CHAPTER-IV

METHOD AND PROCEDURE
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4.1 METHOD

In the present study, survey method of investigation was employed for the data collection.

4.2 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 offer academic and/or vocational streams.

Detailed description of the sample has been given in table 4.1

**Table 4.1**

Table Showing the description of Final Sample :-

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Academic stream</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>DAV Model School Sec-15 Chandigarh.</td>
<td>–</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>2.</td>
<td>DAV Sr. Sec. School Sec-8, Chandigarh.</td>
<td>34</td>
<td>26</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Kendriya Vidyala (I) Patiala.</td>
<td>39</td>
<td>12</td>
<td>51</td>
</tr>
<tr>
<td>4.</td>
<td>Govt. Sr. Sec. School Civil Lines Patiala.</td>
<td>28</td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>5.</td>
<td>DAV Model School Malerkotla</td>
<td>16</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>6.</td>
<td>DN Model School, Nabha (Patiala)</td>
<td>29</td>
<td>21</td>
<td>50</td>
</tr>
</tbody>
</table>

N=300
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Vocational stream</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Multi Purpose Sr. Sec. School, Patiala.</td>
<td>75</td>
<td>—</td>
<td>75</td>
</tr>
<tr>
<td>2.</td>
<td>Govt. Girls Sr. Sec. School, Patiala.</td>
<td>—</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>5.</td>
<td>Govt. Sr. Sec. School Tipari Patiala.</td>
<td>58</td>
<td>—</td>
<td>58</td>
</tr>
</tbody>
</table>

N=303

4.3 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 (Tandon 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)

4.3.1 Career Maturity Inventory (CMI)

(John O’ Crites. Indian adaptation by Dr. Nirmala Gupta 1989).

Career Maturity Inventory has been designed to provide a relevant and convenient inventory to measure career choice attitude and career choice competence. To assess the career behaviour, as the young person grows up during choice years, the CMI provides two types of measures: the Attitude Scale and the Competence Test.

The Attitude Scale has 50 items and elicits the feelings, the subjective reactions, the dispositions that the individual has towards making a career choice and entering the world of work. More specifically five attitudinal clusters are surveyed:

1. Decisiveness in career decision making.
2. Involvement in the career decision making.
3. Orientation to career decision making.
4. Independence in career decision making.
5. Compromise in career decision making.

In contrast, measure for CMI Competence Test (Part II) which measures the more cognitive variables involved in choosing an occupation. There are five parts of the competence test consisting of 70 items in total. These are:

1. Self Appraisal (SA) (Knowing yourself)
2. Occupational Information (OI) (Knowing about jobs)
(3) Good Selection (GS) (Choosing a job)

(4) Planning (PL) (Looking ahead)

(5) Problem Solving (PS) (What should they do).

Taken together the attitudinal Scale and the competence test, both are an extensive and intensive inventory of the critical behaviour in mature decision making and development during the choice years.

To provide maximum consistency in scoring the following three rules are followed:

(1) the individual raw score is the total number of correct responses to the 50 items of Attitude Scale and 70 items of all the sub-tests of the competence test;

(2) a correct response is one for which the correct alternative and the only correct alternative is marked;

(3) an incorrect response is one for which an incorrect alternative, no alternative or more than one alternative is marked, even if one of them is correct alternative.

The internal consistency and reliability of the Attitude Scale for 8th, 9th, 10th, 11th and 12th classes is .72, .70, .74, .73 and .70 respectively and test-retest reliability has been found very satisfactory i.e. .71. The content and construct validity provides fair index of the validity of the CMI Attitude Scale.
To establish reliability of the sub-tests of competence test, internal consistency coefficient were calculated using K-R 20 formula. The coefficient varied from .64 to .81 for 8th, 9th, 10th, 11th and 12th grades. The items were found to be relatively homogeneous. This also provides ample evidence of the validity of the test (criterion related). The coefficient of correlation (product moment) between different sub-tests ranged from .40 to .76 and mean correlation was found to be .59 which indicates the construct validity of the test.

