Review of related literature is an essential pre-requisite for planning and execution of any research work which means to locate, read and explore the past as well as current literature of research concerned with the planned investigation.

According to Good, Bar and Scates, survey of related literature serves the following purposes-

1. To show whether the evidence already available to solve the problems are adequate investigation, and thus to avoid the risk of duplication.

2. To provide ideas, theories, explanations or hypothesis valuable in the formulating the problem.

3. To suggest methods of research appropriate to the problem.

4. To locate comparable data useful in interpretation of results.

5. To contribute on the general scholarship of the investigator.

Thus, the review of literature allows the researcher to:

- Acquaint him with current knowledge in the field in which he is going to conduct his research.

- Enables the researchers to define and delimit his problem.

- Understand the research methodology, ways of study, knowledge about tools, instruments etc.

- Make his contribution towards the previous stock of knowledge either by adding something all together new or developing the old one with new perspective with its objectives before starting the investigation.
In the present chapter, an attempt has been made to review literature to make a modest survey of the work in the field so as to being out the need for the survey. The review has been presented as under.

**VOCAATIONAL MATURITY**

Vocational Maturity, is the place reached on the vocational development continuum which can be described not only in terms of the greats units of behaviour which constitute a life stage but also in terms of much smaller and more refined units of behaviour manifested in coping with the developmental tasks at a given stage of life. Some of the research works worth mentioning are as below –


The study was an attempt to explore the possible ways in which family and school affect the career development of students in both primary and secondary education. The sample of study comprised of 326 students of primary and secondary education of the municipality of Attica. 45,4% (148 of them) are male and 54,6% (178 of them) are female. 42,1% (135 of them) are in primary and 57,9% (191 of them) are in secondary education. The central conclusion is that both parents and school affect children's career development and shape to great extent children's educational and career choices. Another conclusion is that in all instances students seem to be in a relative accordance with their parents, and that is based on their answers to the questions. In factor analyses conducted, in all cases the answers of a student on his behalf and on behalf of their parents hold together. So, parents need to support in any possible way their children. A main difference between primary and secondary education students is that in secondary education trust is a separate construct.
Octavia, M. Jones; James C. Hansen and Barbara A. Putnam (1976) worked on *Relationship of Self-Concept and Vocational Maturity to Vocational Preferences of Adolescents,*

This study investigated the differences in vocational attitude maturity and self-concept among Holland's six vocational categories. Data regarding self-concept, vocational attitude maturity, and vocational preference were gathered from 846 students randomly selected from grades 8–12 in an urban school system. An analysis of variance supported the research hypotheses: (1) There were significant differences in vocational attitude maturity among students in the six vocational categories; (2) there were significant differences in self-concept among students in the six vocational categories; (3) there was a significant relationship between vocational attitude maturity and self-concept among students in specific vocational categories.


This study tested whether self-esteem and mature career attitudes related to one another and complemented one another in predicting academic and work achievement for 174 college students. Analysis showed both constructs related to achievement and supported the thesis that self-esteem facilitates development of mature career attitudes, which in turn promote academic and work achievement. The findings are discussed in terms of their implications for theory and practice.

Sexena, Sneh (1988) researched on *Vocational Development: Relationship Between Grade Level and Vocational Maturity.*

She studied the pattern of vocational development in students and also the relationship between grade level and vocational maturity.

The data was collected through random sampling and it was found that XII graders were more mature vocational than XI grades and similarly XI graders were vocationally more mature than X graders. XI graders were also found to be having more
self-knowledge, goal selection skill and problem-solving insight in the career decision-making process than X graders.

**Srivastava, Laxmi, (1988) investigated The Influence of Some Variables-Academic Achievement Personality, Socio Economic Status-on Vocational Development.**

In the research work - The influence of some variables-academic achievement personality, socio economic status-on vocational development, the effect and relationship between some variables-academic achievement personality, socio economic status with vocational development was studied.

The study concluded that vocational development was related to academic achievement and socio-economic status but was not related to sex and different levels of education.

