocational Interests* and *Personality traits and Career Maturity*. The variables defined as follows.

3.4.1 Personality:

There is no universally accepted definition of personality but some common inner and external characteristics of a person could be found in the definitions given by psychologists. Gordon Allport’s definition considers both inner qualities and behaviour, but his emphasis is on inner qualities. *Allport’s* definition: “Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment”. Walter Mischel (1976) mentioned both inner processes and behaviour but emphasized behaviour. Personality, he wrote, consists of “the distinctive patterns of behaviour (including thoughts & emotions) that characterize each individual’s adaptation to the situations of his/her life (Morgan & et al, 1996, p-568). For this thesis personality was defined in terms of the scores on 16 personality factors or source traits measured using 16PF questionnaire.

Traits:

In Cattell’s (2009, p.28) own words “by a trait, we obviously mean some relatively permanent and broad reaction tendency”. Traits are important ways of describing an individual’s personality. Traits can be defined as relatively enduring and consisting ways or patterns of thinking, acting, behaving and feeling. Traits are supposed to be relatively consistent across situations and time (Kumar, 2007, p. 39 &
Abhyankar & et al, 2007, p. 34). For example, aggressiveness, shyness, honesty etc. Following are the basic characteristics of traits: they are enduring, they do not change according to situation, and predominance & combination of traits produce individual differences (Abhyankar & et al, 2007, p. 38-39).

The personality factors of the 16 PF served as the personality variables for this study. The brief bipolar description of the 16 factors is presented in the following table – 3.1.
<table>
<thead>
<tr>
<th>Low Score Description</th>
<th>Factor (Trait)</th>
<th>High Score Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cool, reserved, impersonal, detached, formal, aloof</td>
<td>A (Warmth)</td>
<td>Warm, outgoing, kindly, easygoing, participating, likes people</td>
</tr>
<tr>
<td>Concrete-thinking, less intelligent, lower scholastic mental capacity</td>
<td>B (Intelligence)</td>
<td>Abstract-thinking, more intelligent, bright, higher scholastic mental capacity</td>
</tr>
<tr>
<td>Affected by feelings, emotionally less stable, easily annoyed, lower ego strength</td>
<td>C (Ego Strength)</td>
<td>Emotionally stable, mature, faces reality, calm, higher ego strength</td>
</tr>
<tr>
<td>Submissive, humble, mild, easily led, accommodating</td>
<td>E (Dominance)</td>
<td>Dominant, assertive, aggressive, stubborn, competitive, bossy</td>
</tr>
<tr>
<td>Sober, restrained, prudent, taciturn, serious</td>
<td>F (Impulsivity)</td>
<td>Enthusiastic, spontaneous, heedless, expressive, cheerful</td>
</tr>
<tr>
<td>Expedient, disregards rules, self-indulgent, weak superego strength</td>
<td>G (Conformity)</td>
<td>Conscientiousness, conforming, moralistic, staid, rule-bound, stronger superego strength</td>
</tr>
<tr>
<td>Shy, threat-sensitive, timid, hesitant, intimidated</td>
<td>H (Boldness)</td>
<td>Bold, venturesome, uninhibited, can take stress</td>
</tr>
<tr>
<td>Tough-minded, self-reliant, non-nonsense, rough, realistic</td>
<td>I (Tender-mindedness)</td>
<td>Tender-minded, sensitive, overprotected, intuitive, refined</td>
</tr>
<tr>
<td>Trusting, accept conditions, easy to get on with</td>
<td>L (Suspiciousness)</td>
<td>Suspicious, hard to fool, distrustful, skeptical</td>
</tr>
<tr>
<td>Practical, concerned with down to earth issues, steady</td>
<td>M (Imagination)</td>
<td>Imaginative, absent-minded, absorbed in thought, impractical</td>
</tr>
<tr>
<td>Forthright, unpretentious, open, genuine, artless</td>
<td>N (Shrewdness)</td>
<td>Shrewd, polished, socially aware, diplomatic, calculating</td>
</tr>
<tr>
<td>Self-assured, secure, feels free of guilt, untroubled, self-satisfied, Untroubled adequacy</td>
<td>O (Guilt Proneness)</td>
<td>Apprehensive, self-blaming, guilt-prone, insecure, worrying, Guilt proneness</td>
</tr>
<tr>
<td>Conservative, respect traditional ideas, Conservatism of temperament</td>
<td>Q₁ (Rebelliousness)</td>
<td>Experimenting, liberal, critical, open to change, Radicalism</td>
</tr>
<tr>
<td>Group-oriented, a ‘joiner’ &amp; follower, listens to others, Group adherence</td>
<td>Q₂ (Self-sufficiency)</td>
<td>Self-sufficient, resourceful, prefers own decisions, Self-sufficiency</td>
</tr>
<tr>
<td>Undisciplined self-conflict, lax, careless of social, rules, Low integration</td>
<td>Q₃ (Compulsivity)</td>
<td>Follows self-image, socially precise, compulsive, High self-concept control</td>
</tr>
<tr>
<td>Relaxed, tranquil, composed, has low drive, unfrustrated</td>
<td>Q₄ (Anxiety / Tension)</td>
<td>Tense, frustrated, overwrought, has high drive,</td>
</tr>
</tbody>
</table>
3.4.2 Vocational Interest:

**S. P. Kulshreshta** (VIR Manual, 2006) has defined vocational interest as “one’s own pattern of preferences, likes, and dislikes, preferred in any manner, wisely or unwisely by self or by another source for a given vocational area or vocation”. For this thesis the vocational interests are operationally defined in terms of the scores or preferences indicated by participants on the vocational interest areas included in the VIR and CPR.

The VIR is an old interest record which includes many jobs which are traditional in nature and many jobs may be considered as low in prestige by today’s youth. This was the reason to include two vocational interest measures in this research. The CPR was prepared in 2001 and includes areas that are new and modern many of which not covered by VIR. The second reason to include two interest tests was to cover a large number of vocational interest areas and jobs as it was possible to cover. However, CPR and VIR have some common interest areas like Scientific (Sc) and Agricultural (Ag) but CPR’s Science & Technology (ScT) area additionally includes Technical jobs also. VIR’s Sc area covers some medical jobs like Doctor but CPR has a separate interest area of Medical field. Some of the areas are quite close to each other e.g. VIR’s Artistic (A) closely resembles CPR’s Artistic & Designing (AD) area but CPR’s AD covers newer jobs like industrial designer, graphic designer, magician, interior decorator which are not covered in VIR and these are more closely related to designing aspect. VIR’s Commercial interest area is quite close to CPR’s Commerce & Management (CM) field. Some of the jobs in VIR’s Executive interest area are covered in CPR’s CM interest field. Again the VIR Literary (L) interest area and CPR’s Mass Media & Journalism (MMJ) field include some common jobs. Overall the VIR and CPR are two different measures of vocational interests with
some common interest areas but similarities are less than the differences between the two. Overall the two interest records provide 20 interest areas with some overlap in some areas between VIR and CPR interest fields.

The vocational interest areas of **Vocational Interest Record (VIR)** which served as the variables in this study were as follows:

1) **Literary (L):** This interest field includes jobs like editor, translator, critic, journalist, poet, writer, language specialist, dramatist, epic writer, language teacher, novelist, & story writer etc.

2) **Scientific (Sc):** The jobs covered under this category include mechanical engineering, chemical engineering, scientist, civil engineer, health officer, compounding officer, astrologer, atomic scientist, medical representative, botanist, science teacher, veterinary doctor, vaccinator, chemist, doctor, scientific apparatus manufacturer, and electric engineering etc.