4.3.2 Group Test of General Mental Ability (Tandon, 1971)

As a measure of verbal intelligence, the Hindi version of the group test of general mental ability (Tandon, 1971) was used in the present study. This test was preferred to others as it is a well known test and is widely used in India, e.g., Kala (1988), Urmil (1990), Kaur (1991), Setia (1991) and Kaur (1993). Moreover being a group test it can be administered conveniently on a number of students at a time.

The present form of the test is a second revision of Test of ‘General Mental Ability-form A, which was prepared and first used in 1950. Since then it has been used on a number of students studying at B.H.U. and other Indian colleges and universities.

The test contains 100 questions. Besides, it employs 10 items for practice in the beginning. Each item has been framed in such a way that it provides mostly five alternatives to each question. This has been done with a view to
make scoring more rigid and objective. The test consists of sub-tests, namely, number series, mathematical instructions, follow-up instructions, vocabulary similars, vocabulary opposites, classifications, analogies, best answers and reasoning. Some of these sub-tests have been found highly suitable for measuring general mental ability in Indian conditions.

The reliability co-efficients of the test determined by three Methods are (1) Split half method=.91; (2) Kuder-Richardson formula=.91; and (3) Item reliability index and the item variance=.90. The present form (20/52) of test correlates .28 with the Rev. Minnesota Paper Form Board Test Series AA. This shows that there is some presence of an ability of spatial relations in this test.

Further value of correlations (r=.35) with the academic examination marks and .67 with the ‘Samoohik Mansik Yogyata Pariksha” (A test of General Mental Ability in Hindi by Dr. S. Jalota) are reported by the author of the test. The test also correlates (r=.30) with the Samoohik Mansik Yogyata Pariksha (1/61), the Hindi adaptation of 20/52 scale. In addition to these, g-saturations worked out by Spearman’s technique, for all the sub-tests range from .30 to .87. The presence of some general factors has further been confirmed by the factorial analysis of the test using Thurstone’s centroid technique. A few subsidiary factors have also been found but identifications are yet to be confirmed by further investigations.

The test provides some simple directions in the beginning which are to be read carefully by the prospective investigator. To minimise the work of
writing on the part of an examinee the answers have been framed in a manner to provide an answer to a question in a digit form of the figure only. This test proper is administered for 25 minutes only. Another 20-25 minutes are usually required for seating the candidates, distributing the test booklets and answer sheets and later collection of the test materials. Hence, this test can be administered in a period of 45 to 50 minutes. The answer sheets are scored with the help of a scoring key provided for this purpose. Total of raw scores of candidate is his total number of right attempts.

4.3.3 16 Personality Factors Questionnaire (Cattell and Eber, Indian Adaptation by Kapoor and Tripathi, 1981)

The 16 PF is an objectively scorable test devised by basic research in the field of psychology to give the most complete coverage of the personality in possible brief time. This test was designed for use with individuals aged 16 and above for literate individuals whose educational level is roughly equivalent to that of a normal high school student.

In Form C and Form D, there are eight items for Factor B scale, seven items for the motivational distorting scale and six items for each of the remaining scale.

Three alternative answers are provided for each of the questions, since the two alternatives, ‘forced choice situation for bidding any’ middle of road and may produce aversion to the test on the part of the examination.
Reliability

EQUIVALENCE CO-EFFICIENT OF THE TEST
FORM FOR EACH FACTOR

Form A B C D E F G H I L M N O Q1 Q2 Q3 Q4

C with .35 .49 .39 .39 .48 .44 .55 .47 .16 .25 .16 .51 .35 .40 .33 .37

D Form

Validity

The concept validity of the scale can be evaluated directly by correlating the scale with the pure factor it was designed to measure.