**Gaikwad, (1989) conducted A Descriptive and an Experimental Study of Educational and Vocational Choices of the Student After Passing Standard X, and of the Efficacy of Guidance Service at Different Levels.**

The research on A Descriptive and an Experimental Study of Educational and Vocational Choices of the Student After Passing Standard X, and of the Efficacy of Guidance Service at Different Levels gave the results that Student's choices were related to their friend's choices. Teachers and career masters played a signification role in student choices. Students with high intelligence showed definiteness and students with low intelligence were not certain about further courses.

The higher the intelligence, the more was the occupational information while the lower the intelligence, the less the occupational information gained by student. Due to their parents' wishes student choose courses for which they had neither aptitude nor the required level of intelligence. Student's choices were not related to interest, aptitude or intelligence.

A study of traditional and non-traditional career choice of 120 subjects, from various occupations has been labeled as masculine or feminine occupation. She studied the sex role orientation of the subject and the psychosocial factor related to their choice.

She found that psychological sex rather than biological sex influences choice of occupation, whether tradition or non-tradition and also influences three psychosocial variable under the study job stress, mental health and fear of success.


The purpose of investigation was to study the attributes of high school students towards career choice process and to investigate the relationship between selected psychosocial variable and an aspect to the career development of high school student attitude towards career choice process.

She found that factor related to career maturity may found for males and females and that there is relationship between self-concept and career choice attitudes of adolescents.


The variables age, sex and performance in school subject made a significant contribution on CAS and OAS score, their interaction effect was found to be insignificant. The correlation coefficients between the scores of CAS and OAS, CDS and OAS and CDS and CAS were insignificant. Boys had scored significantly higher than girls on CAS, CDS and OAS.

Aim is to study patterns of occupational choice of secondary school pupils and school leavers. 736 school pupils and 400 school leavers formed the sample for the study. It was found that the school pupils and school leavers differ in their choice of ideal, preferred and actual occupation for total sample as well as for different sub-samples such a boy-girls, urban-rural pupils etc.

Kaur, Sharanjeet (1992), attempted The Self-Concept and Locus of Control as Predictors of Carrier Maturity on Sex Sub-Groups, Ph.D., Psychology, University of Lucknow.

She studied self-concept and locus of control as predictors of carrier maturity on sex sub-groups. It is found that Self-concept had no significant contribution in the prediction of attitudes towards career maturity for boys, but it was a significant predictor for girls and for the total sample. Self-concept was a significant predictor of competencies of career maturity for boys, girls and for the total sample. Sex was not a significant predictor of attitudes towards career maturity and total competencies of career maturity.

Jackson, Deirdre Renee, (1997), In his work on Career Development Characteristics of Freshmen African-American College Students, examined the levels of career maturity of black adolescents and determined how it varies by membership in various subgroups (independent variables-IV) of population. The dependent variables (DV) were Career Orientation Total (COTO) and "Knowledge of "Preferred Occupational Group (POTO). The Career Development Inventory (CDI), a self-report measure developed by Super, Thompson, Lindeman, Jordaan, & Myers, (1981) which assesses the elements of career maturity, was used to gather data for this study. Significant findings: (1) ANOVA revealed significant gender differences with females scoring significantly higher than males on both GOTO and POTO. (2) ANOVA revealed significant differences on POTO, according to the home environment in which students were raised, with the individuals
raised in a home with one or two parent(s)/adult caregiver(s) significantly outscoring those raised by someone other than a biological parent. (3) ANOVA revealed significant GOTO and POTO differences, based on estimated family income, with those students reporting an income of more than $20,000 scoring significantly higher on GOTO than those reporting less than $20,000; and those reporting more than $60,000 significantly outscoring on POTO those reporting less than $60,000. (4) ANOVA revealed significant differences on GOTO and POTO, according to the educational level of parent/adult caregiver. POTO differences were confounded due to the overlap among the groups detected by Duncan's Multiple Range Test. (5) ANOVA revealed significant GOTO differences based on the occupation of parent/adult caregiver, but Duncan's Multiple Range Test revealed that these perceived significant differences were confounded by the fact that there was overlap among the groups. (6) ANOVA revealed significant differences on GOTO, according to whether or not research participant had work experience, with those students reporting no prior work experience significantly outscoring those reporting work experiences.