3) **Executive (E):** This area covers jobs like mayor of corporation, hospital superintendent, president, dy. Collector, probation officer, army officer, city magistrate, judge, police, superintendent, manager, school inspector, principal, and tehsildar etc.

4) **Commercial (C):** following jobs are included in this area typist, secretary, shopkeeper, steno, accountant, ticket collector, commerce teacher, treasurer, draftsman, income tax officer, salesman, industry manager etc.

5) **Constructive (Co):** This area of interest includes jobs like goldsmith, ironsmith, foreman, radio mechanic, dyer, teacher of arts & crafts, bookbinder, washer man, welder, carpenter, potter, toy maker etc.
6) **Artistic (A):** Artistic interests include following jobs: singer, music director, painter, cartoonist, photographer, dancer, sculpture, teacher of fine arts, film artist, art critic etc.

7) **Agricultural (Ag):** This area of vocational interest has jobs like gardener, farmer, animal husbandry, agricultural inspector, soil specialist, manure specialist, tractor driver, agricultural researcher, poultry man, agriculture teacher, breeder, nursery, horticulturist, dairyman etc.

8) **Persuasive (P):** Following jobs are included in this area: advertisement manager, M.P., M.L.A., insurance agent, order booker, vocational counsellor, political lecturer, ambassador, advocate, religious preacher, tourist-guide, sales manager, etc.

9) **Social (S):** This interest area covers jobs like village level worker, scout & guide, religious reformer, red-cross worker, children’s care taker, honorary teacher, guide, social worker, etc.

10) **Household (H):** This interest area includes jobs like Cook, embroider, home science teacher, home science researcher, nurse, home manager, expert in cooking, home decorator, etc.

The vocational interest areas which served as the variables for this research included ten fields of interests from **Career Preference Record (CPR).** These are described as follows.

1) **Mass Media & Journalism (MMJ):** The jobs/vocations included in this area are Radio, T.V. journalist, film producer, film director, Radio & TV announcer, magazine reporter, cable operator, commentator, newspaper editor, news reader, critics, script writer, press photographer, film reporter, cameraman, sound technician, cyber point operator, etc.
2) **Artistic & Designing (AD):** Various jobs in this area include dancer, singer, musician, magician, fashion designer, furniture designer, textile designer, jewelry designer, beautician, model, painter, advertising directors, exhibition designer, footwear designer, interior decorator, graphic designer, sculpture, artist, industrial designer, etc.

3) **Science & Technology (ScT):** The following jobs come under this category: chemical engineer, computer engineer, software programmer, food technologist, astronomer, agricultural engineer, architect, microbiologist, automobile engineer, marine engineer, environment scientist, aeronautical engineer, Bio-chemist, petroleum engineer, mathematician, etc.

4) **Agriculture (AG):** Jobs included in this area are poultry farmer, soil specialist, farmer, gardener, plant breeder, fishing scientist, mineral specialist, agro teacher, rural manager, food inspector, agricultural scientist, veterinary doctor, horticulturist, dairy farmer, fertilizer shopkeeper, forest officer, agricultural inspector, fertilizer specialist, agricultural engineer, agricultural researcher, etc.

5) **Commerce & Management (CM):** Jobs covered under this area are computer operator, chartered accountant, company secretary, finance manager, custom broker, surveyor, L.I.C. agent, transporter, production manager, personal secretary, marketing manager, stock broker, sales executive, cashier, salesman, bank clerk, personnel manager, etc.

6) **Medical (M):** Medical field covers jobs like physician, eye specialist, psychiatrist, homeopathic doctor, cardiologist, child specialist, neurosurgeon, gynecologist, physiotherapist, and gastrologist, dentist, anesthetist, radiologist, surgeon, skin specialist, pathologist, pharmacist, etc.
7) Defense (D): The various jobs in this field of interest include platoon commander, Subedar, air traffic controller, group captain, soldier, flight controller, commander, rear admiral, general (army), air marshal, colonel, fight bomber, captain, major, squadron leader, wing commander, etc.

