CHAPTER I

INTRODUCTION
One of the most important aspects of a man's life is his vocation. It is a problem not only of the individual concerned but also of the society which has to spell out its qualitative, quantitative, spatial and temporal objectives within its organisational milieu. The society can make progress only when its manpower is properly utilised to increase financial resources.

Vocation has been regarded as an integral aspect of human life because life is considered incomplete without a vocation. Vocation has a tremendous emotional significance for a person, besides the material advantages, it bestows on one.

Jones (1958), says that although the life goal is the centre of all activities and lends meaning to life, a satisfying and a successful life is dependent on the wise choice of an occupation. A wise choice of the occupation, in turn, means happiness and prosperity.

Roe (1956), holds that occupations as sources of need satisfaction are of extreme importance. As one moves from childhood to adulthood, one becomes increasingly aware of his responsibility for the productive efforts of society.

A well-chosen job helps one to lead a socially effective, useful and productive life. It conditions his vocational success, thinking and behaviour. It suggests
that the work one does throughout life-time has a unity of purpose. In a sense, he chooses a way of life when he chooses a vocation, which in turn reflects an individual's social and economic status.

The term vocation refers to a particular occupation, business or profession. Vocation is the way in which one earns one's living. Vocation, in general use, carries a connotation of life long commitment.

According to Deighton (1971), the term vocation might best be reserved for the occupations chosen and engaged in for a substantial period of time because it is appropriate to the individual's abilities, interests, values and desires.

According to London (1973), vocation as its current usage refers to the type of work one does or the occupation one pursues in earning one's livelihood.

Vocation differs from occupation, profession and job. Though these terms are used inter-changeably, still they differ in their meanings. The dictionary meanings by Good (1959), of these terms are as follows:

**Occupation**

It means person's trade, vocation or principal means of earning a living, a group of jobs with a significant number of tasks and skills in common.
Profession

It is an evaluative term describing the most prestigious occupations which may be termed professions if they carry out an essential social service, are founded on systematic knowledge, require lengthy, academic and practical training, have high autonomy and a code of ethics and generate in-service growth.

Job

Job refers to a piece of work especially a specific task done as a part of the routine of one's occupation. It is also termed as part of employment or as a part of one's occupation for an agreed price.

Shartle (1952), defines job as a group of similar positions in one plant, business, institution or other work place.

What is Vocational Choice?

It is an estimated choice of the individual, actually entering the occupation. Vocational choice may be regarded as a particular case of decision-making under uncertainty when the aim is to reach an optimal choice among alternatives.

Parson (1909), writes that an individual's vocational choice is his greatest decision and it occurs at that time in his life when he is about to enter the world of work.
Vocational choice has been defined as what the individual prefers or aspires to do i.e. his first-ranked occupation (Fryer 1931; ; Trow 1941; Gilger 1942).

Super (1947), says that the choice of a vocation is one of the points in life at which a young person is called upon to state rather explicitly his concept of himself to any, definitely, I am this or that kind of a person.

In Forer's view (1953), selection of a vocation, like the expression of other interests, is a personal process, a culmination of individual's unique psychological development.

Roe (1956), points out that by vocational choice we mean what a person would exactly do, assuming that he has the capacities, training and opportunity.

Vocational choice differs from vocational preference, vocational aspiration, vocational development, vocational maturity and vocational interests.

Vocational Preference

Although the term vocational preference has been synonymously used by Gilger (1942), still some writers use 'choice' and 'preference' with different meanings. Ginzberg et al (1951), do not give any definition of choice in his book, but he implies clearly that choice differs from preference.
Crites (1969), differentiates choice from preference by saying that choice is more comprehensive than preference. He says all choices presume preferences but all preferences do not necessarily imply choice. He further says that regardless of age levels, choice can be defined as what the individual predicts he will be doing in future and preference can be defined as what he would like to be doing.

Crites (1969), clarifies further that when an individual expresses a preference, he ranks two or more occupations along a continuum of his estimated chances of actually entering them. Moreover, in expressing a preference, he indicates what he would like to do and in making choice he predicts what he probably will do.

Vocational Aspiration

In vocational aspiration, the individual expresses as to what he wants or wishes to do irrespective of the limitations imposed by the reality. Vocational aspiration means what the individual considers to be ideal vocation for him and refers to the point in the hierarchy of prestige of various vocational fields which an individual views as a goal. Defined in this way, aspiration is quite similar, if not identical, with a person's fantasy choice.

Crites (1969), says as elicited by interviews and open-ended questions, as "what would you do, if you could
do, what you really wanted to do". It is formulated solely in terms of the wants and wishes of the individuals, irrespective of the limitations imposed by the reality.

**Vocational Development**

It implies the individual's process of proceeding along a continuum from earliest vocational fantasies towards a final vocational choice. Super (1957), conceives of vocational development as one aspect of individual development. Like social, emotional and intellectual development, it has distinctive characteristics which reveals it as one way in which the general development of the individual manifests itself. Like all other aspects of development, vocational development may be conceived of as beginning early in life and as proceeding along a curve until late in life.

According to Ginzberg et al (1951), vocational development is not a single decision but a series of decisions made over a period of years. Each step in the process, has a meaningful relation to those which precede and follow it.

According to Super and Overstreet (1960), an individual reaches the ultimate decision through a series of decisions over a period of many years. It has now been empirically established that vocational choice is a developmental process which takes place over a considerable period of time and which largely terminates when an individual enters an occupation.
Vocational Maturity

It implies the level of the development of the individual either physical or emotional or both, that will equip him for the work, occupation or profession to which he feels he is called and he considers himself fit.

Super (1951), defines vocational maturity in terms of types of behaviour. Vocational maturity is a point in the continuum of vocational development which implies more than just a change although it is certainly a necessary condition for the maturation of vocational behaviour (Crites 1969).

Baldwin (1955), identifies three basic characteristics of vocationally mature behaviour: cognition, selection and goal-directed behaviour.

The same model of vocationally mature behaviour has been adopted by Super et al (1960), with the possible exception that Baldwin is concerned with the quality of behaviour i.e. the accuracy of information whereas Super is primarily concerned with the accuracy of relevant vocational behaviour.

Vocational Interests

As per Good (1959), vocational interests are measured patterns of likes and dislikes that have been found experimentally to differentiate successful adults in one occupation from those in other occupations.
Vocational interests are the learned motives which drive the person to occupy himself with an activity when he is free to choose what he will do. Vocational interests are the person's expressed interest in his/her choice of an occupation.

