CHAPTER-I

INTRODUCTION
CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

In the views of Jones (1972) although the goal provides the centre of all activities and gives meaning to life, a satisfying and successful life often depends on the wise choice of an occupation which in turn depends on one’s vocational maturity.

Vocational decision is not an uncommon intellectual process in which various possibilities are sorted out in a logical manner. Instead decisions are based on the interaction with maturity with regard to career personality, self-concept, achievement motivation, family environment, socio-economic status and similar other factors which affect an individual.

Planning in the field of education and vocation is of great importance. The educational decisions make a path for the future decisions taken by an individual in the world of work. Education must be related to the needs and desires of the people. The most pressing need of the country today is to produce more. Therefore, time demands that we should have a link between education and productivity. The educational decisions made by the students at the right time and to become vocationally mature help them in achieving the goal. Sufficient vocational maturity not only leads to personal growth and satisfaction, but also helps in making maximum utilisation of nation’s human
resources. Ross and Ross (1957) have very well said that a well chosen vocation on the basis of one’s vocational maturity spells not only efficiency but also at happiness.

The Government of India has realised the importance of vocational education and to this effect has introduced the 10+2+3 system in National Policy of Education, 1986. The first stage covers ten years of schooling for all. It contains basic-curriculum, general education with emphasis on science and mathematics with the addition of new subjects like work experience, physical education, art and craft etc.

At the 10+2 stage or the senior secondary stage there is a diversification of Academic and Vocational streams. The students opting for Academic stream have to make decision regarding the act of carrying of higher studies in the field of arts, science and commerce. This depends on the choice of the students and also on the facilities available.

It is assumed that although educational and vocational decisions are made by an individual, these are generally influenced by so many other factors. Therefore, the present study is an attempt to find out the effects of socio-psychological variables on the vocational maturity of adolescents.

1.2 VOCATION

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 meaning, principle 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 ability, interests, values, desires, personality and achievement motivation.

1.3 VOCATIONAL DEVELOPMENT

The concept of vocational maturity was largely unknown till 1950 although it had been presaged by Carter’s (1940) conceptualisation of the formation of vocational attitudes in adolescence and Super’s (1942) use of life stages in the analysis of vocational exploration and establishment. The prevailing views of vocational behaviour earlier to 1950s was almost entirely non-developmental. It was assumed that vocational choice was more or less an isolated experience in the ongoing life activities of the individual, having little or no effect upon the subsequent success and satisfaction.

Dysinger (1950), Ginzberg (1951) and Super (1955) were among the first to observe that the choice of an occupation is a process, not simply a one-time event which extends from approximately age of ten to age of twenty one, it progresses through different periods of deliberation culminating in more or less a satisfactory and satisfying compromise between personal needs and occupational realities. Professional and vocational counsellors have always recognized that vocational decisions are frequently influenced by earlier decisions, as well as by the general growth and development of the individual (Hoppock, 1967).
Super (1957) conceived vocational development as an "aspect of individual development, like social development, emotional development, intellectual development". It has distinctive characteristics which reveal it as one way in which general development of the individual manifests itself. Like other aspects of development, vocational development must be conceived of as beginning early in life, and proceeding along a normal curve until late in life.

Vocational development concept does not, of course, deny the fact that every individual must, someday, decide that he will or will not accept a job that has been offered to him. He may, indeed, have to make several such decisions. Each decision may be affected by his vocational development up to that point, but development will seldom make a decision for him (Crites, 1967).

1.4 PROCESS AND STAGES OF VOCATIONAL DEVELOPMENT

For the development and maturation of behaviour, vocational development is a necessary condition, (Crites 1969). The changes which take place in the choice behaviour over time must be orderly and patterned for development to occur (Sharma 1977). The changes must be inter-related and helpful to an end-product and they must proceed in certain sequence and according to established principles. As an aspect of the development process, vocational development has also a definite form and content.
The behaviour stock /collection is increased and modified through mastery of the successive development tasks faced by an individual. The changes that occur in the behavioural repertoire and descriptive of the process of development are process of interaction, compromise or synthesis.

According to Super et. al. (1957) The dynamics of the process may be viewed as follows:

(i) the individual is faced with new task of vocational development;

(ii) he brings to bear upon that task as per his potential and his repertoire of behaviour;

(iii) he has some degree of success or failure in handling the task;

(iv) he uses his learning to add or to modify his existing repertoire.

