CHAPTER-VI

SUMMARY CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH
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INTRODUCTION

Ability to choose, plan and prepare for a vocation is a developmental process. Vocational development is therefore, a necessary concomitant of overall growth and development. It finds culmination in vocational maturity which is the ability to plan and make judicious choice of future vocation. In the words of Crites (1961), "vocational maturity is a point in the continuum of vocational development which implies more than a change although it is certainly a necessary condition for the maturation of vocational behaviour."

FACTORS AFFECTING VOCATIONAL MATURITY

It is found that there are more than one factor which influence the vocational maturity of an individual. These factors may be social and environmental factors- which include socio-economic status of the family, home environment, sex, age and psychological factors-which may include intelligence, personality, achievement motivation, interest, aptitude and academic achievement.

SOCIAL ENVIRONMENT FACTORS

(i) Socio-Economic Factors

Ginsberg (1957) found that boys from high income families thought in terms of becoming professional executives or of such kind of occupations
while those from lower income families tended to think in terms of skilled jobs which offered a higher rate of wages.

Mohan and Banth (1979) reported that the choices of students at university have been determined by level of social status and resultant desirability rather than well thought out choice of their own.

Children from well placed families are sure to go in for elite vocations whereas those from mediocre families choose vocations consonant with the kind of background they have, but whether vocational maturity in terms of readiness to choose, prepare and plan for a vocation has an association with socio-economic status needs to be checked. Children from lower middle class families may be more prepared mentally for a prestigious career so as to be able to rise above their own and parental status. Those with high levels of socio-economic status are generally supported by their parents in respect of their future career. The officer class of course has high aspirations for their children and provide more than adequate, exposure to build up in them vocational orientation suited to their status.

(ii) Family Environment

Family is viewed as the basic agent of socialization according to Roe (1951); the emotional climate at home, i.e. interaction between parents and children develops the basic attitudes and interests which they may express in various aspects of daily life and vocational development. Parents may be disciplinarian, authoritarian or warm. The kind of relationship
will lead to development of attitude and consequently affect vocational development.

Crites (1962) found that the parental identification is significant variable in the selection of an occupation. Prince (1977) found that son’s choice is significantly related to vocational choice scores of father’s.

(iii) Sex Difference

Difference in vocational behaviour are related to the sex of the individual also. Lehman and Witty (1936) reported that boys and girls are not equally interested in all the occupations. Boys showed more preference to occupations involving travel, movement, physical activities and giving orders.

(iv) Age

Age has important effect on individual career pattern. Age of the individual helps him to make a decision for his vocational plan. Wilson (1959) found that the difference in the age makes a significant impact upon the student’s occupational goals.

PSYCHOLOGICAL FACTORS

Some of the psychological factors having influence on vocational maturity are :-

(i) Intelligence

Mental ability of an individual is one of the most important variable which may affect his reasoning. Grace (1931) reported that more intelligent
individuals have been found to have more appropriate occupational objectives.

One would expect positive relationship between intelligence and behaviour, considered to be indicative of vocational maturity, because the more intelligent an individual is, the more capable one would expect him to be in dealing with development tasks in various areas of behaviour (Super and Overstreet, 1960).

(ii) Personality Characteristics

Personality make up of an individual is one such variable as has been found to be closely associated with the preparation for and the choice of a career. An adolescent with assertion, dominance and autonomy as the personality traits, would like to go in for executive posts whereas one governed by need for achievement would choose a profession with lots of opportunities for personal excellence and advancement. A temperamentally submissive person is likely to go in for a job where decision making and autonomous functioning would be least called for. The choice and success of people in various work situations may also be related to the personality characteristics of the individuals. Andrews (1973) reported significant results to support Holland’s premise that people search out environments for vocations that are compatible with their personalities. Mishra (1962) found the personality factors of high and low achievers in engineering education differed on traits such as: anxiety, judgement, neuroticism, social adjustment and total emotionality.
(iii) Achievement Motivation

Children with high level of motivation to do something, to make significant attainment in life are likely to have definite ideas about what they actually want to obtain and achieve in career. The seeds of vocational aspiration and vocational choice are sown early in the life of the child when he starts visualizing and planning for future vocation. A child with high personal motivation, inspiring and encouraging parents and adequate development opportunities in the school and immediate environment is bound to have more crystallized notions about various kinds of careers.