In the present study, out of all these terms, vocational choice has been preferred to other terms because it is more comprehensive. Vocational choice, therefore, refers to selection of a particular vocation from among several other alternatives. Moreover, it indicates what one will be doing in future.

Page and Thomas (1977), hold that vocational choice is decision made by a pupil on his/her future work, occupations or career.

**Foundation of Vocational Choices**

The foundation for the choice of vocation is laid when one is receiving education. One of the main aims of education is to provide opportunities to set one's goal in life. The high school education helps a majority of pupils to think either of a vocation straightaway or to continue education for professional vocation, choosing the relevant field of study.

Stoops (1959), holds that the foundation of vocational choices is laid as the pupil progresses through
school. A wide range of curricular offerings in which the pupil may get some of his vocational interests and extracurricular experiences of a positive nature will enable the pupil to mature.

The choice of a vocation is never made all at once or even in a short span of time. It is a developmental process that takes many years during which the ultimate decision is determined by a series of actions and occurrences, each one of which is dependent, at least on some measure, on the proceeding ones.

Appropriateness of Vocational Choices

Appropriateness of the choice of an individual's career has been assessed in many different ways (Stephenson 1957; Ganyea 1962; Kelson 1975; Pilato and Myers 1975). The most valid method is to compare an individual's measured attributes with the attribute requirements of his or her chosen occupation (Crites 1969). The greater the agreement between the two, the more appropriate the career choice is presumed to be.

Crites (1969), developed an objective system for determining an appropriate career choice based upon the extent to which the individual career choice agrees with his or her aptitudes and interests. He has suggested three necessary conditions for the occurrence of vocational choice:
(1) A "choice supply" - there must be two or more occupations from which to choose.

(2) Incentive to make a choice- the individual must be motivated to choose an occupation.

(3) Freedom to choose - the individual must be free to exercise his option in the choice of an occupation.

Theories of Vocational Choice

Individuals differ in their psychological make-up viz. intelligence, aptitudes, attitudes, interests, personality patterns, adjustment styles which are reflected in the choice of different courses and occupations. Dunnettee (1969), says that all people do not possess most desirable attributes suitable for all types of jobs. Some have potentiality for one kind while others have it for another. So, it is desirable that human potentialities are measured, their relationships are established and are linked to the suitability to various vocational courses.

The review of literature in the field of vocational guidance reveals that there are theories of vocational choices accounting for the choice-making process. These can be broadly classified as:

(1) Non-Psychological Theories
   (a) Accident Theories
   (b) Economic Theories
   (c) Cultural and Sociological Theories
These theories are expounded by Miller and Form, Ginzberg et al, Caplow, Smith, Clark, Lipsett, Hollingshead and Crites.

(2) Psychological Theories
(a) Trait and Factor Theories
(b) Psychodynamic Theories
(c) Developmental Theories
(d) Learning Theories
(e) A Typological Theory

The exponents of these theories are Parsons, Bordin et al, Ginzberg et al, Roe, Super and Bachrach, Tiedeman and his associates, O'Hara, Miller et al and Holland.

(1) Non-Psychological Theories of Vocational Choice

The non-psychological theories of vocational choice attribute choice phenomenon to the operation of some system which is external to the individual. These theories do not consider personal factors of the individual to be either directly or indirectly related to choice. The individual enters an occupation solely because of the environmental factors.

(a) The Accident Theories of Vocational Choice

The accident theory of vocational choice is largely a popular theory. According to this theory chance factors are the fortuitous, unplanned, unpredicted events which
affect a person's vocational choice. More formally, chance refers to experiences which are unplanned so far as the individuals themselves are concerned (Miller and Form 1951). Chance means an unplanned exposure to a powerful stimulus, (Ginzberg et al 1951).

Miller and Form (1951), analyse the occupational backgrounds of a large number of young people and conclude that chance experiences affect most occupational choices.

Caplow (1954), another sociologist, also observes that error and accident often play a large part in vocational choice than the subject himself is willing to concede.

(b) Economic Theories

The classical economists, led by Smith (1937), maintain that it is the net advantage which accrues to the individual from entering an occupation, which is the determining factor in his choice. In other words, given complete freedom of choice, which is the basic assumption upon which this theory rests, the individual weighs and balances the merits and shortcomings of the available employments and chooses the one with the greatest net advantage to him.

Clark (1931), identifies two factors which influence vocational choice in addition to the supply and
demand variables posited by the classical theory:
1) The individual's information about occupations and
2) The cost of education and training.

c) Cultural and Sociological Theories

According to industrial and occupational sociologists, the major factor in the determination of an individual's vocational choice is the impact of the culture and society in which he lives. Each level of culture and society affects the individual's vocational choice in a somewhat different way and in varying degrees of importance (Lipsett 1962).

Within a culture, there are several sub-cultures which impinge upon vocational decision-making. The most important of these is the social class to which an individual belongs. This position comes to bear upon a person's vocational choice in many ways. Hollingshead (1949), writes that the pattern of vocational choices corresponds roughly with the job patterns associated with each class in the adult's work world.

Closer to the everyday experiences of the individual are ethnic groups, his neighbourhood and his peers. The most important agent of socialization and vocationalization is the school according to Crites (1958). Through the school as Miller and Form (1951) note, the individual acquires a system of values which directly influences his vocational choice.

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Psychological Theories of Vocational Choice

Psychological theories of choice focus more upon the individual as the crucial variable in the vocational decision making process. These theories have in common the assumption that the individual has some freedom in the choice of an occupation i.e. he can exert at least a modicum of control over his vocational future. The psychological theories maintain that vocational choice is determined primarily by the characteristics or functioning of the individual and only indirectly by the environment in which he lives. These theories are:

(a) Trait and Factor Theories of Vocational Choice

Trait and factor theories of vocational choice emphasize the relationship of an individual's personal characteristics to his selection of an occupation. Individuals differ in their aptitudes, interests and personalities. Occupations require varying amounts and kinds of traits and factors, different individuals choose to enter different occupations.

Parsons (1909), explicated a three—step process through which a person goes in choosing a vocation:

(1) A clear understanding of himself, his aptitudes, abilities, interests, ambitions, resources, limitations and their causes.
(2) A knowledge of the requirements and conditions of success, advantages and disadvantages, opportunities and prospects in different lines of work and
(3) True reasoning on the relations of these two groups of facts.