In this way, the behavioural repertoire is modified or expanded. Many repetitions of this sequence throughout the life span represent the process of vocational development.

In the views of Ginzberg (1951) the developmental theories of vocational choice state explicitly that the choice process is a continuous one. He further says, “occupational choice is a developmental process: it 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”. Super (1953) also assumes that vocational choice is a continuous process.
going on over a period of time, a process rather far removed from reality in early youth but involving reality in increasing degrees with increasing age. Dysinger (1950), Beilin (1955) and Nelson (1962) were of the opinion that the basis for individual’s personality and for his vocational future is laid during the early formative years of his life and any modifications which occur subsequently are in the nature of refinements rather than comprehensive changes.

Vocational choice involves a progressive narrowing down of the alternatives available to the individual and an exclusion of those occupations which are not desirable or practicable. Ginzberg et al. (1951) noticed that “in adolescence the range of potential choice must be narrowed, for on then, will crystallization be possible”. (Super and Bachrach, 1957).

Tyler (1962) stresses the exclusion process, which she describes as certain in vocational fields, clearly sets the limits of future possibilities. O’Hara and Tiedman (1959) have reported that adolescents seem to be better able to appraise themselves objectively at the end of adolescence than they are at the beginning. As the individual grows older, his choices generally become more reality based and the occupation alternatives which appear feasible to him are fewer in number (Crites, 1969). Mehta (1970) concluded that most often the decision to join vocational courses are determined or influenced by the desires of the parents of the children and the children have the least say in this process.
In the words of Super (1952) and Buchler (1933) vocational development can also be analysed in terms of certain stages. O'Hara and Tiedman (1959) are of the view that “periods” and ‘stages’ in vocational development are difficult to be defined but these words ordinarily connote a time interval during which something is prevalent which is not present at another time. Ginzberg (1951) hypothesized that there are three stages of vocational development. The first, the fantasy period of choice process which begins as early as at the age of approximately 4 years and lasts till about the 10th year. In this period, vocational choices are the product of imagination, daydreams and desires to grow up rather than having experiences based upon consideration or reality in the life of an individual.

The second period, the tentative period, starts at about the 10th year and lasts up to the end of high school years. In this period, the adolescent searches for an appropriate basis for vocational choice. As he has insufficient information about himself and about jobs, his choices are tentative in nature. But as he matures, he starts dealing with realities (Geist, 1964; Watley, 1965).

The third period, the realistic period, represents the efforts made by the individual to reach a compromise between his needs and realities and to finally resolve the problem of vocational choice. Ginzberg et al. (1951) has divided this period into three stages: ‘exploration’ ‘crystallization’ and ‘specification’. Thus, in the realistic period, the individual achieves greater goal direction, independence and finds realism in his vocational behaviour (Culver, 1935; Kaplan, 1946; Forest, 1961).
These, "choice periods" or phases of development are called as "work periods" by Miller and Form (1951). The first period in their scheme of total work-life is a preparatory work period, the time before an individual has any work experience. Here the home provides the primary role-model for him to learn about different types of work. School supplements this basic learning about the nature of work. The second period is the initial work period, a period of job impermanence which begins when the worker seeks his first job. The individual experiences direct personal contact with the world of work for the first time and he learns that the work places many demands upon him and he must meet certain expectations in order to hold the job. The third period, the trial work period, in which the individual is on the threshold of transition from school to work. The individual "tries out" an occupation and then rejects it in favour of another. This happens because of the influence of a variety of factors, including the individual's lack of occupational information. Despite the disillusionments and disappointments, the individual makes the transition to work and in doing so he reaches the last stage in the vocational choice process in his life.

1.5 VOCATIONAL MATURITY

The concept of vocational development leads logically to the state of vocational maturity which has been central to theoretical and research activities concerning career-pattern study which is also related to the work of a number of other researchers in vocational choice and adjustment, career development and career education (Super, 1955; Super and Overstreet, 1960).
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 (Super et al. 1960; Crites, 1960). It is the interaction between the individual’s personal resources including his vocational maturity which he brings to encounter with reality on one hand, and reality demands on the other. "Vocational maturity is thus defined in terms of types of behaviour, whereas vocational adjustment is defined in terms of the outcome of this behaviour". Super (1951) introduced the concept of career maturity to denote "the place reached on the continuum of vocational development from exploration to decline". It is assumed that if development is relatively normal, maturity increases until the individual becomes an adult. In adulthood new developmental changes occur which do not restrict a person’s ability to acquire new and varied responses and this increases his behavioural repertoire (Super and Overstreet, 1960).