Scoring

Two cardboard stencil scoring keys are used, one cover factors (Traits) A, C, F, H, L, N, Q1, Q3 and the other factors B, E, G, I, M, O, Q2 and Q4. Simply fit the stencil over the answer sheet and count the marks visible through the holes. For Factor A, allowing either 2 or 1 indicated by the number printed adjacent to the hole. Add these scores and enter the total in the space indicated by the arrow on the stencil for Factor A (raw score), but the factor B is peculiar in that each correct mark visible in a hole gives a score of 1 only. It is similar for other factors.

Interpretation of the Primary Factors

Predictions of score on various criteria, and assignment of individuals to various diagnostic clinical groups, can be carried out actuarially, by
computation from standard scores, using methods discussed in detail in the Hand book and elsewhere. Where no correlations with criteria are known, knowledge of psychological nature of the factors must guide initial prediction until empirical studies can be done in a particular situation. Moreover even where correlational, actuarial evidence about a certain criterion is available, it is desirable to add psychological judgement to immediate statistical computations to allow for changes of personality with learning, maturation, etc. or for anticipated changes in life situation.

Each of the primary factors by the 16 PF has an alphabetic design (A through Q4), a technical title (which is given in parentheses in the following descriptions), and a brief, less technical title (given here in bold face), which the practitioner will most commonly use.

The definitions and interpretations of the factors as given below, are short, non-technical and, of course, less exact than the more intensive discussions available in the Hand Book and elsewhere. Furthermore, the large number of profiles given in the Hand Book for well defined occupational and clinical groups provide the psychologists with additional insights into the meaning and operation of the factors.

**Capsule descriptions of the Sixteen Primary Personality Factors**

<table>
<thead>
<tr>
<th>Low score direction</th>
<th>High score direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor A</td>
<td></td>
</tr>
<tr>
<td>Reserved, Detached, Critical, Cool (Sizothymia)</td>
<td>Vs. Outgoing, Warmhearted, Easy-going, Participating (Affectothymia)</td>
</tr>
</tbody>
</table>

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The person who scores low (sten of 1 to 3) on Factor A tends to be stiff, cool, skeptical, and aloof. He likes things rather than people, working alone, and avoiding compromises of viewpoints. He is likely to be precise and “rigid” in his way of doing things and in personal standards, and in many occupations these are desirable traits. He may tend, at times, to be critical, obstructive or hard.

The person who scores high (sten of 8 to 10) on Factor A tends to be good natured, easy going, emotionally expressive ready to cooperate, attentive to people, soft hearted, kindly, adaptable. He likes occupations dealing with people and socially impressive situations. He readily forms active groups. He is generous in personal relations, less afraid of criticism, better able to remember names of people.

**Factor B**

Less intelligent, concrete thinking Vs. More intelligent, Abstract thinking, Bright.

Dull

The person who scores less tends to be slow to learn and grasp, dull, given to concrete and literal interpretation. His dullness may be simply a reflection low intelligence or it may represent poor functioning due to psychopathology.

The person who scores high on Factor B tends to be quick to grasp ideas, a fast learner, intelligent. There is some correlation with level of culture as well as with some alertness.
Factor C

Affected by Feelings, Emotionally vs. Emotionally Stable, Faces Reality, Less Stable, Easily Upset, (Lower ego strength)

The person who scores low on Factor C tends to be low in frustration tolerance for unsatisfactory conditions, changeable and elastic, evading necessary reality demands, neurotically fatigued, fretful, easily emotional and annoyed, active in dissatisfaction, having neurotic symptoms (phobia, sleep disturbances, psychosomatic complaints, etc.) Low Factor C score is common to almost all forms of neurotic and some psychotic disorders.

The person who scores high on Factor C tends to be emotionally mature, stable, realistic about life, unruffled, possessing ego strength, better able to maintain solid group morale. Sometimes he may be a person making a resigned adjustment to unsolved emotional problems. Shrewd Clinical observers have pointed out that a good C level score sometimes enables a person to achieve effective adjustment despite an underlying psychotic potential.