In short, the individual compares his capabilities and dispositions with those demanded by occupations and selects the one he matches best.

(b) Psychodynamic Theories of Vocational Choice

According to English and English (1958), psychodynamic refers to any psychological system that strives for explanation of behaviour in terms of motives or drives or that describes a psychological process that is changing or is causing change. Each of the theories of vocational choice considered in this section—psychoanalytic, need and self—can be classified by these definitions of the term. Each of them proposes that the most significant factor in the making of a vocational choice is a motivational or process variable.

I Psychoanalytic Theories of Vocational Choice

Through the socialization process, the individual learns to satisfy his aggressive and sexual needs in a way which meets the approval of his parents, friends, teachers and society at large. The behavioural mechanisms he adopts
to cope with life constitute his character and personality and are the basis for his selection of an occupation.

A more articulate and comprehensive psychoanalytic analysis of vocational choice has been made by Bordin et al. (1963) who point out that their psychoanalytic analysis applies only to individuals who have a fairly high degree of freedom in their choices. They are not constrained in their decision-making by external forces e.g. economic, cultural, geographic conditions and limitations and therefore, can express their personalities in their career choices.

Ginzberg et al. (1951), attempt to relate ego functions in order to make a realistic vocational choice.

II Need Theories of Vocational Choice

Need theories of choice give primary attention to the desires and wants which stimulate the individual to prefer one occupation to another. Probably, the most prominent need theory of vocational choice is the one formulated by Roe (1956; 1957) and Super and Bachrach (1957).

Roe (1956), begins with the individual's early psycho-social experiences, particularly in the family and traces their effects upon the formation of needs and the patterning of psychic energy. The specific needs which Roe (1956), relates to vocational choice are those defined by
Maslow (1954), in his theory of personality. Roe (1956),
does not relate specific needs to specific occupations or
groups of occupations; rather she points out how any
occupation may serve to satisfy needs at a given level.

III Self Theories of Vocational Choice

The self influences vocational choice, as Super
(1951), has put it, throughout his life the individual plays
a variety of roles which provide him with an opportunity to
discover who he is and what he wants to be. As the
individual grows older, he integrates the various pictures
he has of himself into a consistent self-concept which he
strives to preserve and enhance through his occupational
activities. He selects an occupation which allows him to
play the role he wants to play.

Tiedeman and his associates (Tiedeman & Pandit
1958; O'Hara and Tiedeman 1959; Kibrick and Tiedeman 1961;
Tiedeman and O'Hara 1963) have also related the self to
vocational choice but have used an approach somewhat
different from Super's. They have emphasized the formation
of the self and have conceived of the self in relation to
educational experiences more than Super has. They have
conceived of the self as the individual's evaluation rather
than perception of himself which continually changes as he
progresses from one educational or vocational position to
another.
(c) Developmental Theories of Vocational Choice

The explanation of development of choice propose that the decision involved in the selection of an occupation is made at different points in the individual's life. They constitute a continuous process which starts in childhood and ends in early adulthood. The major developmental theories of vocational choice are:

I Ginzberg's Theory of Developmental Process

The theory formulated by Ginzberg et al (1951), which they derived from interviews with adolescent boys and girls consists of four elements about the developmental nature of vocational choice:

(1) Occupational choice is a developmental process which typically takes place over a period of some ten years from approximately age 10 to 21.

(2) This process is largely irreversible. The individual is restricted more and more by his previous decisions and efforts in terms of money and time.

(3) This process ends in a compromise between an individual's needs and the realities which impinge upon him.

(4) Ginzberg's final theoretical formulation is that there are three periods of occupational choice:
(a) Period of fantasy choices (6 to 11 years) in which choices are largely governed by the wish to be an adult.
(b) Period of tentative choices (11 to 17 years) determined largely by interests, capacities and values.
(c) Period of realistic choices (17+) in which exploratory crystallization and specification phases succeed each other.

II Super's Theory of Developmental Phases

Super (1953), places more emphasis than Ginzberg upon vocational choice as a process and suggests that the term development be used rather than choice because it comprehends the concepts of preference, choice, entry and adjustment. He introduces the concept of vocational maturity to denote the individual's degree of development from the time of his early fantasy choices in childhood to his decisions about retirement from work in old age, (Super 1955).

As the individual matures vocationally, he passes through a series of life-stages, each of which corresponds to some phase in the development of his self-concept (Super 1957). In adolescence, for example, the individual elaborates upon and clarifies the concept of himself he formed during childhood and he begins to translate his self-concept into vocational terms through his aspirations, preferences and
work values to the extent that he successfully copes with the developmental tasks of a life-stage. At this stage, the individual can be considered as more or less vocationally mature.

III Tiedeman's Theory of Developmental Period

Tiedeman (1961) and Tiedeman and O'Hara (1963), begin their analysis by dividing the overall process of vocational decision-making into two periods and then continue by delineating stage within each period.

Firstly, there is a period of anticipation or pre-occupation which has four stages: exploration, crystallization, choice and clarification. During the exploration stage, the individual becomes familiar with and considers the alternatives which are available to him. In the crystallization stage, he accepts some of the alternatives as feasible or realizable ones and rejects others as inappropriate or unobtainable. In the choice stage, he decides upon which alternative he wants to select and follow. Finally, during the clarification stage, he works out in detail how he will implement his choice.

Secondly, there is the period of implementation and adjustment which follows the clarification stage of the anticipation period. This encompasses three additional stages — induction, reformation and intergration.
Differentiation and integration are also the mechanism of self-development, which Tiedeman and O'Hara (1963) see as the more encompassing process. Career development then is self-development viewed in relation with choice, entry and progress in educational and vocational pursuits.

(d) Learning Theories of Vocational Choice

According to these theories, the vocational choice of the student is acquired as a process of his daily learning experiences in school and home. O'Hara (1962), in his theory suggests that career development is a learning process. His suggestion is that the students can be helped to learn and understand the relationship of various variables and related attributes of the decision-making process.