A number of studies (Alper, 1973) show relationship of achievement orientation with occupation and advancement. Krishna and Mehfooz (1975) concluded that achievement motivation was significantly related to occupational performance. These studies established the fact that achievement motivation is a potential factor influencing vocational maturity of the individuals.

Therefore, from the above discussion, it is clear that social, environmental and psychological factors i.e. socio-economic status, family environment, sex, age, intelligence, personality and achievement motivation play important role in determining the vocational choice and vocational maturity.
RATIONALE OF THE PROBLEM

For the right placement of the adolescent, the vocational maturity assumes great importance in the career of the adolescents. The schools in the country responsible for this task have been criticised due to their half-hearted efforts in the matter of providing proper vocational guidance to the students. Field of vocational guidance is passing through a crisis in this country at present. On the recommendation of National Policy on Education, 1986, school curriculum after 10th class has been organised into two streams i.e. academic and vocational streams.

In order that adolescents become vocationally mature, it is necessary that their intellectual level, personality characteristics, achievement motivation level, personality characteristics, achievement motivation level, socio-economic status of the family, family environment, sex differences etc. must be kept in mind. But this seldom happens. Sometimes, the educational institutions are under-staffed and sometimes due to lack of research literature and findings, vocational guidance is not provided on scientific lines. That is why due to lack of vocational maturity many individuals select wrong jobs, which further leads them to frustration, this situation is worse in those schools which are meant for academic stream.

Since the vocation of an individual is of such social significance and since psychology of a man has direct impact on his level of vocational maturity, therefore it is natural for social scientists to focus their attention
on the problem of vocational maturity. Since it is most likely that some social, environmental and psychological variables are related to the vocational maturity of the adolescent but locating all the factors is a tedious job and time consuming, therefore, the investigator has planned to take the present study with certain variables in order to know the socio-psychological differentials of vocational maturity between the adolescents of academic and vocational streams.

Further the investigator is not aware of any such study although in few studies relationship between one or two variables with the vocational maturity have been studied at high school level. Moreover in majority of these studies, foreign made tools were used for assessing the vocational maturity of the students.

**STATEMENT OF THE PROBLEM**

The present problem is stated as:

“Socio-Psychological Differentials of Vocational Maturity between Adolescents of Academic and Vocational Streams.”

**OBJECTIVES OF THE STUDY**

1. To find out the differential effects of socio-psychological variables on the vocational maturity between adolescents of academic and vocational streams.

2. To compare the level of vocational maturity of adolescents of academic and vocational streams.
NEED AND IMPORTANCE OF THE STUDY

Vocational maturity is relatively new area in psychology in our country and not much work of this nature has been done although this field has got tremendous attention and importance among counsellors and vocational psychologists as well as career education specialists in the United States of America.

Vocation is the most important aspect of human life. The issue of vocation is intimately related to that of choosing one which is preceded by a great deal of thinking, exploration, planning and then decision making. In India, the choice of an occupation is a big problem than it is in the western world. The government of India also apprehended the importance of career education and in 1986 accepted 10+2+3 system of education as a policy objective wherein the 10+ stage is a crucial stage for making choice of subjects appropriate to future vocation. Earlier National Policy on Education 1966 (Prior to NPE 1986) also emphasised the importance of vocationalization of education after 10th class. Therefore, this field is worth investigation.

Moreover, urbanization and democracy with its natural consequences of mass education and equality of opportunity have brought tremendous changes in the prestige and hierarchy of occupation and vocational selection. Therefore, fundamental research has become essential in this field in terms of determinants and predictor variables of vocational maturity.
Further, an insight into the possible factors underlying differential vocational maturity would suggest the guidelines for planning activities for the students keeping in mind their intellectual level, personality make-up, achievement motivation, family environment, socio-economic status and sex differences.

It is also hoped that teachers, guidance workers, counsellors and parents will also be benefitted by the findings of the present study, because they will help the adolescents to attain vocational maturity at the school leaving stage by keeping in mind the potential predictors of vocational maturity.

Another importance of the study is in terms of its freshness of the problem, especially in Indian context, extension of psychological research into an altogether neglected area of research activity in the field of vocational education.

