CHAPTER VII

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH
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Introduction

In the scientific and technological age, vocation is an integral aspect of human life without which it is considered incomplete. Jones (1958), says that although the life goal provides the centre of all activities and gives meaning to life, a satisfying and successful life is often dependent on the wise choice of an occupation which, in turn, may mean satisfaction and adjustment in life. A satisfactory vocational choice is always in consonance with the abilities, needs, aspirations and social effectiveness of the individual.

There are various factors that influence the vocational choices, (Dewal, 1966). On the basis of various research studies, they can be classified as environmental factors (culture, socio-economic status, family, school, ecological factors, sex differences, occupational information, parental involvement) and psychological factors (intelligence, special aptitudes, interests, values, attitudes, academic achievement, roles and self, personality traits, achievement motivation). All these play a significant role in making vocational choices of adolescents.

There is a need to explore the relationship of all these factors with vocational choices but it is not possible to take up all the factors in a single study. Therefore,
out of the environmental factors responsible to determine the vocations of adolescents, occupational information and parental involvement have been taken. Out of the psychological factors, personality traits and achievement motivation have been selected.

Personality is considered to be the sum total of one's behaviour. It is reasonable to suppose that personality traits can influence a person's vocational choice. An adolescent can choose a better vocation if he is aware of what will best suit his personality traits.

Achievement motivation is a construct designed to explain inter and intra individual differences in the orientation intensity and consistency of achievement behaviour.

Likewise, knowledge and understanding of occupational world are vital for the students as these enable them to review their vocational choice in the light of their potentiality.

Parental involvement implies how the parents involve themselves in developing the overall personality of the individual. The adolescents are likely to gear their educational efforts for the attainment of their vocational goals with parental support.

The present study was conducted primarily to find the relationship between the vocational choices of the adolescents and the variables of personality traits,
achievement motivation, occupational information and parental involvement, which is stated as under:

**Statement of the Problem**

"VOCATIONAL CHOICES OF HIGH SCHOOL STUDENTS OF CHANDIGARH AS RELATED TO PERSONALITY TRAITS, ACHIEVEMENT MOTIVATION, OCCUPATIONAL INFORMATION AND PARENTAL INVOLVEMENT."

**Objectives of the Study**

The study was carried out with various major and secondary objectives as detailed below:

**Major Objectives**

1. To explore the vocational interest patterns, personality traits, achievement motivation, occupational information and parental involvement of the total sample as well as for the boys and for the girls.

2. To study the relationship between vocational interest areas and the variables of personality traits, achievement motivation, occupational information and parental involvement for the girls and for the boys.

3. To find predictors of vocational choices from among the independent variables of personality traits,
achievement motivation, occupational information and parental involvement separately for the boys and the girls.

4. To study the nature of factor structure underlying eight areas of vocational interests constellating with the independent variables of personality traits, achievement motivation, occupational information and parental involvement separately for the boys and the girls.

Secondary Objectives

1. To study inter-intra sex differences with respect to government and privately managed schools on the variables of vocational interest areas, personality traits, achievement motivation, occupational information and parental involvement.

2. To simply identify the number of boys and girls who have clear and definite choices regarding a particular vocation they wish to take up in life, out of the 8 vocational areas under study.

3. Due to non-availability of the relevant scales, another objective of the study was to construct and standardize two scales; one to measure occupational information and another to measure parental involvement of the students.
Hypotheses of the Study

Based on the above objectives, following hypotheses were launched:

1. There exists a wide range in the selection of occupations, varied patterns of personality traits, higher levels of achievement motivation, occupational information and parental involvement among the subjects in this study.

2. There exists positive and significant relationships between vocational interests and the variables of personality traits, achievement motivation, occupational information and parental involvement.

3. Each variable of personality traits, achievement motivation, occupational information and parental involvement predict independently as well as conjointly each area of the vocational interests, separately in case of boys and girls.

4. Areas of vocational interests share significant loadings constellating with the variables of personality traits, achievement motivation, occupational information and parental involvement.