Miller et al (1965), also made an attempt to relate learning theory to vocational behaviour. He suggests that such a theory of vocational behaviour can contribute to both understanding and development in the area of vocational decisions. In this way, teachers and parents can play a significant role in manipulating the environment for the students and predictable changes in the vocational behaviour of the student may become possible.
Holland (1966), takes the view that choice of a vocation is an expression of personality. He has defined this principle in the following series of propositions:

I. In our culture, most persons can be categorized as one of six types - realistic, intellectual, social, conventional, enterprising and artistic.

II. There are six kinds of environments: realistic, intellectual, social, conventional, enterprising and artistic.

III People search for environments and vocations that will permit them to exercise their skills and abilities, express their attitudes and values, take on agreeable problems and roles and to avoid the disagreeable one.

IV A person's behaviour can be explained by the interaction of his personality pattern and his environment

Evaluation of the Theories

An attempt is made to evaluate theories in terms of their explanatory and operational adequacy.

Non-psychological theories emphasize that entry into an occupation is determined by the operation of
environmental factors such as choice or contingency, the law of demand and supply, folkways and institutions of society.

On the other hand, psychological theories place emphasis on the individual and his attributes. They minimize the effect of environmental factors and emphasize mainly upon the individual's behaviour and the dynamic which underlie it.

Holland's personality theory assumes that vocational choice assumes as extension of personality which is an attempt to implement broad personal behavioural styles in the context of one's career. Trait and factor theory has sufficient practical and applied approach.

Developmental theories have more significance in vocational choice because these theories place more emphasis upon vocational choice as a process. These theories are criticised only because they implicitly suggest possible relationships among variables but do not explicitly state the nature of the relationship.

Various theories of vocational choice bear out that no single theory claim to depict a complete picture of vocational choice. Vocational choice is the sum total of many elements. There are various factors that influence the vocational choices and aspirations of the adolescents, (Dewal 1966).
Factors Affecting Vocational Choices

The various theories of vocational choice lead us to conclude that vocational choice is the result of an interaction of the environmental and psychological factors. A complete understanding of vocational choice requires an analysis of the nature of these factors, which in turn is useful for vocational counsellors and psychologists. On the basis of various research studies, the factors can be classified as (A) Environmental Factors and (B) Psychological Factors.

(A) Environmental Factors include

I Culture
II Socio-Economic status
III Family
IV School
V Ecological factors
VI Sex differences
VII Occupational information
VIII Parental involvement

The effect of factors which are extraneous to the individual may be referred to as environmental ones. Some of these, considered to be salient in the formation of vocational choice, are:
I  Culture

It may be observed that the pattern of vocational choice varies from culture to culture and also within one particular culture. Various conditions and modes of living in different cultures induce their members to take up jobs in consonance with their prevailing systems and value structure. In some of the Asian cultures, middle and Far East countries, there has been traditionally no freedom to choose an occupation.

The empirical findings, though few, clearly indicate the important role culture plays in forming vocational choices, (Chinoy (1952); Emphey(1956); Ross and Ross (1957); Berman (1972).

Clark (1931), in his study on culturally disadvantaged children indicates that 30% of boys and 85% of girls express choice for professional and white-collar jobs.

Sinha and Shankar (1970), in a comparative study on the culturally disadvantaged and advantaged Indian population report that the culturally disadvantaged population choose occupations which lead to economic gains, involve less responsibility and satisfy their immediate needs whereas the culturally advantaged opt for occupations which involve responsibility, power and authority.
II Socio - Economic Status

The individual's social class consciousness, the identification he develops with the group of which he is a member, is directly related to the vocational choices, (Centers 1949, Sewell et al 1957). The pattern of choice corresponds roughly with the job patterns associated with each class in the adult's work of world, (Hollingshead 1949).

A number of studies of socio-economic status and its relation to vocational choices have been conducted, Hower (1965), Gaur (1973) indicate a significant relationship between the socio-economic status and the vocational choices of adolescents.

Contradictions also exist as Lockwood (1958), Walia (1976) do not find any relationship of the socio-economic status of the family and the vocational choices of adolescents. The research efforts exploring the relationship between different socio-economic levels and the nature of their corresponding vocational choice have shown mixed trends.

III Family

Family influences vocational choice mainly in the form of
(a) Father as a role model and
(b) Inter-personal relationship with parents.
Father as role models, influences the choice phenomenon significantly. Carter (1940); Bordin (1943); Super (1953), suggest that parental identification as a significant variable in the selection of an occupation, may be true. Crites (1962), in his results indicates that identification with both parents influence the formation of vocational interest patterns but identification with the father is more important than it is with the mother.

Influence of family in form of inter-personal relationship with parents have also been studied by certain investigators. The essence of Roe's (1957) theory is that parental attitude of acceptance or avoidance leads to formation of choice of person-oriented and non-person-oriented jobs. In several studies, (Roe and Siegelman 1964; Green and Parker 1965), the hypothesis put forth by Roe was tested and found to be correct.

IV School

An individual's interests, value systems, social behaviour patterns, educational and vocational goals depend largely on the scholastic environment.

Walia (1976), reports that students from govt. school gave maximum preference to social science group followed by business contact whereas Randhawa (1977), reports that the children from public school preferring arts
and entertainment group of occupation. It has also been reported that students from low socio-economic class, who attend middle-class school, show an upward trend in their vocational choices.

Faculty members of an institution affect a student's personality development as well as their career development. Wilson (1959), reports that students' vocational choices are influenced by their teachers. Carlin (1960), observes that approximately 40% of students chose careers corresponding to the subject taught by their favourite teachers.

V Ecological Factors

Rural and urban backgrounds play an important part in the choice of a vocation. Influence of educated parents, availability of better educational opportunities and sources of vocational information are some of the factors leading to the difference between the vocational choices of the two.

Sisson (1941), reports that urban boys choose engineering more often whereas rural boys always select an agricultural occupation. Integwam (1981), concludes that students living in urban area faced less problem in making a vocational choice than the rural students. The students of urban area are more realistic in their vocational choices than the rural ones.
Mohan et al (1987), maintains that rural youth prefer outdoor and arts and entertainment and urban youth prefer organization on semantic differential scale of occupational choice.

Thus the background and experience of specific nature do influence the vocational choice of the individual.

VI Sex Differences

Sex differences in vocational choice are more often governed by the social environment and sex role projection. Significant sex differences in vocational choice patterns have been observed.

Lehman and Witty (1936), report that these different vocational orientations are apparent in very young boys and girls. Girls frequently select occupations involving teaching and personal service whereas boys more frequently choose those involving travel, physical danger and power.