8) Tourism & Hospitality Industry (TH): The jobs under this category are banquet manager, hotel decorator, food & beverages manager, receptionist, chief, reservation manager, restaurant manager, house keeper, historian, museum curator, tour secretary, travel agent, air hostess, P.R.O., etc.


10) Education (E): This field of interest from CPR includes jobs like school teacher, music teacher, principal, school inspector, lecturer, professor, sports teacher, librarian, researcher, lab technician, research guide, education officer, computer teacher, etc.

3.4.3 Career Maturity:

John O’Crites has conceptualized Career Maturity (CM) operationally in terms of two parts: Attitudes and Competencies (Herr & Enderlein, 1976). The attitudinal career maturity could be further defined operationally in terms of five affective / conative aspects involved in realistic decision making: decisiveness, involvement, independence, orientation and compromise which could be mapped through the Attitude Scale of the Indian Adaptation of Crites Career Maturity Inventory (CMI). The competency aspect could be further defined operationally in terms of the five cognitive aspects involved in career decision making i) Self-
appraisal (SA) ii) Occupational information (OI) iii) Goal selection (GS) iv) Planning (PL) & v) Problem solving (PS). These could be mapped through the five subtest of the Competence Test of the Indian Adaptation of Crites CMI (Gupta, 1989).

For this thesis the career maturity and its components were defined operationally in terms of the scores obtained on the above mentioned variables included in the Indian adaptation of CMI. The aspects of career maturity which served as variables for this research were as follows:

The Attitude component:

1) Career Choice Attitudes (CCA) / Attitudinal Career Maturity (CM-Att): The attitude scale of CMI measures attitudes of an individual towards career choice through elicited feelings, subjective reactions, and dispositions that the individual has towards career choice and entering the world of work. The affective or conative aspects of decision making are mapped by the items of the attitude scale. Five attitudinal aspects include: decisiveness in career decision making, involvement in career decision making, independence in career decision making, orientation to career decision making, and compromise in career decision making.

The five cognitive aspects or competencies in choosing an occupation:

1) Self-appraisal (SA): It is also referred as ‘knowing yourself’. This competency includes appraisal of one’s job related capabilities i.e. one’s strengths and weaknesses.

2) Occupational Information (OI): It is also referred as ‘knowing about jobs’ or ‘knowledge about the world of work’. Those having accurate knowledge of jobs could be considered more mature vocationally and differentiated on career maturity from those with less knowledge and accuracy of jobs.
3) **Goal Selection (GS):** It is also referred as ‘choosing a job’. This competency denotes one’s aptness in matching personal characteristics to occupational requirements. A person who is able to select a goal appropriate to his capacities would be considered vocationally mature.

4) **Planning (PL):** It is also referred as ‘looking ahead’. It is one’s foresight in planning for a career. Gupta (1989) in manual for the CMI stated about this competency, “Planning how the goal, is to be achieved is the concept which refers to the tendency of the individual to think about the means which are necessary to attain a desired end”. Thus those good at planning for a job could be considered as mature vocationally.

5) **Problem Solving (PS):** It is also referred as ‘what should they do?’ in terms of the items framed in the test. This competency refers to one’s effectiveness in dealing with problems which arise in the course of career development. As Gupta (1989) stated in the manual for CMI “the assumption is that the more mature an individual, the more capable he or she is in solving problems that arise in decision making in an integrative, socially acceptable an personally satisfying way.

With above variables, for this thesis the total of all the five competencies was considered as seventh variables denoted as ‘Competency test total’ (CM-Co-Tot) and eighth data set of all the career maturity variables combined (the grand total of scores on all CM components) was denoted as Overall CM / CM-GR-Tot.
3.5 DESIGN:

Correlational Design:

Correlational research refers to “studies in which the purpose is to discover relationship between variables through the use of correlational statistics (Gall & et al, 2007). The basic design in correlational research involves collection of data on two or more variables for each individual in a sample and calculating a correlation coefficient. While interpreting correlation coefficients one should be cautious because it gives no indication of the direction of causality (Aron et al., 2007; Field, 2009, Gregory & Mallery, 2007).