5. (a) Boys and girls show significantly different vocational choices and differences with respect to personality traits, achievement motivation, occupational information and parental involvement.
(b) Boys and girls from government and privately managed schools exhibit significant differences on vocational interest areas, personality traits, achievement motivation, occupational information and parental involvement.

Design of the Study

The method of investigation used in conducting the present study was descriptive, exploratory survey, coupled with the techniques of bivariate and multivariate correlations, factor analysis and comparison between the sub-groups.

The field of investigation for the study comprised 5 govt. model high schools and 5 privately managed English medium schools of Chandigarh (U.T.) under the C.B.S.E. system.

The Sample for the Study

The present study warranted different types of samples according to the various objectives of the study. Thus the techniques employed for the sampling of the study was essentially stratified, non-probability and purposive in nature. The representativeness of the sample was ensured with respect to the nature of schools, class, section, sex, medium of instruction, curricular system and the locale of the school.
(1) The Sample for the Major Study

The total sample consisted of 403, IX class students (Boys = 219, Girls = 184), studying in 5 government model high schools and 5 privately managed English medium schools under the C.B.S.E. system.

(2) Sample for Item Analysis of the Two Locally Constructed Scales viz. Occupational Information Schedule and Parental Involvement Scale.

A sample of 84 IX class students, consisting of both boys and girls (Boys = 48, Girls = 36) was selected for the try-out of the first draft of the Occupational Information Schedule and Parental Involvement Scale. For the purpose, one section from Govt. Model High School Sector 19-C and one section from Moti Ram Arya Sec. School Sector 27-A was selected.

Tools used for the Study

The following tools were used for the collection of data:

(1) Vocational Interest Record by Bansal and Srivastava (1975) was used to find the vocational interest patterns of the subjects.

(2) High School Personality Questionnaire (H.S.P.Q.) by Cattell (1963) Form A was used to study the personality traits of the adolescents.
(3) Deo-Mohan Achievement Motivation (n-Ach) scale (1985) was used to study the achievement motivation of the subjects.

(4) Occupational Information Schedule was locally constructed and standardized by the investigator herself. It was used to measure the occupational information of the subjects.

(5) Parental Involvement scale was locally constructed and standardized by the investigator herself. It was used to find the parental involvement of the subjects.

Statistical Techniques Used

In accordance with various objectives of the study, different statistical techniques were used to analyse the data:

(a) For the development and standardization of the Occupational Information Schedule and Parental Involvement Scale, the statistical techniques of correlations, upper-lower indices and factor analysis were employed.

(b) For the analysis of the major data, descriptive analysis like means, s.d.'s, skewness and kurtosis were worked out to study the nature and distribution of the variables.

Bivariate analysis like product moment coefficient of correlations were worked out to obtain
the nature and extent of relationship between personality traits, achievement motivation, occupational information, parental involvement and the areas of vocational interests of adolescents.

Multivariate analysis like multiple correlations and regression analysis were computed in order to find the predictors of vocational choices from among the independent variables in this study. Principal-axes method of factoring and varimax rotation of factors was employed to study the underlying factor structure and to locate and identify certain factors of vocational interests in the light of independent variables.

Differential analysis like 't' ratios were used to find the inter intra sex differences.

The results were obtained from IB-MPC XT of the Computer centre, Panjab University, Chandigarh.

Main Findings of the Study

Section I:
Conclusions Based on Descriptive Analysis
(Vide Tables 5.1.1. and 5.1.2, Chapter V)

The objective of this analysis was to explore the vocational interest patterns, personality traits, achievement motivation, occupational information and parental involvement for the total sample as well as for the boys and the girls.
The hypothesis for this section to be tested was that there exists a wide range in the selection of occupations, varied patterns of personality traits, higher levels of achievement motivation, occupational information and parental involvement among the subjects in this study.

In the present study, the boys and the girls did not get extreme scores on any of the vocational areas as the mean scores did not fall in sten 8 and above. The boys exhibited interest only in Executive type of vocations (sten 5), followed by Commercial (sten 4) and Scientific (sten 4).