Singer and Steffire (1954), came to the conclusion by comparing vocational choices of 17 and 18 years males and females. The boys are prone to select jobs offering power, profit and independence while girls are more inclined toward jobs involving interesting experiences and public service.

Fitzgerald and Betz (1983), Astin (1984), Brooks (1984) came to the conclusion that the determinants of occupational behaviour of women are different from those of men.
(B) Psychological Factors include

I Intelligence
II Special aptitudes
III Interests
IV Values
V Attitudes
VI Academic achievement
VII Roles and self
VIII Personality traits
IX Achievement motivation

There are many psychological factors which may be the determinants of vocational choices. Some of these are:

I Intelligence

Intelligence is one factor which has a great influence on an individual's vocational choice. It is reasonable that the more intelligent an individual is, the more capable he is in making vocational choices. Several studies have shown that people employed in different vocations have different levels of intelligence as quoted by Harrell and Harrell (1945).

Super (1949), says that intelligence has been supposed to affect vocational choices in a number of ways. Smeda (1972), also regards intelligence as an important factor in determining vocational choices.
An intelligent person will not only be able to have better insight into his abilities, but he will also be able to match his abilities with the requirements of a vocation that he intends to choose.

II. Special Aptitudes

Special aptitudes greatly affect an individual's career because they may influence not only his occupational choice, but also his occupational attainment, (Super et al 1957). To a larger number of individuals, those aptitudes are probably of significance which are important in a variety of occupations.

Bennett et al (1966), suggest that there is a positive relationship between aptitude and occupational choices. Students who are superior in numerical ability, spatial relations, besides mechanical reasoning, will do better in engineering courses,
Interests serve as motivating force in the selection of vocation. When used as variables in occupational decision-making, interests are the manifestations of likes or preferences for certain types of activities.

Davis et al (1962), confirm that interests play dominating and influential role in the occupational choices of adolescents.

IV Values

In adolescence, values begin to stabilize, according to Ginzberg et al (1951), by sixteen which seems to be an important factor in vocational choice. The goals that the individual sets for himself, the things in life that are important to him, begin to influence him and to affect the choices indicated by his abilities and interests.

Values however seem to represent something more basic than interests. They permeate all aspects of life, concern life's goals and in some instances, seem to be closely related to needs and drives which, in turn, leads to the vocational choices of adolescents.

V. Attitudes

Attitudes are affected by the environment for they are to a large extent, a reflection of it. They are learned from the words and actions of others who are significant to
the individual and from various events. The attitudes an adolescent have toward different vocations are of great significance in determining his vocational choices. Parsons (1909), suggests that in making a vocational choice, a clear understanding of attitudes is essential. Hoppock (1957), stresses the need to know the attitudes of the individuals concerned.

VI. Academic Achievement

Academic achievement refers to the degree or level of success or proficiency, attained in some specific area concerning scholastic or academic work. It may have pervasive effect on a student's personal behaviour toward a goal. Academic scores in the school subjects which are assessed by school authorities in the form of annual examination are in a way related to an adolescent's vocational choice. Bradley (1943), studies the correlates of vocational choice or preference at the high school level and states that academic achievement is highly related with vocational choices.

Holden (1961), in a longitudinal study with a sample of 109 students from grade eighth to eleventh concludes that students tend toward those vocational choices that are most suitable to their scholastic abilities.
VII Roles and Self

The role as Sarbin (1954), says is what the person does, "A patterned sequence of learned actions or deeds performed by a person in an interaction situation". According to Darley and Anderson (1955), most boys even in first grade begin to see themselves and their roles according to the different kinds of positions which they might occupy in adult life.

Super (1951), holds that the self-concept seems to be a major determinant of occupational role taking i.e. of vocational choice. Bordin (1943), says that an individual responds to items in an interest inventory in terms of his concept of himself and in terms of his concept of the selected vocation. Mowrer (1950), holds that as the individual takes roles in daily living and plays other roles in fantasy, as he identifies with role models, some of these roles and the associated traits, are internalized as self-percepts. Thus his concept of the self develops.

All these factors play a significant role in making vocational choices of adolescents. These factors influence the vocational choices of adolescents in more than one ways. 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.
In the present study, out of the environmental factors, occupational information and parental involvement are selected to study the relationship of these factors with vocational choices. Out of the psychological factors, personality traits and achievement motivation are studied in relation to the vocational choices. An attempt is also made to explore the relationship between different areas of vocational choices of adolescents and personality traits, achievement motivation, occupational information and parental involvement.
Relationship between Personality Traits and Vocational Choices

What is Personality

There are a number of popular definitions of personality as there are several different meanings attached to the word as it is used conversationally. Super (1949), aptly remarks that the field of personality is one of the most popular, challenging, important and confused in contemporary psychology. The main obstacle to the classification of the concept of personality is the lack of agreement about a definition of personality.

Etymologically, the word personality has been derived from the latin word persona, which refers to the mask worn by an actor and convey an impression what an individual represents or typifies. In this sense, personality is the appearance which the individual presents to the world and attracts others.

Psychologically, personality is all that a person is. Personality has been defined by so many psychologists in so many ways according to their own points of view.

According to Cameron (1947), the personality is the dynamic organization of interlocking behaviour systems, that each of us possesses, as he grows from a biological newborn to a biological adult in an environment of other individuals and cultural products.
Watson (1952), considers personality to be the sum total of one's behaviour. It is a pattern to designate those things about the individual that are distinctive and set him apart from all other persons.

Allport (1957a), after making an exhaustive survey of the definitions of personality, summarizes his own concept. He states that personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment.

According to Guilford (1959), the personality of an individual is a unique structure of traits. Eysenck (1960), defines personality as the more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment.

Cattell (1950), holds that a trait is a mental structure, an inference that is made from observed behaviour. Personality represents those characteristics of the person or of the people that generally account for consistent patterns of response to situations.

Theories of Personality

Some important theories of personality attempt to explain the structure of personality. The theories of personality, in general can be classified into three broad
categories according to their modes of approach:

I. Type approach theories expounded by Hippocrates, Kretschmer, Sheldon and Jung.

II. Trait approach theories of Cattell, Allport and Eysenck.

III. Theories of Developmental approach include the psycho-analytical theory of Freud and theory of individual psychology by Adler.