Super and Overstreet (1960) have suggested that evaluation can be made from either of the two reference points: The first is concerned with person’s chronological age, which indicates, "the life stage in which the individual actually is as evidence by the developmental tasks with which he is dealing in relation to the life stage in which he is expected to be, in terms of his age." (Super and Overstreet, 1960). This actual life stage in relation to expected life stage, provides one the basis of judging vocational maturity (VMI). The second way of evaluating vocational maturity is based on the behavioural repertoire: the maturity of an individual’s vocational behaviour.
in the actual life stage (regardless of whether it is expected life stage), as evidenced by the behaviour shown in dealing with the developmental tasks of the actual life stage compared with the behaviour of other individuals who are dealing with the same developmental tasks. (VM II, Super and Overstreet, 1960).

Since the typical individual deals with the developmental tasks appropriate to his age and life stage, the actual life stage and expected life stage often coincide. Therefore, VM-I and VM-II are based frequently on the tasks of the same life stages. Thus vocational development maturity is the point reached on the vocational development continuum. It may be described not only in terms of the gross units of behaviour which constitute the life stages but also in terms of much smaller and more refined units of behaviour manifested in coping with the developmental tasks of a given life stage. It is the latter definition which is most helpful in considering a given individual who functions at a certain life stage.

1.6 DIMENSIONS OF VOCATIONAL MATURITY

As vocational development is a continuum and vocational maturity is a point on this continuum denoting the degree of development attained, therefore it becomes important to specify the dimensions with which vocational maturity is measured. Viewing adolescence as an exploratory stage, in which the major sub-stages have been defined by Ginzberg et al. (1951) as the tentative and realistic this stage of vocational development is characterized by Super (1957) to compromise:
(i) Increasing orientation to vocational choice; (ii) increasing amounts of vocational information (iii) increasing consistency of vocational preferences; (iv) the crystallization of traits relevant to vocational choice; (v) increasing wisdom of vocational preferences.

Concern of the individual with making choices make him able to choose vocation when called upon to do so than is one who is not concerned with choice. Again having made a choice and having done something concrete about it this may be very appropriate index of choice orientation in early adulthood. A number of such indices of orientation to vocational choice in adolescence have been found in Super (1955); Super and Overstreet (1960). Another index of the dimension of vocational maturity is consistency of preference overtime. Although, the consistent naming of one occupation as preference may be the result of fixation, rigidity, or identification with an appropriate role model, it may on the other hand be the result of mature self-understanding and singleness of purpose. Vocational preference at the early adolescent level are considerably unstable (Fryer, 1931 and Carter, 1940).

Some of the individual's psychological characteristics may have begun to crystallize at the adolescent stage. Maturity may be conceived as the degree to which abilities and traits have taken shape, providing consistent individual the basis of action. As development proceeds from general to specific, the person in whom considerable development has already taken place should be more highly differential person than the one in whom less development has taken place. Further many of his differential characteristics should be more
stable. Thus the standing on the scale of crystallization of occupationally significant traits should provide a measure of vocational maturity for the individual.

Mohan and Banth (1975) reported that the university students prefer the occupational groups in the following order of Semantic Differential Scale of Occupational choice.


The least preferred group is Arts and Entertainment preceded by Business Contact.

Adolescent’s wisdom of vocational preferences can be assessed by considering various indices such as the relationship between his measured interests and preferences, and the socio-economic accessibility to his preferred occupation. For example, the boy who aspires for an occupation at about the same socio-economic level as his father’s occupation, is realistic. Aspiring to the parental level is wise in the sense that the level is accessible.

1.7 FACTORS AFFECTING VOCATIONAL MATURITY

From the above discussion, it has been found that there are many factors which influence the vocational maturity of the individual. These factors may be grouped as (i) Social or Environmental Factors which include socio-economic status of the family, home environment, sex, age, (ii) Psychological
or Individual factors - which may include intelligence, personality and achievement motivation.