He examined a career workshop's effect on the vocational identity, career indecision, and career self-efficacy of 10th grade high school students. The study also examined whether gender, ethnicity, or academic ability interacted with the treatment workshop on students' vocational identity, career indecision, and career self-efficacy. Three standardized instruments were used to measure the variables. The My Vocational Situation, Vocational Identity Scale (Holland, Daiger, & Power, 1980) was used to measure vocational identity. The Career Decision Scale, Career Indecision Scale (Osipow, Carney, Winter, Yanico, & Koschier, 1976) was to use to measure career indecision. The Occupational Self Efficacy Scale, Confidence Rating Scale, (Betz & Hackett, 1981) was used to measure career self-efficacy. Major findings in the study indicated the treatment group increased significantly in vocational identity on the MVS post test. Career indecision was significantly lower for the treatment group, as measured by the CDS post test. Career self-efficacy did not show a significant degree of change.
Boys and girls in the treatment group changed significantly on post test adjusted scores in vocational identity and career indecision. Students of high, middle, and low academic ability did show a significant increase in vocational identity, and a decrease in career indecision. Indications supported the use of a career workshop intervention with high school 10th graders to increase vocational identity, and decrease career indecision.

Saunders, Denise Elier (1998), investigated The Contribution of Depression and Dysfunctional Career Thinking to Career Indecision. The Florida State University, Ph. D. DAI-B 58/07. AAC 9801259 ProQuest - Dissertation Abstracts

The study of unique contribution of depression and dysfunctional career thinking to variance in career indecision is done. The Career Decision Scale (CDS) and the Occupational Alternatives Question (OAQ) were used to measure career indecision. The Beck Depression Inventory (BDI) was used to measure depression and the Career Thoughts Inventory (CTI) served as the measure of dysfunctional career thinking. Depression and dysfunctional career thinking were found to account for a significant amount of variance in career indecision. Depression was found to account for 5% of the variance in career indecision, while dysfunctional career thinking accounted for 61% of the variance in career indecision when using the CDS as the measure of indecision. When partitioning variance accounted for by the secondary variables, dysfunctional career thinking accounted for an additional 10% of the variance in career indecision. Depression was not found to account for variation in career indecision beyond that explained by the secondary variables. A significant positive relationship was also found between depression and dysfunctional career thinking. Results of the study support the existence of dysfunctional thinking as a component of career indecision and provide continued evidence of the presence of an affective component, which may include depression.


He assessed the career maturity of ninth-grade students, as measured by the Career Maturity Inventory (CMI) and the Self-Directed Search (SDS). Career maturity originated as a construct in the developmental theory of Super (1957) and can be defined
as the 'extent to which an individual has mastered the age-appropriate vocational tasks relevant to his/her developmental stage' (Betz, 1988, p. 80).

The findings of this investigation indicated the following: (1) The first hypothesis was partially supported for the African American sample. The five independent variables (gender, academic achievement, interests, parental influence, and socioeconomic status) were successful in positively predicting the subscale, Goal Selection, on the Competence Test of the CMI for African American ninth-grade students. On the Attitude Scale of the CML the five independent variables were successful in positively predicting the subscales. Decisiveness and Independence, for African American ninth-grade students was studied. (2) The second hypothesis was supported by indicating that the five independent variables (gender, academic achievement interests, parental influence, and socioeconomic status) were positive predictors for the dependent variables, Self-Appraisal, Occupational Information, Problem Solving, Goal Selection, and planning subscales for White ninth-graders. (3) The third hypothesis was supported by noting that there was a difference for males and females in positively predicting the dependent variables. When all of the five independent variables (ethnicity, academic achievement, interests, parental influence, and socioeconomic status) were entered in the regression equation, they were better positive predictors for male subjects than for female subjects. They positively predicted the Planning, Problem Solving, Self-Appraisal, and Goal Selection subscales on the Competence Test of the CMI for male ninth-grade students. On the Attitude Scale of the CMI, the five independent variables were successful in positively predicting the dependent variable, Independence, for male ninth-grade students. The independent variables were positive predictors for the dependent variables—Goal Selection, Occupational Information, and Planning subscales on the Competence Test of the CMI for female ninth-grade students. On the Attitude Scale of the CML the independent variables were not successful in predicting the dependent variables (Decisiveness, Vocational Independence, Orientation and Compromise subscales) for female ninth-graders.