The present study is concerned with personality traits. Hence a brief description of the theories which adopt trait approach are given below.

Trait Theory

Trait theory was expounded by Cattell (1950) and further developed by Allport (1957b) and Eysenck (1960). In the simplest sense, trait means a mode of behaviour which is manifested in a number of life situations consistently. It is any distinguishable, relatively enduring way in which one individual varies from others. Traits are attained through the interaction with environmental stimuli.

Cattell's (1950) classification

Cattell is compounder of the trait theory of personality. He defines trait as a structure of the personality which is inferred from behaviour in different
situations. He classifies traits into the following categories:

I. Common Traits

There are certain traits which are found widely distributed in the general population or among all groups. These are called common traits. Honesty, aggression and cooperation can be called common traits.

II. Unique Traits

These traits are possessed by particular persons as temperamental traits, emotional reactions, energy etc.

III. Surface Traits

These traits can be easily recognized by the overt manifestation of behaviour. Surface traits are curiosity, intensity, tactfulness, honesty, dependability and so on.

IV. Source Traits

Source traits are the underlying structures or sources that determine the behaviour of the individual. They are inferred from behaviour. Dominance and emotionality are the source traits.

Cattell through the factor analytic approach, determined the contribution of hereditary and learning factors in the development of traits in the individual. He
emphasized the importance of interaction between the heredity and environment in the formation of personality.

**Allport's (1957b) Classification**

Allport is one of the most outstanding trait psychologists. He conceives traits as having a real and vital existence. He defines a trait as a generalised and focalised neuropsychic system with the capacity to render any functionally equivalent and to imitate and guide consistent forms of adaptive and excessive behaviour.

Allport's definition is a comprehensive one. It emphasises the point that traits are not linked with a small number of stimuli but they are general and enduring in nature. He classifies all human traits into three broad categories - cardinal trait, central trait and secondary dispositions. According to Allport, traits differ in intensity and magnitude from individual to individual. No two individuals are alike in their behaviour. They operate in their unique ways in the given environments. Each individual is unique in his adjustment.

**Eysenck's (1960) Classification**

Eysenck, a British psychologist, devoted much of his research studies to explore the trait dimensions. He conducted extensive research on trait dimensions by applying
the quantitative technique of factor analysis. Eysenck found three fundamental dimensions of personality:

1. Introversion Vs Extroversion
2. Normality Vs Neuroticism
3. Psychoticism

The first two dimensions given above may be taken as being a part of normal personality. Their relationship may be shown as follows:

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Normality
:
Introversion --------------- Extroversion
   :
Neuroticism
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Common Features of Trait Theories

Although theorists disagree on the specific content and structure of the traits needed to describe personality, even then there is agreement on certain general conceptions:

(a) Consistency of Traits

All theorists agree that traits are consistent in an individual's behaviour. They are not temporary dispositions but enduring characteristics of the individual.

(b)Trait Dimensions

There is agreement on various dimensions of traits such as source traits and surface traits, common and unique
traits, broad and narrow traits. Traits vary in breadth and
generality.

(c) Traits are Dispositions

Traits fluctuate or change in a person's position with respect to a disposition. Each psychologist is committed to a research for broad and stable traits.

In the present study, Cattell's trait approach has been followed by using his High School Personality Questionnaire.

Relationship between Personality Traits and Vocational Choices

It is reasonable to suppose that personality traits can influence a person's vocational choice. Long back, within the trait factor view, Parsons (1909), made great efforts to match men and jobs. Most studies of personality and occupations have either explicitly stated or implicitly assumed that personality is made up of constellation of traits, more or less integrated into a functioning unit.

Cattell (1950) and his co-researchers have made a significant attempt in identifying the personality characteristics of individuals choosing different vocations. Small (1952), explored vocational choices with regard to emotional traits of personality. He found that the well-adjusted boys made vocational choices which were more realistic than did the emotionally disturbed.
Roe (1956), reveals that the individual's choice of a vocation seems to be related to what that individual is at the deeper level and at the surface level. Super (1957), holds that physical traits of personality that includes height, weight, physical stamina, general health and physical assets are largely responsible in making vocational choices.

Luerey (1971), Andrews (1971) and Bitney (1975), reveal a positive relationship between the choice of journalism as a career and certain personality traits. Koul (1972), differentiates the personality traits of the adolescents, with reference to their choice of teaching as a career.

Gottfredson and Holland (1975), report that among samples of college students more than 40% of the men and 50% of the women chose occupations consistent with personality assessments conducted 1 to 5 years earlier.

Wolfe and Betz (1981) find that women making non-traditional, non-sextypical choices were more likely to have made choices congruent with their personalities.

McCool (1986), also finds that the personality traits indicate the vocational choices of adolescents. Gilchrist (1987), depicts that a meaningful relationship exists between career interests and personality orientation. Persons who are more self-actualized are more interested in people-related occupations whereas persons who are more
other-directed are more interested in things-related occupations.

In order to select a vocation of one's own choice and ability an adolescent should know clearly his own personality traits and the requirements of the vocation. As there are many occupations and several of them require long, complex training programmes for entrance, an adolescent cannot use a try-out method for every one. An adolescent can choose a better vocation, if he is aware of his personality traits and can spend some time exploring the nature of occupations. He can choose the vocation which he believes will best suit his personality traits.

Relationship between Achievement Motivation and Vocational Choices

Achievement motivation is a task-oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criterion. It involves the individual in competing with others, with some standard of excellence.

Achievement motivation is a construct designed to explain inter and intra-individual differences in the orientation intensity and consistency of achievement behaviour. In terms of content, achievement motivation may be characterized as the tendency to maintain and increase
individual proficiency in all areas in which a standard of quality is taken as binding. Motivation in the field of achievement refers to a capacity for taking pride in accomplishment when successful performance has been achieved.

The concept of need achievement was put forth by Murray (1938). He defined need achievement in terms of the following:

(a) To accomplish something difficult.
(b) To master, manipulate or organise physical objects, human beings or ideas.
(c) To do a task as rapidly and as independently as possible.
(d) To overcome obstacles and attain a high standard.
(e) To excel one's self.
(f) To rival and surpass others.
(g) To increase self regard by the successful exercise of talents.