Factor E

Humble, Mild, Accommodating, vs. Active, Independent, Aggressive, Conforming (Submissiveness) Competitive, Stubborn (Dominance)

The person who scores low on Factor E tends to give way to others, to be docile, and to conform. He is often dependent, confessing anxious for obsessional correctness. This passivity is part of many neurotic syndromes.
The person who scores high on Factor E is assertive, self-assured, and independent-minded. He tends to be austere, a law to himself, hostile or extrapunitive, authoritarian (managing others) and disregards authority.

**Factor F**

Sober, Prudent, Serious, Taciturn vs Happy-go-lucky, Impulsive, Lively (Desurgency)

The person who scores low on Factor F tends to be restrained, reticent, introspective. He is sometimes dour, pessimistic, unduly deliberate, and considered smug and prim correctly by observers. He tends to be a sober, dependable person.

The person who scores high on this trait tends to be cheerful, active, talkative, frank, expressive, care-free. He is frequently chosen as an elected leader. He may be impulsive.

**Factor G**

Expedient, Evades Rules, Feels Few Obligations (Weaker superego strength) vs. Conscientious, Persevering, Staid Rule-bound (Stronger superego strength)

The person who scores low on Factor G tends to be unsteady in purpose. He is often casual and lacking in effort for group undertakings and cultural demands. His freedom from group influence may lend to antisocial acts, but at times makes him more effective, while his refusal to be bound by rules causes him to have less somatic upset from stress.

The person who scores high in Factor G tends to be exacting in character, dominated by sense of duty, persevering, responsible, planful,
“fills the unforgiving minute.” He is usually conscientious and moralistic, and he prefers hardworking people to witty companions. The inner “categorical imperative” of this essential superego (in the psychoanalytic sense) should be distinguished from the superficially similar “social ideal self” of Q4.

**Factor H**

Shy, Restrained, Diffident, Timid vs Venturesome, Socially-bold, Uninhibited, Spontaneous

The person who scores low on this trait tends to be shy, withdrawing, cautious and retiring. He usually has feelings of inferiority. He tends to be slow and impeded in speech and in expressing himself, dislikes occupations with person contacts, prefers one or two close friends to large groups, and is not given to keeping in contact with all that is going on around him.

The person who scores high on Factor H is sociable, bold, ready to try new things, spontaneous, and abundant in emotional response. He is able to face wear and tear in dealing with people and gruelling emotional situations, without fatigue. However, he can be careless of detail, ignore danger signals, and consume much time in talking. He tends to be “pushy” and actively interested in the opposite sex.

**Factor I**

Practical vs Protected, Sensitive

The person who scores low on Factor I tends to be practical, realistic, masculine, independent, responsible, but skeptical of subjective, cultural
elaborations. He is sometimes unmoved, hard, cynical, smug. He tends to keep a group operating on a practical and realistic “no-nonsense” basis.

The person who scores high on Factor I tends to be tenderhearted, day-dreaming, artistic, fastidious, feminine. He is sometimes demanding of attention and help, impatient, dependent, impractical. He dislikes rude people and rough occupations. He tends to slow up group performance and to upset group morale by unrealistic fussiness.

**Factor L**

<table>
<thead>
<tr>
<th>Low on Factor L</th>
<th>High on Factor L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trusting, Adaptable, Free of Jealousy, Easy to get on with</td>
<td>Suspicious, Self-opinionated, Hard to Fool (Pretension)</td>
</tr>
</tbody>
</table>

The person who scores low on Factor L tends to be free of jealous tendencies, adaptable, cheerful, uncompetitive, concerned about other people, a good team worker.

The person who scores high on Factor L tends to be mistrusting and doubtful. He is often involved in his own ego, is self-opinionated, and interested in internal, mental life. He is usually deliberate in his actions, unconcerned about other people, a poor team member.