In the same way, the girls had shown average interests in Artistic area (sten 4) and Scientific area (sten 4) only. Thereby the hypothesis was partially proved as the subjects had shown limited interest in the selection of certain occupations.

On Personality variables too, the subjects did not represent extreme cases. The score of the boys to fall in the extreme group (sten 8) was on Factor I (V17) and in sten 3 on Factor B (V10).

The girls scored in sten 7 on Factor E (V13) and in sten 3 on Factor B (V10).

In case of total sample, the score on all the personality variables ranged between 4-6 stens. The results gave the hypothesis a partial support.

In case of achievement motivation, occupational information and parental involvement, the hypothesis did not
get any support, as the subjects represented average scores on each of these variables.

Section II

Conclusions Based on Product Moment Co-efficients of Correlations
(Vide Tables 5.2.1 and 5.2.2., Chapter V)

The major objective of this study was to find the relationship between vocational choices of the subjects and the variables of personality traits, achievement motivation, occupational information and parental involvement.

The hypothesis for this analysis was that there exists a positive and significant relationship between vocational interests and the variables of personality traits, achievement motivation, occupational information and parental involvement.

The results were obtained separately for the girls and for the boys. The results revealed that all the areas of vocational interests were not found positively and significantly correlated with all the independent variables in this study. Negative and significant correlations were also found between vocational interests and other variables.

In case of the girls, in the area of Agriculture, significant and positive correlation was found only with
Factor J(V18) (r = .195) at .01 level. In the area of Artistic, significant and positive correlation was found only with occupational information (V24) (r = .184) at .01 level.

No significant positive correlations were found between the Commercial, Executive, Household, Literary, Scientific, Social areas and the variables of personality traits, achievement motivation, occupational information and parental involvement.

In case of the boys, the vocational area of Agriculture was found significantly and positively correlated with parental involvement (V25) (r = .181) at .01 level. Positive and significant correlation was also found between the vocational area of Artistic and Factor A (V9) (r = .187) at .01 level, between the vocational area of Household and Factor G(V15) (r = .138) at .05 level, Factor J(V18) (r = .138) at .05 level.

No significant and positive correlations were found between the rest of vocational areas of Commercial, Executive, Literary, Scientific, Social and the independent variables in this study.

Thus the hypothesis of the interrelationship of the variables got a partial and a feeble support.


Section III

Conclusions Based on Step-wise Multiple Correlations and Regression Analysis
(Vide Tables 5.3.1. to 5.3.16, Chapter V)

The objective of this analysis was to find the predictors of vocational choices from among the independent variables of personality traits, achievement motivation, occupational information and parental involvement.

The hypothesis to be verified for this analysis was that each variable of personality traits, achievement motivation, occupational information and parental involvement predict independently as well as conjointly each area of the vocational interests, separately in case of boys and girls.

In accordance with the objective, step-wise multiple regression co-efficients and multiple correlations were computed separately for two groups of the boys and the girls.

In case of both the boys and the girls, a different set of predictors for some of the vocational areas were revealed, which are as follows:

I  Agriculture:

In case of the boys, Factor $F(V_{14})$, and in case of the girls, Factor $A(V_9)$, were found to be the powerful predictors.
II Artistic:

In case of the boys, Factor 0 (V19), was found to be the significant predictor.

In case of the girls, none of the variables was found to be the significant predictor.

III Commercial

IV Executive

For the areas of Commercial and Executive in case of the boys as well as girls, none of the variables was found to be the significant predictor.

V Household

In case of the boys, none of the independent variables was found to have the predictive efficiency.

In case of the girls, A.M.(V23) and Factor I(V17), were found to be the powerful predictors.

VI Literary

In case of the boys, Factor G(V15), was found to be the powerful predictor.

In case of the girls, none of the independent variables was found to have the predictive efficiency.
VII Scientific
VIII Social

For the areas of Scientific and Social, in case of the boys as well as girls, none of the independent variables was found to have the predictive efficiency.

The hypothesis got a very feeble support as in case of both the boys and the girls, a different set of predictors was revealed only for some of the vocational areas.