(1) Social and Environmental Factors

(i) Socio-Economic Factors

Social class can be referred to as social stratification, which indicates that both the individuals and groups of individuals are concerned as forming lower and higher differentiation strata or class on the basis of some specific or generalized characteristics. The dimensions of social stratification are power, occupation, family, position and status etc.

Crites (1969) found that the pattern of vocational choices corresponds to the job patterns associated with each class in the world of work. Ginzberg (1957) found that boys from high income families think in terms of becoming professional executives or seek similar kind of occupations while those from lower income families tend to think in terms of skilled jobs which offer a higher rate of wages than their fathers received. The effect of level of education on vocational choice has been reported by Mohan and Banth (1975). Mohan and Banth (1975) reported that 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.

Of the social variables that are likely to affect career maturation process, socio-economic status seems to be a potentially strong contributor. 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, preparing and planning 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. For this purpose they are required to have more clear cut vision and planning so far as career is concerned. Those with high levels of socio-economic status are generally supported by their parents in respect of their future careers and these are likely to be marked out well before, besides the needed opportunities are available in abundance. 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. But in view of their secure background, elements of anxiety and apprehension is lesser in their case and hence, need for absolute certainty in their vocational plans may be lesser at the stage of adolescence.

(ii) Home Environment

Home is viewed as the basic agent of socialization. According to Roe (1951) the emotional climate at the 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 in the process of vocational development. Interaction between family may be of three types - (a) emotional concentration of the child, (b) rejection of the child, and (c) acceptance of the child. Parents may be disciplinarian, authoritarian or warm. The type of
parent-child relationship will lead to the development of attitude and consequently will affect vocational development.

Super (1953) found that the identification of children with parents plays a significant role in the selection of an occupation. Crites (1962) found that the parental identification is a 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-Differences

Differences 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 for occupations involving travel, movement, physical activities and related to giving orders. Vohra (1977) found that girls gave least preference to mechanical engineering at the diploma level of engineering.

(iv) Age

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

Some of the psychological factors which influence the vocational maturity are:

(i) Intelligence

Intelligence is the very basic to learning in school as well as to the vocational efficiency and interpersonal relationships. Mental ability of an individual is one of the most important variables which may affect his vocational thinking. A number of studies (Grace, 1931) reported that more intelligent individuals have been found to have more appropriate occupational objectives. Witty and Lehman (1931) analysed the relationship of scores on the intelligence tests with vocational choice. They found less intelligent boys as compared to brighter ones expressed to enter more occupations and selected occupations which are more often selected by younger boys. One would expect positive relationship between intelligence and behaviour considered 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

Vocational maturity as a constructive and as a developmental stage in the life of an adolescent is linked up with various variables. Personality make-up of the individual is one such variable as has been found to be closely associated with the preparation for and the choice of a career. Interest in and
inclination for various professions is governed and determined, amongst many other factors, by the personality factors like cognitive ability, aptitudes, likes and dislikes and temperamental traits. An adolescent with assertion, dominance and autonomy as the conspicuous personality traits would like to go in for executive posts whereas one who is governed by the need for achievement would choose a profession with lots for 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.

Also human beings equally differ in their adjustments and behaviour patterns in life and in work situations, for which one of the important reasons may be the difference in their personality pattern. The choice and success of people in various work situations may also be related to the personality characteristics of the individuals. Andrew (1971) reported significant results to support Holland’s premise that people search out environments for vocations which are compatible with their personalities. According to Holland’s Personality Theory Of Vocational Choices (1959, 1966), a person is the product of the interaction of his particular heredity with a variety of cultural and personal forces including peers, parents, physical environment, which he refers to the individual adjustive orientation. In the act of making a vocational choice, the individual in a sense, “searches” such situations which satisfy his hierarchy of adjustive orientations.
Some studies have demonstrated that personality factors play an important role in choosing a job. Panekar (1968) observed that authoritarian subjects considered possibility of authorised extra earning, social status of the job and scope for showing authority and power as a more important consideration in choosing a job.

Mishra (1962) found that the personality factors of high and low achievers in engineering education differed on traits such as anxiety, judgement neuroticism, social adjustment and total emotionality.