**DEFINITION OF KEY TERMS**

(i) **Academic and Vocational Streams**

Diversification being the major characteristic of senior secondary school curriculum, it consists of two streams-academic stream and vocational stream. The academic stream consists of study of a foundation course and elective subjects. The foundation course consists of general studies, work-experience, health and physical education and elective subjects which include selection of courses from three groups viz : Humanities /Science/Commerce groups.
Vocational stream focuses on training the children in vocations like that of agriculture, business and commerce, health and para-medical courses, computer and other kinds of technology, home science and home economics etc. and enables the students to take up a vocation right after the +2 stage.

(ii) Vocational Maturity

Vocational maturity is a point in the continuum of vocational development which implies more than just a chance although it is certainly a necessary condition for the maturation of vocational behaviour (Crites, 1960). In the present study vocational maturity will be the scores of the students on CMI by Gupta (1986) (Indian adaptation of CMI of Crites, 1966)

(iii) Intelligence

According of Good (1973), Intelligence is the ability to learn and criticise what is learnt. Its measure is the score on Group test on General Mental Ability by Tandon (1971) which includes number series, vocabulary similar, vocabulary opposite, classification. analogies reasoning etc.

(iv) Personality

Personality as defined by Cattell and Eber as a dynamic constellation of traits, that determines an individual’s unique and characteristic patterns of thinking and behaviour. Its measurements are the score on 16 P.F questionnaire by Kapoor and Tripathi. (1981)
(v) **Achievement Motivation**

According to McClelland (1961) achievement motivation is the desire to excel some standard of behaviour. It is an effect in connection with evaluated performance in which competition with a standard of excellence is paramount. In the present study achievement motivation is the score of the students on Rao’s Achievement Motivation Scale (1983).

(vi) **Socio-Economic Status**

It is the person’s standing in his social, cultural group as determined by his occupation, education, income, area of residence, luxuries enjoyed and the like. Its measurement is the score on socio-economic status scale by Kulshrestha. (1980)

(vii) **Family Environment**

Family is viewed as the basic agent of socialization. The emotional climate at home i.e. interaction between the parents and children, develops the basic attitude and interests which the children may express in various aspects of daily life and in vocational development. Family Environment is the measure of score on Family Environment Scale (by Moos and Moos, 1986) which include sub-scales like cohesion, expressiveness, conflict etc.

**DELIMITATION OF THE STUDY**

Study was delimited to:

1. 603 students of senior secondary stage from 10+1 and 10+2 classes (300 students from academic and 303 students from vocational stream).
2. Govt. and Private recognized Senior Secondary Schools of Punjab and U.T. Chandigarh having academic and/or vocational streams.

3. Both boys and girls.

HYPOTHESES

1. Adolescents having high socio-economic status will be more vocationally mature than adolescents belonging to low socio-economic status irrespective of academic and vocational streams.

2. Adolescents having high score on family environment scale will be more vocationally mature than adolescents having low score on family environment scale irrespective of academic and vocational streams.

3. Female adolescents will be more vocationally mature than male adolescents irrespective of academic and vocational streams.

4. Adolescents of 10+2 class will be more vocationally mature than adolescents of 10+1 class irrespective of academic and vocational streams.

5. Adolescents scoring high on intelligence will be more vocationally mature than low scorer irrespective of academic and vocational streams.

6. Adolescents scoring high on achievement motivation will be more vocationally mature than low scorer irrespective of academic and vocational streams.
7. Adolescents scoring higher on personality factors viz. Factor A (reserved vs. outgoing), Factor B (less intelligent vs. more intelligent), Factor C (emotionally less stable vs. emotionally stable), Factor E (humble vs. assertive), Factor F (sober vs. happy-go-lucky), Factor G (expedient vs. conscientious), Factor H (shy vs. socially bold), Factor N (sentimental and simple vs. shrewd and calculating), Factor Q1 (conservative vs. experimenting and critical), Q2 (group dependent vs. self-sufficient), Factor Q3 (undisciplined vs. controlled), will be more vocationally mature than low scorer irrespective of academic and vocational streams.

8. Adolescents scoring lower on personality factors viz. Factor I (toughminded vs. tenderminded or sensitive), Factor L (Trusting and adaptable vs. suspicious), Factor M (practical and careful vs. imaginative), Factor O (self-assured and confident vs. depressed), and Factor Q4 (relaxed vs. tense) will be more vocationally mature than high scorer irrespective of academic and vocational streams.