Section IV

Conclusions Based on Factor Analysis
(Vide Tables 5.4.1, 5.4.2, 5.4.3, 5.4.4 Chapter V)

The objective of factor analysis was to understand the nature of factor structure underlying eight areas of vocational interests constellating with the independent variables of personality traits, achievement motivation, occupational information and parental involvement.

The hypothesis to be verified for this analysis was that areas of vocational interests share significant factor loadings constellating with the variables of personality traits, achievement motivation, occupational information and parental involvement.

Factor analysis was done separately for the two groups of the boys and the girls.
The results of factor analysis for the boys and the girls reveal that all areas of vocational interests were not found to be constellating with the independent variables under the same canopy.

In case of the boys, Factor VII was found to have a common factor structure clustering the Artistic (V2) kind of vocations and personality Factor A(V9) with loadings .651 and .804 respectively.

Factor VIII was identified as bi-polar factor having significant loadings for Commercial (V3) vocations and personality Factor C(V11) (.850 and -.500).

In case of the girls, Factor V was specified as a common factor structure for the Social (V8) kind of vocations and personality Factor B (V10) (loadings were .446 and .757 respectively).

Factor VIII was found to have the common factor structure in case of Literary (V6) vocations and the independent variable of occupational information (V24) with loading .772 and .521 respectively.

Factor IX was recognised as a bi-polar factor of vocations i.e. Agriculture (V1) (.497) and Household (V5) (.567) shared by negative loadings on personality Factors A (V9) (-.715) and C(V11) (-.449).

Factor X was specified as a bi-polar factor of occupations of Artistic (V2) (.678) and Household (V5)
Therefore, the hypothesis got support to some extent.

Section V

Conclusions Based on 't' ratios

The overall objective of this analysis was to study inter-intra sex differences with respect to government and privately managed schools on the variables of vocational interests, personality traits, achievement motivation, occupational information and parental involvement.

The hypotheses stated for this analysis were:

(a) Comparison of Boys and Girls on the Variables under Study

Boys and girls show significant differences with respect to vocational choices, personality traits, achievement motivation, occupational information and parental involvement.

(b) Comparison of Boys and Girls with Respect to the Type of Schools on the Variables under Study

Boys and girls from government and privately managed schools exhibit significant differences on vocational interest areas, personality traits, achievement
motivation, occupational information and parental involvement.

The conclusions are presented in the following order:

(a) Comparison of Boys and Girls (vide Table 6.1.1, Chapter VI)

Vocational Choices ($V_1$-$V_8$)

In case of the boys and the girls, out of 8 vocational areas, the significant differences all in favour of the girls were observed on three vocational areas. These are $Ar$ ($V_2$) $t$ ratio (3.36) significant at .01 level, $HH$ ($V_5$) $t$ ratio (6.46) significant at .01 level and $LI$ ($V_6$) $t$ ratio (2.24) significant at .05 level. In the areas of vocational choices, the hypothesis got a partial support.

Personality Traits ($V_9$-$V_{22}$)

On personality traits, the significant differences were observed on Factor $B$ ($V_{10}$) $t$ ratio (1.97) sign. at .05 level, on Factor $C$ ($V_{11}$) $t$ ratio (2.22) sign. at .05 level, on Factor $H$ ($V_{16}$) $t$ ratio (1.97) sign. at .05 level, on Factor $Q_2$ ($V_{20}$) $t$ ratio (1.98) sign. at .05 level and on Factor $Q_4$ ($V_{22}$) $t$ ratio (2.24) sign. at .05 level. On all these traits, the boys were found on the higher side of traits, except on Factor $B$, where the girls had higher mean score.
Thus, the hypothesis that boys and girls exhibit significant differences on personality traits got a partial support.

Achievement Motivation ($V_{23}$)

The boys and the girls differed significantly on achievement motivation ($V_{23}$) at .01 level, where a 't' ratio (3.01) was found in favour of the girls. Therefore, the hypothesis was confirmed.

Occupational Information ($V_{24}$) and Parental Involvement ($V_{25}$)

The hypotheses related to occupational information ($V_{24}$) and parental involvement ($V_{25}$) were not confirmed as no significant differences were observed on these variables.