As stated above, the specific research approach of this study is a basic associational/correlational approach. In this approach set of variables are studied without influencing or manipulating them. This study did not follow causal model. This study would follow the correlational approach and would try to explore relationships by calculating correlation coefficients between following main sets of variables:

1) Personality traits and vocational interests
2) Personality traits and career maturity

3.6 PARTICIPANTS:

The random sampling procedure was not followed as the college authorities thought it would disturb the college routine. The sample was kept as large as it was possible to keep. The participation was voluntary. The purposive sample for this study consisted of 425 male (N=304) and female (N=121) students of some branches from an engineering college in Jalna city. The students’ age ranged from 17 to 26 years.
with the **Mean** age of 19.68 years with **SD** of 1.824 for 422 students. Three students did not indicate their age on test profiles. The distribution of sample across class, branch & sex is depicted in the following Table – 3.2.

**Table 3.2 showing Sample distribution across class, branch & sex**

<table>
<thead>
<tr>
<th><strong>Branch</strong></th>
<th>@FE</th>
<th>CSE</th>
<th>ETC</th>
<th>MECH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>*Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>@FE</td>
<td>107</td>
<td>54</td>
<td>161</td>
<td>0</td>
</tr>
<tr>
<td>SE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>107</td>
<td>54</td>
<td>161</td>
<td>48</td>
</tr>
</tbody>
</table>

Codes: * Class-@FE=First year engineering, SE=Second year engineering, TE=Third year engineering, BE=Final year engineering. **Branch- @FE=First year students didn’t indicate their chosen branch (they have a common syllabus), CSE=Computer Science & engineering, ETC=Electronics & Telecommunication engineering & MECH=Mechanical engineering. M = Male, F = Female.

### 3.7 MEASURES or TOOLS:

1) **16 Personality Factors Questionnaire:**

   This test is originally developed by Cattell & IPAT staff. The Indian Adaptation is prepared by S. D. Kapoor and Tripathi. This Indian adaptation would be used in this study. The form C of this questionnaire was used in this research. The Sixteen Personality Factors Questionnaire (16PF) is an objectively scoreable test devised by basic research in psychology to give the most complete coverage of personality possible in a brief time. The test is designed for use with individuals aged 16 an above (Cattell, 1997). This test is primarily used to assess the personality of normal populations. The major applications of the 16PF are in career guidance, vocational exploration and occupational testing (Gregory, 2004).the clinical use and applications are also indicated (Karson & O’Dell).
The 16PF is a highly reliable and a valid instrument. The test-retest reliability for immediate retest to two week interval ranges from .52 to .78 for form C and .75 to .92 for form A.(manual,1997, p-11).

The factor theoretic or direct concept validities (construct validity) of the 16PF scales range from .45 to .91 for form C+D and from .53 to .94 for form A+B.(manual 1997, p-16).

2) Interest Records:

a) Vocational Interest Record (VIR) by Kulshreshta S. P.:

The VIR is a reliable and valid instrument of vocational interests from ten areas (covering 200 jobs/vocations) – literary (L), scientific (Sc), executive (E), commercial (C), constructive (Co), artistic (A), agriculture (Ag), persuasive (P), social (S), and household (H).