9. There will be significant difference in the level of vocational maturity of adolescents belonging to academic and vocational streams and difference will be in favour of adolescents of vocational streams.

METHOD

For the data collection in the present study, survey method of investigation was employed.
SAMPLE

A random sample of 603 adolescent boys and girls (300 from academic and 303 from vocational stream) was selected from 10+1 and 10+2 classes of senior secondary schools of Punjab state and U.T. Chandigarh which offered academic and/or vocational streams.

TOOLS USED

Following tools were used for data collection in the present study

1. Career Maturity Inventory (CMI)
   (John, Crites, Indian adaptation by Gupta, 1989)
2. Group Test of General Mental Ability (Tondon 1971)
3. 16 Personality Factor Questionnaire
   (Cattell and Eber, Indian adaptation by Kapoor and Tripathi, 1981)
4. Rao Achievement Motivation Test (Rao, 1988)
5. Family Environment Scale (Moos & Moos, 1986)

DATA COLLECTION

Before collecting the data a survey of the schools was done in order to know the presence of academic and vocational stream in the school. On the basis of survey of schools, selection of schools was done randomly.
Before collecting the data, permission of head of the institution was sought and date was fixed for collecting the data in a particular school.

Adolescents were made aware about the purpose of the work and they were assured that their responses will be kept confidential. Before distribution of the tests and response sheets, instructions were given to the adolescents. As tests were lengthy, therefore these were spread over a period of two days for each school. At the time of collecting the data, help of school teacher/subject teacher was also sought.

Finally data was collected from 603 adolescents (300 from academic stream and 303 from vocational stream).

STATISTICAL TECHNIQUES USED

To know the differential effect of socio-psychological variables on the vocational maturity as also to compare the level of vocational maturity of adolescents of academic and vocational stream, descriptive statistics of mean, SD and t-ratio were employed in the present investigation.

CONCLUSION

1. From the result it is revealed that socio-economic status does not significantly affect the level of vocational maturity of adolescents of academic as well as vocational stream. However, from the mean scores it is found that students of high SES scored higher on vocational maturity as compared to low SES in both the streams.
Therefore, hypothesis N1 that adolescents having high socio-economic status will be more vocationally mature than adolescents belonging to low socio-economic status irrespective of academic and vocational stream is not accepted in the present study.

2. There is significant difference in the vocational maturity of adolescents living in rich family environment and poor family environment in case of adolescents of academic as well as vocational stream. In both the streams vocational maturity of adolescents living in rich family environment is higher as compared to the vocational maturity of adolescents living in poor family environment.

   In the light of above results, therefore hypothesis N2 that adolescents having high score on family environment scale will be vocationally more mature than adolescents having low score on family environment scale irrespective of academic and vocational stream and the same is accepted.

3. Significant difference exists in the vocational maturity of female and male adolescents of academic stream as well as vocational stream. In both the streams differences are in favour of females.

   Based on the above results, therefore hypothesis N3 that female adolescents will be vocationally more mature than male adolescents irrespective of academic and vocational streams is retained here.
4. Results of present study reveal that significant differences exist in the vocational maturity of adolescents of 10+1 and 10+2 class in both the streams. After comparing their mean scores in both the streams, it has been concluded that adolescents of 10+2 class scored higher on vocational maturity scale as compared to adolescents of 10+1 class.

In the light of above results, thus, hypothesis N4 that adolescents of 10+2 class will be vocationally more mature than adolescents of 10+1 class irrespective of academic and vocational streams is retained in the present study.

5. On the variable of intelligence significant differences are obtained in the vocational maturity of adolescents of high and low intelligence groups in case of academic as well as vocational stream. In both the streams adolescents of high intellectual ability scored higher on vocational maturity as compared to adolescents of low intellectual ability.

Hence, hypothesis N5 that adolescents scoring high on intelligence will be more vocationally mature than low scorer irrespective of academic and vocational streams is also retained in the present investigation.

6. Insignificant differences have been obtained in the vocational maturity of high and low achievement motivation groups in case of
adolescents of academic as well as vocational streams. After comparing their mean scores it is also noticed that there is not much difference in the vocational maturity of low achievement and high achievement groups in both the streams.

Therefore, hypothesis N6 that adolescents scoring high on achievement motivation will be more vocationally mature than the low scorer irrespective of academic and vocational streams is not retained in this study.