From the above discussion, it can be assumed that personality patterns have significant influence on the success of a person in work and occupational situations and since vocational maturity seems to be closely associated with personality, this variable has been chosen for investigation in the present study.

(iii) Achievement Motivation

Another dominant psychological characteristic, which is likely to have impact on vocational maturity is 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 eventually want to obtain and achieve in career. The seeds of vocational aspirations and vocational choice are sown early in the life of the child when he starts visualizing and planning for future vocation/vocations. A child with high personal motivation, with inspiring and encouraging parents and having adequate development
opportunities in the school and in immediate environment is bound to have more crystallized notions about various kinds of careers.

Heckausen (1967) puts achievement motivation "as the striving to increase or keep as high as possible one’s capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore, either succeed or fail". He pointed out that the standard of excellence might be task-oriented, self-related and other related factors.

A number of studies (Aronoff and Litwin 1971, Alper 1973) show relationship of achievement orientation with occupational selection and advancement. Krishna and Mehfooz (1975) concluded that achievement motivation is significantly related to occupational preferences. Tseng (1972) showed that the school dropouts who had low level of achievement motivation showed lower occupation aspirations and chose occupations of types which are of lower level of difficulty, responsibility and prestige. The 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, home-environment, sex, age, intelligence, personality and achievement motivation play an important role in determining the vocational choice and vocational
maturity and these factors play a determining role in the process of educational and vocational selection and are indicative of success in the life of an individual.

1.8 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 NPE 1986, school curriculum, after 10th class has been organised with 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, socio-economic status of the family, family environment, sex-differences etc. must be kept in mind. But this seldom happens. The educational institutions are under-staffed and sometimes due to lack of research literature and funds, vocational guidance is not provided on scientific lines. That is why due to the lack of vocational maturity many individuals select wrong jobs which further lead them to frustration. The situation is worse in those schools which are meant for academic streams.
Since the vocation of an individual is of much 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. In order that nation must become self-sufficient in economic field, vocational maturity of the individuals is highly important at the school level, as these future citizens of the country will play a significant role in shaping the destiny of the Nation. This is only possible if they themselves are self-sufficient, well placed, better adjusted, and are effective and happy in their vocation. Since, it is most likely that some social, environment and psychological variables are related with the vocational maturity of the adolescents but locating all the factors is a arduous and tedious job and time consuming process therefore, the investigator has planned 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.

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.

1.9 STATEMENT OF THE PROBLEM

The present problem is stated as :

“Socio-Psychological Differentials of Vocational Maturity between Adolescents of Academic and Vocational Streams.”
1.10 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.

1.11 NEED AND IMPORTANCE OF THE STUDY

Vocational maturity is a relatively new area in psychology in our country and further not much work of this nature has been done, although this field has drawn tremendous attention and importance of 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 vocation or the other 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 has 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. National Policy on Education 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 vocation-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 the Indian context. The study will be an extension of psychological research into an altogether neglected area of research activity in the field of vocational education.

1.12 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 a course from three courses i.e. humanities/science/commerce group.

Vocational stream focuses on training the children in vocations like that of agriculture, business and commerce, health and paramedical courses, computer and other kinds of technology, home science and home economics etc. and enable 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 (1989) (Indian adaptation of CMI of Crites, 1966)

(iii) Intelligence

According to Good (1973), Intelligence is the ability to learn and criticise what is learnt. Its measure is the score on Group test of 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 pattern of
thinking and behaviour. Its measurements are the score on 16 P.F questionnaire by Kapoor and Tripathi. (1982)

(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 student on Rao’s Achievement Motivation Test (1988).

(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 as well as in the process of vocational development. Family Environment is the measure of score on Family Environment Scale (by Moos and Moos, 1986) which include subscales like cohesion, expressiveness, conflict etc.
1.13 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 recognised Senior Secondary Schools of Punjab and U.T. Chandigarh having academic and/or vocational streams.

3. Both boys and girls.

1.14 ORGANIZATION OF RESEARCH REPORT

After having presented the introductory remarks and objectives of the study in chapter one, chapter two has been devoted to theoretical viewpoints about predictors. Chapter three deals with the review of related literature and hypotheses while chapter four deals with method and procedure. Chapter five gives details of analysis of data along with discussion of results while chapter six deals with summary, conclusions and suggestions for further research.

Bibliography has been given at the end of research report.