(b) Comparison of Govt. School Boys and Girls (vide Table 6.1.2, Chapter VI)

Vocational Choices ($V_{1}-V_{8}$)

In case of govt. school boys and girls, the significant differences were observed on the three vocational areas of Ar ($V_{2}$) t ratio (2.79) sign. at .01 level, HH ($V_{5}$) t ratio (4.26) sign. at .01 level and on SC ($V_{7}$) t ratio (2.04) sign. at .05 level. The girls obtained higher mean scores on Artistic and Household areas whereas
the boys were found higher on Scientific area. The hypothesis had a partial support as the significant differences were not observed in case of all vocational areas.

**Personality Traits (V9-V22)**

On personality traits, the significant differences were observed on Factor B (V\textsubscript{16}) t ratio (3.37) sign. at .01 level, on Factor H (V\textsubscript{18}) t ratio (2.08) sign. at .05 level, on Factor J (V\textsubscript{18}) t ratio (2.01) sign. at .05 level, on Factor Q\textsubscript{2} (V\textsubscript{20}) t ratio (2.20) sign. at .05 level and on Factor Q\textsubscript{4} (V\textsubscript{22}) t ratio (2.06) sign. at .05 level.

On Factor B(V\textsubscript{10}), the govt. school girls were found higher whereas on other Factors H(V\textsubscript{16}), J (V\textsubscript{18}), Q\textsubscript{2} (V\textsubscript{20}), Q\textsubscript{4} (V\textsubscript{22}) the govt. school boys were found higher.

The hypothesis that govt. school boys and girls exhibit significant differences on personality traits got a partial support.

**Achievement Motivation (V\textsubscript{23})**

Significant differences were found on achievement motivation (V\textsubscript{23}) at .05 level with 't' ratio (2.73), in favour of govt. school girls. Therefore, the hypothesis was confirmed.
Occupational Information ($V_{24}$) and Parental Involvement ($V_{25}$)

The hypotheses related to these variables were not confirmed as no significant differences were found between govt. school boys and girls on these variables.

(c) Comparison of Privately Managed School Boys and Girls (Vide Table 6.1.3, Chapter VI)

Vocational Choices ($V_1$-$V_8$)

On vocational choices, the significant differences were found only on HH ($V_5$), with t ratio (4.96) sign. at .01 level, in favour of privately managed school girls. Hence, the hypothesis got a very feeble support.

Personality Traits ($V_9$-$V_{22}$)

On personality traits, the two groups had differed significantly only on Factor C ($V_{11}$), where a t ratio (2.46) was found sign. at .05 level. The boys were found higher on this trait than the girls. The hypothesis that privately managed school boys and girls exhibit significant differences on personality traits got a very feeble support.

Achievement Motivation ($V_{23}$), Occupational Information ($V_{24}$) and Parental Involvement($V_{25}$)

The hypotheses related to these variables were not confirmed as no significant differences were observed on any of these variables in this sub-group.
Comparison of Govt. School Boys and Privately Managed School Boys vide Table (6.1.4, Chapter VI)

Vocational Choices (V₁-V₈)

The boys of two groups differed on Ar (V₂), with a t ratio (4.35), significant at .01 level and on SC(V₇), t ratio (2.64), significant at .01 level. The privately managed school boys indicated higher interests on Artistic kind of vocations whereas the govt. school boys were found more interested in Scientific area of vocation. The hypothesis got support partially in case of two variables only as the significant differences were not observed in case of all vocational areas.

Personality Traits (V₉-V₂₂)

The hypothesis that the boys of govt. schools and privately managed schools show significant differences on personality traits got a very little support as the two groups differed only on Factor F (V₁₄) t ratio (2.16) sign. at .05 level and on Factor Q₃ (V₂₁) t ratio (2.33) sign. at .05 level.

On Factor F(V₁₄) and Factor Q₃(V₂₁), the privately managed school boys scored higher.