The study was on the effect of learning experiences in the workplace (e.g., internships, student teaching etc.), the vocational self-concept crystallization and work commitment.

Results demonstrated a positive relationship between the practical experience and increases in vocational self-concept crystallization, but no relationship was found between practical experience and work commitment. Furthermore, no relationship was found between levels of congruence and differentiation and consistency of interest patterns. Finally, no significant differences were found between students who participated in overseas learning, experiences and participants in stateside learning experiences.


The present investigation has been undertaken to study career maturity among the students of public and government schools. A dense sample of 500 high school students were the subjects of this study (250 males and 250 females). The Crites’ career maturity inventory (CMI), self concept scale (SCS), achievement motivation test (ACMT), and Lumpkin’s locus of control scale (LOC) were administered to the students to study the relationship between career maturity and self concept, achievement motivation and locus of control. On comparison of public and government schools, the results clearly indicate that the students of public schools possess a higher career maturity attitude (CMA), career maturity competence (CMC), as well as self concept and achievement motivation. Significant relationships have also been obtained between CMA and CMC, internal LOC and ACMT in case of boys in public schools and between CMA, ACMT and SCS in case of girls in public schools. On the other hand significant relationship has been found between CMA and external locus of control, achievement motivation and self concept in case of boys in government.
school and between CMC and achievement motivation in case of girls in government schools.


Originated from the developmental theory of vocational behaviour, career maturity has been defined as the maturity of attitudes and competencies pertaining to career decision making. It has been found to be influenced differentially in different culture, race and gender groups by certain psychological, educational and demographic factors (Lawrence and Brown, 1976; Pound, 1978). The aim of the present piece of research work is to examine empirically that whether or not self-concept, occupational aspiration and gender work independently or in interaction with each other are capable of generating variance in career maturity in case of Hindi speaking Indian adolescents studying in class X. Employing a (2)3 ex-post facto, non-experimental factorial design (fixed model) the two levels of self-concept, i.e. high and low, the two levels of occupational aspiration, i.e. realistic and idealistic and the two levels of gender, i.e. male and female were manipulated in the study. Employing the stratified random sampling technique, finally 480 students of class X (240 males and 240 females) within the age range of 14 to 16 years were drawn randomly from different Hindi medium schools of Raipur City of Chhattisgarh State to serve as subjects in the present study. All the three independent variables were found to be potential enough in generating variance in career maturity. Barring few exceptions, the first order interactions were not found significant whereas the second order interactions were found significant for almost all the components of career maturity.

Chinyere Christy Amadi1; Monday T. Joshua and C.G. Asagwara, (2007) did research on the Assessment of the Vocational Maturity of Adolescent Students in Owerri Education Zone of Imo State, Nigeria.

The study primarily investigated the vocational maturity and occupational preferences of adolescent students in Owerri Education Zone of Imo state, Nigeria. The sample consisted of 600 senior secondary three students drawn from a population of 23,229 senior secondary school students. The instrument used for data collection was a
40-item questionnaire. Statistical tools used were the population t-test and one way analysis of variance. Some of the finding were: (a) that students were vocationally matured in four dimensions of vocational maturity namely: self knowledge, occupational information, involvement in decision making and independence in decision making (b) that gender had no significant influence on three out of four dimensions of vocational maturity.

**SELF-CONCEPT**

Self-concept, is the person’s total view about himself or herself . Hamacheck, (1987)defined it as ‘those perceptions, beliefs, attitudes, and feelings which the individual views as part of characteristics of him/ herself. It is his/her own conception of his/her health and physique, intellectual abilities, academic status, temperamental qualities, mental health, emotional tendencies and socio-economic status. Lawrence and Brown (1976) and Pound(1978) reported that the self-concept has different relationship with career maturity for different race and sex groups. Here are mentioned some works on self concept -


The objectives of the study were (i) to trace the general development of self-concept at the preadolescent level as a function of age and sex, (ii) to study sex differences in self-concept development, (iii) to study the relationship of internal family factors like parent-parent and parent-child relationships with self-concept at the preadolescent level, and (iv) to study the relationship of school factors like teacher-students and peer relations with self-concept at the preadolescent level.