According to McClelland and associates (1953), the concept of achievement motivation encompasses the success in competition with some standard of excellence, long-term involvement and unique accomplishment. Standards of performance exist for most tasks and to match or surpass them is considered an achievement. He said it is need which presumably is aroused by experimentally inducing ego involvement. He says that some people are more strongly motivated by the expectation of success, others by that of
failure. He calls these two sub-forms of the achievement motivation as need achievement and fear of failure.

Frankel (1959), define the need achievement as the desire to obtain a high standard of objective accomplishment, to increase self regard by successful exercise of talent, selection of hard tasks and high aspiration level.

DeCharms (1968), adds a motive is the disposition to strive for something and have satisfaction. The achievement motive is the disposition to strive for satisfaction derived from success in competition with some standard of excellence.

Heckhausen (1967), the German exponent, defines the achievement motivation as the striving to increase, or keep as high as possible, one's own capability in all activities in which a standard of excellence is applied and where the execution of such activities can, therefore, either succeed or fail. Both Heckhausen (1967) and Atkinson (1958), feel that success or failure are always incidents relevant to an achievement-oriented person-environment relationship.

Correspondingly, there is an approach and avoidance tendency in achievement motivation. It has been studied by Atkinson (1966) as 'Hope of success' and 'Fear of failure'. He concluded that persons in whom the achievement motive is stronger, prefer intermediate risks, while persons in whom

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the motive to avoid failure is stronger avoid intermediate risks and prefer instead either very easy and safe undertakings or extremely difficult undertakings.

Hence achievement motivation may be regarded as the goal oriented behaviour of the individual with a felt need and a power to achieve higher.

Vocational choice is generated as the individual seeks a vocation which will enable him to satisfy at least some of his basic needs. The relation of achievement motivation to the successful vocational choices by the mastery of developmental tasks is obvious. Adolescence is an epoch when they feel capable of doing something unique, something that others have not done before or at least excel than others. It is the stage when their ideals and goals are being formed and they have a strong generalized achievement motivation.

Super and Overstreet (1960), assume that an individual's achievement drive is related to vocational maturity. Presumably the greater the individual's need to achieve, the earlier he starts planning vocational choices,

Realistic educational or vocational goals are set by those persons in whom motive to succeed is greater than motive to avoid failure, (Moulton 1965; Feather 1967).

Harvey (1986), finds that men in the traditional career of engineering were higher in achievement motivation than men in the traditional field of accountancy. Pilgrim (1986), finds that need achievement is significantly associated with academic selection and career choices. Torres (1986), in his investigation concludes significant linear relationships between achievement motivation and career choice and aspirations.

Jacob (1987), investigates the background characteristics and career development of 67 high achieving adult women and found the achievement motivation related to their career choices. Craig's studies (1987), finds strong correlations between achievement motivation and career choices. Women viewed achievement motivation as the strongest predictor of career choices.

Kirby (1988), reports that subjects perceived the strongest effect on their career choices to come from individual factors and the need to achieve.
Relationship between Occupational Information and Vocational Choices

Occupational Information can be defined as the accurate and usable information about jobs and occupations. It includes facts concerning the importance of occupation, entrance requirements, opportunities for promotion, health and accident hazards, compensations and other working conditions that are usually found in specific occupations or related group of occupations.

While knowledge of the self is important in decision-making, knowledge and understanding of occupational world is equally vital for the students in order to become skilled in decision-making. Unless one possesses information about study and career fields, the insight about oneself is useless.

Occupational Information is not merely an aid in vocational counselling and vocational decision-making at a particular time, it represents information that is relevant to the vocational development of the person and the adjustment throughout his life span. Exposure to occupational information affects the non-cognitive variables like attitude towards work and workers, increasing realism of interests and self assurance, independence and competence in decision-making. Occupational information can develop interest in and formulate opinions about particular vocation.
If the young people at the adolescent stage, when the conceptualization of vocational preference starts are exposed to various occupations through pre-planned and well-organised occupational information, it will go a long way in their wise career planning (Ginzberg 1951). They will be able to evaluate themselves in their abilities, interests, aptitudes in comparison with the requirements for the aspired job. They will be able to review their vocational choice in the light of his potentiality and the requirements for the job. The pupils are to be given understanding that aspirations not commensurate with their abilities can later turn out to be a source of frustration. By avoiding this frustration, the persons concerned can put round pegs in round holes.

Modern discoveries in psychology have revealed danger of leaving young people to themselves to find their vocations. What a boy wishes for may not be in accordance with what it is wise for him to adopt.

Rusalem (1954), after surveying the psychological development in vocational guidance proposes two roles of occupational information i.e. exploratory role which is pre-decisional and verificational role in which the individual perceives himself in various occupations and narrows his choice. Thus, occupational information leads to a selective perception.
Harold (1954), utilized a combination of approaches to occupational information which he has found quite useful for stimulating vocational thinking for high school students.

Naik (1969), indicates that knowledge about vocations is one of the determinants in the vocational choice of the pupils. All pupils do not possess most suitable attributes desired for all the jobs, nor do all people have attributes unsuitable for all jobs. So, some may be equipped to do certain jobs better whereas others may be poorly adjusted to these jobs. Thus, it will be most desirable that human potentialities are measured scientifically and their relationships are established for the suitability to vocational courses after they are exposed to relevant information or career informations which will include careers awaiting, job requirements including qualification training, apprenticeship etc.

It is also a common experience that the horizon of knowledge widens and the mental faculty develops with the acquisition of new information. The new experience and information increase the thirst for knowledge, enable an individual to look for new things. The fact that exposure to occupational information can help to develop interest in and to formulate wise opinions of particular vocations, (Nowakowski 1974).
Jepsen and Diley (1974), Thorsen and Ewart (1976) and others note that relevant career information is both a prime assumption and a pivotal element in any career decision making model.

Occupational information helps and provides occasions for the students to review their vocational interests and make vocational choices more consistent with their abilities, attainments and requirements of vocations, (Donard 1979).

Osipow (1983), is of the opinion that the adequacy of occupational choice is largely a function of the adequacy of self-knowledge and occupational knowledge so that the greater the amount and accuracy of the information the individual has about each, the more adequate the choice.

Keeffe's studies (1985), demonstrate that career guidance programmes do have a positive impact on career choices. Tempstini (1985), observes that subjects receiving career knowledge improve their career decisiveness. The results of Hedrick (1985), indicates that occupational information helped the students to gain insight concerning the choice of appropriate careers.