**Factor M**

<table>
<thead>
<tr>
<th>Low on Factor M</th>
<th>High on Factor M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical, Careful, Conventional, Regulated by External Realities</td>
<td>Imaginative, wrapped up in Inner Urgencies, Careless of Practical Matters, Absent-minded</td>
</tr>
</tbody>
</table>

The person who scores low on Factor M tends to be anxious to do the right things, attentive to practical matters, and subject to the dictation
of what is obviously possible. He is concerned over detail, able to keep in
head in emergencies, but sometimes unimaginative.

The person who scores high on Factor M tends to be unconventional,
unconcerned over everyday matters, self-motivated, imaginative, creative,
concerned with “essentials.” and obvious of particular people and physical
realities. His inner directed interests sometimes lead to unrealistic situations
accompanied by expressive outbursts. His individuality tends to cause him
to be rejected in group activities.

Factor N
Forthright, Natural, Artless, Sentimental vs Shrewd, Calculating,Worldly, Penetrating

The person who scores low on Factor N tends to be unsophisticated,
sentimental, crude and awkward, but easily pleased and content with what
comes, and is natural and spontaneous.

The person who scores high on Factor N tends to be polished,
experienced, worldly, shrewd. He is often hardheaded and analytical. He
has an intellectual, unsentimental approach to situations, and approach to
cynicism.

Factor O
Placid,Self-assured, Confident, Serene (Untroubled adequacy) vs. Apprehensive, Worrying, Depressed, Troubled

The person who scores low on Factor O tends to be placid with
unshakable nerve. He has a mature unshakable confidence in himself and
has capacity to deal with things. He is resilient and secure, but to the point of being insensitive of when a group is not going along with him, so that he may evoke antipathies and distrust.

The person who scores high on Factor O tends to be depressed, moody, a worried, full of foreboding, and brooding. He has a childlike tendency to anxiety in difficulties. He does not feel accepted in groups or does not feel free to participate.

Factor Q₁

Conservative, Respecting, Established Ideas, Tolerant of Traditional Difficulties (Conservatism) vs. Experimenting, Critical, Liberal, Analytical, Free-thinking

The person who scores low on Factor Q₁ is confident in what he has been taught to believe, and accepts the “tried and true”, despite inconsistencies, when something else might be better. He is cautious and compromising in regard to new ideas. Thus he tends to oppose and postpone change, is inclined to go along with tradition, is more conservative in religion and politics, and tends to be interested in analytical “intellectual” thought.

The person who scores high on Factor Q₁ tends to be interested in intellectual matters and has doubts on fundamental issues. He is skeptical and inquiring regarding ideas, either old or new. He tends to be more well informed, less inclined to moralize, generally more inclined to undertake experiments in life and more tolerant of inconvenience and change.
**Factor Q₂**

Group-dependent, A “Joiner” vs. Self-sufficient, Prefers own decisions, Resourceful (Self sufficiency)

The person who scores low on Q₂ prefers to work and make decisions with other people, likes and depends on social approval and admiration. He tends to go along with the group and may be lacking in individual resolution. He is not necessarily gregarious by choice; rather he needs group support.

The person who scores high on factor Q₂ is temperamentally independent, accustomed to going his own way, making decisions in taking action on his own. He discounts public opinion, but is not necessarily dominant in his relations with others (see Factor E). He does not dislike people but simply does not need their agreement or support.

**Factor Q₃**

Undisciplined Self-conflict, Careless of Protocol, Follows own Urges (Low integration) vs Controlled, Socially precise, Following Self-image (High self-concept control)

The person who scores low on Factor Q₃ will not feel bothered to control and regard of social demands. He is not overly considerate, careful, or painstaking. He may feel maladjusted and man maladjustments (especially the affective but not the paranoid) show Q₃.

The person who scores high on Factor Q₃ tends to have strong control of his emotions and general behaviour, is inclined to be socially aware and
careful, and evidences what is commonly termed “self-respect” and regard for social reputation. He sometimes tends, however, to be obstinate.