Achievement Motivation (V₂₃)

The boys from the two schools differed significantly on this variable where a t ratio (3.73) was found significant at .01 level in favour of privately
managed school boys. Therefore, the hypothesis was confirmed.

Occupational Information \( (V_{24}) \)

On this variable, the govt. school boys demonstrated to be higher on occupational information where a \( t \) ratio (2.41) was found to be significant at .05 level. Hence, the hypothesis was confirmed.

Parental Involvement \( (V_{25}) \)

The hypothesis related to parental involvement \( (V_{25}) \) was not confirmed as no significant differences were observed on this variable.

E) Comparison of Govt. School Girls and Privately Managed School Girls \( (\text{Vide Table 6.1.5, Chapter VI}) \)

Vocational Choices \( (V_1-V_8) \)

The hypothesis related to vocational choices in this comparison was not confirmed as no significant differences were observed between govt. school and privately managed school girls on vocational interest areas.

Personality Traits \( (V_9-V_{22}) \)

The girls of govt. schools and privately managed schools differed on Factor B \( (V_{10}) \) \( t \) ratio (2.56) sign. at .05 level, on Factor D \( (V_{12}) \) \( t \) ratio (2.27) sign. at .05
level, on Factor E ($V_{13}$) $t$ ratio (2.66) sign. at .01 level, on Factor G ($V_{15}$) $t$ ratio (2.17) sign. at .05 level, on Factor J ($V_{18}$) $t$ ratio (2.38) sign. at .05 level and on Factor $Q_2$ ($V_{20}$) $t$ ratio (2.63) sign. at .01 level.

On Factor B, the govt. school girls were found higher whereas on other Factors D, E, G, J, $Q_2$, the privately managed school girls were found higher. The hypothesis got a partial support.

Achievement Motivation ($V_{23}$)

The girls from privately managed schools obtained significantly higher scores on achievement motivation than the govt. school girls in the present sample ($t=2.35$) significant at .05 level. Therefore, the hypothesis was confirmed.

Occupational Information ($V_{24}$) and Parental Involvement ($V_{25}$)

The hypothesis related to occupational information ($V_{24}$) and parental involvement ($V_{25}$) were not confirmed as no significant differences were observed on these variables.

Section VI

Conclusions Based on Supplementary Analysis (vide Table 6.2.1, Chapter VI)

The objective was simply to identify the number of boys and girls who have clear and definite choices regarding a particular vocation they wish to take up in life. This exercise was done for academic interest only.
An arbitrarily chosen criterion was adopted to count the total number of boys and girls in each vocational area who have clear choices to take up that particular vocation.

On the basis of the raw scores obtained by the students which was converted in to the stens, on vocational interests from variable 1 to variable 8, a cut-off point for a person's decidedness and undecidness in a vocation was determined. As such the subject with a score falling in sten 7-9 was taken as having decided to take up that particular vocation. Contrarily, a subject whose score fell in sten 1-3 in a particular vocation was regarded as undecided in that area.

In this way, two groups viz. the vocationally decided and the undecided were formed separately for boys as well as for girls.

The distribution of number in groups varied. In case of the boys the number of decided group ranged from a minimum of 2 to 84 in 8 vocational areas while in case of the girls, the number of decided group ranged from a minimum of 1 to 26.

In case of the boys, the highest number of decided group (N=84) was found in case of Executive (V₄) type of vocations, followed by Artistic (V₂) (N=33) and Commercial (V₃) (N=23) areas of vocational interests.

In case of the girls, the highest number of decided group (N=26) was found in Scientific (V₇) type of vocations.
It was followed by Artistic (V₂) (N=19) and Literary (V₆) (N=15) vocational areas.

On the whole, a large number of boys and girls were found to be undecided in most of the vocations at this stage.

Overall Conclusions

The results based on descriptive data, intercorrelation analysis, regression analysis, factor analysis and supplementary analysis revealed that as far as the vocational choices of adolescents are concerned, no clear and definite patterns were emerged.

On the basis of descriptive analysis (vide Tables 5.1.1 and 5.1.2, Chapter V), it was found that the boys and girls did not get extreme scores on any of the vocational areas as the mean scores did not fall in sten 8 or above.