Brownfield (1987), supports that individuals using career guidance programmes show an improvement in career decision-making. Schutta (1987), also finds the effects of occupational information in career decision-making.
Kang (1988), says that T.V./Radio programmes on career information and reading materials were more helpful sources for the adolescents to make wise vocational choices. Zagora (1989), also observes the relation of occupational information with wise vocational choices.

Hence, with occupational information, adolescents are able to review their vocational choice in the light of their potentiality and the requirements for the job.

Relationship between Parental Involvement and Vocational Choices

As the adolescent makes choice to enter the world of work, his chosen vocation is determined, in part, by the adequacy of his information about that occupation, as much as he has been able to observe others in that occupation. The family contributes in many subtle ways to the choice of the vocation.

The role of parents in bringing up their children is quite important both in terms of their devotion with respect to time spent with them, money and other considerations. Parental involvement implies how the parents involve themselves in developing the overall personality of the child. Involvement means what role is played by parents in developing and shaping the personality of the child. Parents transmit the culture and customs of society to the oncoming generation. Parents contribute in
many subtle ways to the development of children's general interests, welfare, discipline, interactions with one another, leisure-time activities, academic growth and vocational plans.

The experiences to which the family has exposed the developing child and youth also play an important role in entry into work. The youth, who for years, has been making decisions and taking action has no great difficulty in seeking information himself, in deciding where, when and how to apply and in carrying out these decisions. Since the degree of independence exercised by the child is subject to parental involvement, it is clear that the family has much to do with the ease with which the youth enters the world of work and an occupation.

Davidson and Anderson (1937), in their study on occupational inheritance observe that on an average 65% of the sons fall either at the same occupational level as their fathers or adjacent to that level.

Bopara (1957), reports that the general tendency of the students is to turn to occupations of parents and relatives and less toward the individuals's potentialities and broad-based selection.

Holland's (1959), original theory of vocational choice imply that family variables exert an antecedent influence on career choice in that they shape the
individual's unique interests. Bordin et al. (1963), in the psycho-analytical vocational theory and Roe (1957), in personality theory of career choice, both emphasize the primary influence of early childhood experiences on vocational choices. Family factors have been viewed as antecedent influences on career choice. Sahota (1959), also reports that parents play a leading role in determining the choice of a vocation.

Naik (1969), observes the influence of home and family occupation on the vocational interests of pupils as significant. He concludes that the students like to select occupations with the help of the parents.

Parental involvement affect student's vocational choices in two ways: firstly, parents encourage children's interest in vocations they regard as desirable and prestigious regardless of children's interests and aptitudes. Secondly, they advise children to avoid certain vocations because they regard these as undesirable.

Shoffner and Klemer (1973), suggest that parents affect their children's career choices by acting as role models, influences on children's self concept, occupational motivators, job information resources and providers of the developmental environment.

Fong (1973), reports that in many Chinese and Korean families, the choice of career is not seen as the young person's decision; rather it is made by the parents.
regardless of the child's occupational interests.

Gottfredson (1981), have viewed the influence of the family of origin as important in the individual's career choice. Osipow (1983), regards that the influence of the family on career decision-making has long been recognized as an important factor.

Garfinkel (1986), indicates that parents influence the career decisions of their children. According to Oyeleke (1986), fathers are cited as most influential in subjects career choices. Grajalas (1987), indicates a significant correlation between the subjects vocational interests and their parents' educational level.

Warren (1987), observes that the girls perceive their parents as being generally supportive of what they wanted to do.

Lopez and Andrews (1987), advise parents to encourage autonomy in their children's decision-making of vocations. Rather than directing, prescribing to or pressuring their children, parents should be supportive of their children's independent career exploration and decision-making.

Richard et al (1990), provide empirical evidence that familial dynamics and the process of career decision making are intertwined. Georgion (1990), examine the career decision-making of South East Asian women. It was
discovered that there were 13 factors that influenced career decision-making with the influence of the family being the single, the most important one.

Hence, the adolescents are likely to gear their educational efforts for the attainment of their vocational goals with parental support. An adolescent whose vocational choice has been formed with desirable parental support is likely to be sure of what he has to do.

Keeping in view the related researches, as mentioned in this chapter, the investigator got insight to define the problem, which is stated as under:

Statement of the Problem

The present study is stated as under:

"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 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 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 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. 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 objectives stated above, following hypotheses were formulated:

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 interest areas 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 factor 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.

Delimitation of the Study

(1) Due to the constraints of time, resources and other factors, the present study was delimited to the sample taken from IX class students only.

(2) It was further delimited to include only 5 government model high schools out of 11 government model high schools and 5 privately managed English medium schools out of 35 privately managed English medium schools, of Chandigarh city (U.T.) only and that too under the C.B.S.E. system.

(3) Out of the various psychological and environmental
factors affecting vocational choices, the present study was also delimited to study the variables of personality traits, achievement motivation, occupational information and parental involvement.

Significance of the Study

It has been generally conceded that choosing a vocation is an inevitable event of modern social life. Industrialisation, urbanisation and democracy with its natural consequences of mass education and equality of opportunity, have brought tremendous changes in the prestige and hierarchy of occupations and vocational selection. Hence, fundamental research has become essential in this field, in terms of its determiners and predictors.

The quality and quantity of production is facilitated, when each one works with his natural endowments. Each one is suited for one occupation or the other, because of his psychological potentialities, physical structures and adjustment patterns. In fact, matching the right men with the right job and predicting how well they will adjust on the job are pertinent questions which have tantalized the minds of vocational psychologists and educationists alike. This is more applicable to Indian set up where the gigantic problem of unemployment is well known. In this context a fresh look at the assessment, determinants and predictors of vocational choices attains additional urgency.
The concept of vocational choices has other important implications for education. At the end of high school, some anticipatory or actual vocational decisions have to be made. Each individual student has to choose from among different curricula. These educational decisions influence the student's subsequent vocational career by limiting future educational and vocational choices.

The educational and vocational decisions required of a young person at about the age of 14-16, have an important bearing on his later occupational decisions, it is pertinent to ask whether he is ready to make the decisions typically required at that age. Such questions as this can well be answered with the help of adequate studies so that the educators and counsellors are in a position to guide the students accordingly.

The present study will be of vital importance for the theoretical understanding of vocational choices of adolescents as well as application of choices drawn out of it in education in general and vocational guidance in particular.