**Factor Q₄**

Relaxed, Tranquil, Torpid, Unfrustrated (Low ergic tension) vs. Tense, Frustrated, Driven

The person who scores low on Factor Q₄ tends to be sedate, relaxed, composed, and satisfied (not frustrated). In some situations, his oversatisfaction can lead to laziness and low performance, in the sense that low motivation produces little trial and error. Conversely, high tension level may disrupt schedule and work performance.

The person who scores high on Factor Q₄ tends to be tense, excitable, restless, impatient. He is often fatigued, but unable to remain inactive. In groups he takes a poor view of the degree of unity, orderliness and leadership. His frustration represents an excess of stimulation, but undischarged drive.

**4.3.4 Rao Achievement Motivation Test (Rao 1988)**

To measure the achievement motivation, number of tests have been constructed and used by the researchers (e.g. Deo-Mohan’s Achievement Motivation Scale, (1976). However, for the purpose of present study, researcher preferred to use Rao Achievement Motivation Test due to its wide applicability, simplicity in administration and good results.
To help students understand what they want to achieve in academic and vocational fields, Rao constructed a test that includes 20 items. Each item has two alternative choices, and the student is supposed to tick (✓) only one which he/she thinks appropriate. Items in the test are related to reading habits of the students, habit of self-study, what they want to become in their life—rich person, an engineer, a doctor, a poet, etc., how they want to spend their vacations, something about their nature, feeling of pride at the time of success, etc.

Time to complete the test is 20 minutes including 5 minutes for instructions. Scoring is done as given in the manual of the test. A score of one is given to one correct response, and the total score is the total number of right responses, which is the achievement motivation score of the individual.

### 4.3.5 Family Environment Scale (Moos & Moos 1986)

Family Environment Scale (FES) developed by Moos and Moos (1986) measures the social environmental characteristics of all types of families. It has three forms i.e. I, E, and R. In the present study, Form-R (real form) has been used.

The FES comprises 90 statements which are classified into ten subscales which assess three underlying domains:

1. The relationship dimensions are measured by the subscales of cohesion, expressiveness, and conflict.
2. The Personal Growth dimensions are measured by independence, achievement-orientation, intellectual-cultural-orientation, active-recreational-orientation and moral religious emphasis.

3. The system maintenance dimensions are measured by the organization and control sub-scales.

There are two alternatives to each statement: True or False :-

Students are supposed to tick (✓) one according to their opinion, in the space provided in the answer-sheet. Scoring is done as per the key provided with the manual of the scale. Total of raw scores on each of the ten sub-scales will give total score on Family Environment scale.

Reliability and Validity of the Scale

The reliability-coefficient for the sub-scales was found to be varying from a low of 0.68 for independence to a high of 0.86 for cohesion when test-retest method was used on 47 family members in 9 families with a time interval of a week.

The scale has construct validity and the evidence for the validity of the sub-scales of FES is quite comprehensive. The criteria for item selection were inter-item correlations, item sub-scale correlations and inter-consistency analysis.

4.3.6 Socio-economic Status Scale (Kulshrestha 1980)

To assess the socio-economic status of the subjects, a suitable scale was needed. Out of all the available SES scales, Socio-Economic Status
A scale by Kulshrestha (1980) was preferred due to its wide applicability and good results.

This scale measures the status of the family, professional levels, caste, total monthly income, etc. In other words, the scale collects information regarding the following component variables.

1. Parents and sibling occupation: This item has been categorized into the following:
   a) Those who are not engaged in any occupation.
   b) Agricultural labourer
   c) Trader and small businessman.
   d) Those who are engaged in small family work e.g., animal husbandry.
   e) Employees of Govt. and other organization.
   f) Cultivators (own land)

2. Parental and sibling education
   a) Illiterate
   b) Can read only
   c) Can read and write
   d) Primary education
   e) Middle
   f) High school
   g) Graduate

3. Economic indicators. This includes the total income of the family from all sources.
4. Cultural indicators eg. belief in caste, no. of children etc.  

Time to complete the scale is 20 minutes

4.4 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 their 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 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).

4.5 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.