7. Based on the results of 11 personality factors viz. A, B, C, E, F, G, H, N, Q1, Q2 and Q3, it is concluded that out of these 11 personality factors only 5 personality factors i.e. A, B, C, H, and Q1 are significantly affecting the vocational maturity of adolescents of both academic as well as vocational streams and adolescent scoring higher on these 5 personality factors i.e. Factor A (reserved vs. outgoing), Factor B (less intelligent vs. more intelligent), Factor C (emotionally less stable vs. emotionally stable), Factor H (shy vs. socially bold) and Q1 (conservative vs. experimenting nature) are also higher on vocational maturity. Therefore hypothesis N7 that adolescents scoring higher on personality factors viz. Factor A (reserved vs. outgoing), Factor B (less intelligent vs. more intelligent), Factor C (emotionally less stable vs. emotionally stable), Factor E (humble vs. assertive), Factor F (sober vs. happy go lucky), Factor G (expediency vs. conscientiousness), Factor H (shy vs. socially bold), Factor N (sentimental vs shrewd), Factor Q1
(conservative vs. experimenting nature), Factor Q2 (group dependent vs. self sufficient) and Factor Q3 (undisciplined vs. controlled) will be more vocationally mature than low scorer irrespective of academic and vocational streams is partially accepted.

8. From the results of present study it is concluded that out of 5 personality factors viz. I, L, M, O and Q4 there are only 3 personality factors viz. M, O and Q4 where adolescents scoring low on these personality factors are at as higher level of vocational maturity as compared to other group which scored higher on these personality factors.

Therefore hypothesis N8 that adolescents scoring low on personality factors viz. Factor I (tough minded vs. tender minded) Factor L (trusting vs. suspicious), Factor M (practical vs. imaginative bent of mind), Factor O (confident vs. depressed) and Factor Q4 (relaxed vs. tense) will be more vocationally mature than high scorer irrespective of academic and vocational streams is partially accepted in the present study.

9. It is evident from the results of present study that there are significant differences in the vocational maturity of adolescents of academic and vocational streams. Mean vocational maturity score of adolescents of academic stream is higher as compared to their counterparts in vocational streams.
Based on the findings of present investigation, therefore, hypothesis N9 that there will be significant difference in the level of vocational maturity of adolescents belonging to academic and vocational streams and differences will be in favour of adolescents of vocational stream is not retained in the present study.

EDUCATIONAL IMPLICATIONS

1. As socio-economic status is affecting the vocational maturity of the students, therefore parents must provide some literature, newspapers, employment news to make their children aware of the different vocations. Schools must arrange career talks by experts in different vocations. School library must be enriched with literature related to different vocations.

2. Parents must be encouraged to create congenial environment in the home in which child can discuss various vocations freely with different members of the family and also with family friends.

3. Intelligence is an important factor for the development of vocational maturity of the adolescents. Therefore school can organise some vocational awareness programmes (for example career exhibitions) for the benefit of those adolescents who are deficient in intelligence and information.

4. Teachers need to be trained to test the intellectual level, personality traits of the adolescents and also need to be trained on all practical aspects in their respective subjects.
5. There are certain personality traits of the adolescents which go with the vocational maturity. Therefore school must make an arrangement for the identification of those traits. Those adolescents who are reserved, less intelligent, emotionally unstable, assertive, happy go lucky, shy dependent and tense, they must be helped to improve their personality to raise their level of vocational maturity. School can organise individual or group discussions, arrange visits to different places having vocational importance. Adolescents must be encouraged to complete projects under the guidance of career guidance workers or subject teachers.

SUGGESTIONS FOR FURTHER RESEARCH

Some of the suggestions for undertaking further research in this area are given below :-

1. Similar study may be conducted on a sample drawn from other schools offering academic and vocational streams.

2. A replicative study may be conducted at other regions for wider generalization of results.

3. A comparative study on vocational maturity of urban and rural students may be conducted by taking same socio-psychological variables.

4. Variables other than those taken in the present study such as values, interests, anxiety etc. may also be taken up to examine their effect on the vocational maturity of students.
5. An experimental study on the vocational maturity may be taken up which involves the study of actual process of choosing a vocation and then making progress in that vocation.

6. In addition to conducting of a study on the 10+1 and 10+2 students, study may be conducted on IXth or Xth class students or students from degree classes from Arts and Science streams.