The manual reports that the test-retest reliability of VIR with an interval of fifteen days is 0.69. Regarding validity, the manual reports that the scores on the VIR were correlated with parents’, teachers’ and friend’s opinion about the interests of the students in the sample and the coefficient of validation was found to be 0.81, 0.83 and 0.85 respectively. The coefficient of validity was found to be 0.74 when VIR was validated against Labh Singh’s Vocational Interest Inventory. Thus VIR is a highly reliable and valid instrument for measuring vocational interest of adolescent students. There is no fixed time limit for the completion of VIR but usually it takes 7 to 10 minutes for completion.
b) Career Preference Record (CPR) by Bhargava V. & Bhargava R.:  

This interest record was developed in the year 2001. CPR covers following ten main areas of vocational interests, mass media & journalism (MMj), artistic & designing (AD), science & technology (ScT), agriculture (AG), commerce & management (CM), medical (M), defense (D), tourism & hospitality industry (TH), law & order (LO) and education (E).

The test-retest reliability of CPR for one month interval ranges from .50 to .87 for ten areas. With an interval of three months the reliability in terms of stability coefficients ranges from .52 to .82 for the ten areas (for both males & females). The CPR is a valid instrument of vocational interests (CPR manual, 2004)

3) Indian Adaptation of Crites’ Career Maturity Inventory (CMI) by Dr. Nirmala Gupta:

The inventory consists of two parts. The first part is an Attitude Scale which measures attitudinal maturity regarding career decision making. The second part is a competence test which consists of five parts and measures the competencies & skills required in career decision making.

The CMI is a reliable and valid instrument of career maturity. The test-retest reliability of attitudinal scale with an interval of one month is reported to be from .78 to .82. The scale has a high content and constructs validity

The split-half reliabilities for all the five parts of competence test ranges from .54 to .88 as reported in the test manual. The scale has a high content and constructs validity.
3.8 PROCEDURE:

The permission to administer all the tests to students was obtained from the principal of the engineering college in Jalna city of Marathwada region of the Maharashtra state. The researcher personally met the respective heads of the different departments in the college and the schedule for the administration was fixed considering the theory classes and practical sessions of the students. Time and date was fixed after consulting the heads of the departments. The tests were administered in a group setting and the regular classroom periods were used for testing. The students in each class were made comfortable and instructed according to the manual. The administration of the tests was carried as per the procedures described in respective test manuals by the researcher himself with an assistant on one or two occasions. Participation in the testing was voluntary and it was instructed that they can leave the procedure any time during testing session. Students filled their personal details on the answer sheets and records and responded on answer sheets and records as per the instructions. The participants responded on separate answer sheets for CMI and 16PF and in case of interest record, on the blank itself. The order of presentation was such that the effects of fatigue and boredom would be minimized. The CMI was administered first, then the two interest records were given and the 16PF was administered in the last session. The two interest record served as a relief and rest as those took only 7 to 10 minutes to complete and are easier to response comparatively. Students took 2 hours and 30 minutes to complete the survey forms, some took around three hours to finish the work and that time was given to them. The filled answer sheets and records were collected back. The scoring was done according to the instructions given in respective test manuals. The scoring for the CMI and 16PF questionnaire was done with the scoring keys provided with the tests. The scores were
noted down and entered in the SPSS data editor window and statistical analysis was carried out.

3.9 STATISTICAL ANALYSIS:

The collected data were entered into SPSS software and put to statistical analysis. The descriptive statistics was calculated on scores for all the variables included in this study. The means and SDs were calculated for all the variables under study and to explore the gender differences in personality traits, vocational interests and career maturity components ‘Independent Samples t-test’ procedure was employed. The statistical technique of Pearson’s correlation coefficients (Pearson’s r) was employed to examine the nature of relationship between personality traits and vocational interests and between personality traits and career maturity variables. The correlation coefficients were calculated for the whole sample and for male and females separately as the gender differences in some of the variables under study were found to be statistically significant. Though no causal relationships or causal model was intended to follow, to identify significant predictors of vocational interests and career maturity variables step-wise multiple regression analysis was carried out in respect of the vocational interests and career maturity components as criterion variables and personality traits were considered as the predictor variables (Aron et al., 2007; Field, 2009, Gregory & Howell, 2007, Gregory & Mallery, 2007).