On the basis of intercorrelation analysis (vide Tables 5.2.1 and 5.2.2 Chapter V), the results revealed that in case of the girls, the vocational areas of Agriculture and Artistic were found significantly correlated with personality Factor J and occupational information respectively. In case of the boys, the vocational areas of Agriculture, Artistic and Household were found correlated significantly with parental involvement, personality Factors A and J respectively.

The results of regression analysis (vide Tables 5.3.1 to 5.3.16 Chapter V) also concluded that in case of
boys, for the vocational areas of Agriculture, Artistic and Literary, the significant predictors were Factor F, Factor O and Factor G respectively. In case of girls, for the vocational area of Agriculture, Factor A was the significant predictor and for the vocational area of Household achievement motivation and Factor I were found conjointly to be the significant predictors.

The results of Factor analysis (vide Tables 5.4.1 to 5.4.4 Chapter V) also revealed that in case of boys, Factor VII and Factor VIII were found to constellate the vocational areas of Artistic and Commercial with personality Factors A and C respectively. In case of girls, Factors V and VIII were found to constellate the vocational areas of Social and Literary with personality Factor B and occupational information respectively. Factor IX was found to constellate the vocations of Agriculture and Household with personality Factors A and C. Factor X was found to constellate the occupations of Artistic and Household with achievement motivation.

On the basis of supplementary analysis it was also found that the highest number of decided group in case of the boys and the girls was Executive and Scientific vocations respectively. On the whole, a large number of boys and girls were found to be undecided in most of the vocations at this stage.
Educational Implications

These conclusions of the study have some important implications not only to the sample taken in the study but to all those concerned with the education of the young, researchers, vocational counsellors, teachers and students themselves.

The findings of the study reflect that all the variables undertaken in this study did not intercorrelate appreciably with the areas of vocational interests. On the basis of these findings it was judged not to constitute vocational choices in the ninth class.

The objective of education at the high school stage especially at the ninth grade should be then to help the student become ready to make a series of choices. The school curriculum should involve the various ways and means in order to enable them to assemble, review and assimilate relevant information regarding vocational choices for future decisions.

The findings also brought to light the fact that adolescents are not aware of different occupations as they indicated average occupational information. The presence of so many choices, opportunities and directions causes bewilderment and distracts the young from making career decisions realistically in order to make preparation for and an entry into an occupation. Because of this multiplicity
and complexity of options available, students are in the need of special help in identifying and acting upon vocational decisions.

Results of the study have implications for the vocational counsellor. The boys and girls in the ninth class, needs to be given a broader perspective on the world of work. Since their choices may not remain stable, it is required to help them to know about other types of occupations which may in due course appeal to him more and particularly to develop a perspective on the world of work which will enable him to orient himself more quickly to unfamiliar occupations.

The counsellor is required to help boys and girls, in understanding the personal, social and other factors which have a bearing on the making of vocational decisions. It is also required to enable them to realize the nature of the resources which they can use to improve their own occupational orientation. He can help the individual to cope with the rapid changes in the world of work and develop skills in students to make vocational decisions and adjustments within the constraints of their potentialities and capabilities. This would provide the counsellor personal dignity and a sense of power to affect the future as also help avoiding wastage of energy and human resources.
Suggestions for Further Research

Following are some of the suggestions which may be taken care of while undertaking further research:

(1) In the present study, the sample consisted of only IX class students. It is suggested that a larger sample of XI and XII class may be taken for further research. This may yield more substantial results as by that students may be in a position to decide better regarding the choice of a vocation.

(2) Studies involving different population of rural and urban areas as well as follow-up studies may be undertaken to establish the validity of findings of the present study.

(3) Further research in this area can be done by taking other psychological variables (roles and self, intelligence, special aptitudes, interests, values etc.) and environmental factors (family relationships, socio-economic status, home environment, family attitudes etc.) that affect vocational choices.

(4) Attempt can also be made to see whether the vocational guidance programme in the instructional material affects the vocational decisions of the adolescents.