The data were collected from three coeducational Marathi medium schools. The study was conducted on a sample of 990 children. Tools employed in this study were (i) Self-concept Inventory, (ii) Parent-child relationship Scale, (iii) Parent-parent relationship Scale, (iv) Scale of Teacher-student Relationship, (v) Peer Relationship Scale and (vi) Socio-Economic Status Scale of Jogavar. All the tools were specially constructed
for this study except the socio-economic status scale. Descriptive statistical techniques used were frequency distribution, bar diagrams, frequency polygons, mean, median, mode, Bartlett's homogeneity test, analysis of variance, t-test, and multiple correlation regression.

The major findings were: 1. The perceived self did not show a downward trend throughout the pre adolescent period. It showed a significant upward trend at the end of this period. According to this, the self-concept did not remain static and showed gradual development up to the end of the preadolescent period. 2. Boys and girls did not differ significantly in self-concept development. 3. Perception of family factors as well as school factors showed significant development in concept perception of parent-child relationship. 4. Girls showed more understanding for parent-parent relationship, teacher-student relationship and at the end of the preadolescent period, parent-child relationship. 5. Parent-parent relationship was highly significantly related to self-concept. 6. Teacher-student relationship was important in self-concept. 7. Parent-child relationship was significantly associated with self-concept. 8. Peer relations were important in development of self-concept. 9. Family factors jointly were significantly associated with self-concept. 10. School factors jointly were significantly associated with self-concept.


The objectives of the study were to study (i) the aspects of self-concept, that is, real, ideal self-concept and the self-ideal discrepancy, (ii) the achievement motivation and various self-concept measures in different age-groups, different sex groups, and different socio-economic status groups, and (iii) to observe the interaction effects of age, sex and socio-economic status and achievement motivation.

A sample for the present study was obtained from the high schools and junior colleges of Hyderabad stratified on the basis of age, sex and socio-economic status. The total sample consisted of 360 students (180 boys and 180 girls). At each age-level there were 60 boys and 60 girls of three socio-economic status groups. The tools used in the study were: (i) the Rao Socio-Economic Status Scale (1973); (ii) the Mehta Achievement
Motivation Test for High School Boys (1969); (iii) the Self-Concept Inventory with two dimensions—Real Self-Concept and Ideal Self-Concept. The last tool measured four aspects, viz., ability, adjustment, personal social orientation and masculinity-feminity. The split-half reliability was 0.86 and it had content validity.

The findings of the study were: 1. Older age-group subjects perceived themselves as being less able, less aspiring for greater ability and showed more dissatisfaction with their ability. 2. No age differences were found in self-concept with respect to adjustment. 3. No significant age differences were found in the personal social orientation aspect of self-concept in the real self-concept. 4. In the masculinity-feminity aspect of self-concept, age differences were not significant. 5. The strength of achievement motivation increased significantly from twelve years to sixteen years. 6. At different age-levels, different self-concept measures were found to be related with achievement. 7. In the ability aspect on self-concept no sex differences were observed. 8. Girls perceived themselves better adjusted and also aspired to be better adjusted than boys. 9. Boys perceived themselves to be more personality oriented than girls and they also aspired to be more personally oriented. 10. Boys perceived themselves to be more masculine and also would like to be more masculine as compared to girls. 11. Girls were more dissatisfied with their perceived self than boys. 12. No sex differences were found in achievement motivation. 13. The self-concept of ability was not affected by socio-economic status. 14: Low socio-economic status subjects perceived themselves less adjusted and felt greater dissatisfaction with themselves in this aspect. 15. Low socio-economic status subjects wanted to be more socially oriented as compared to high and middle SES subjects. 16. The influence of the age variable on the masculinity-feminity aspect of self-concept was different in different SES groups. 17. Middle SES groups showed greater satisfaction with self in general. 18. Achievement motivation was found to be the highest among the high SES groups and lowest in low SES groups.

The study addressed itself to the problem of the nature of aggression among adolescents and seeks its manifestations and effect on individuals and its relationships with certain variables such as self-concept, achievement-motivation and performance. Objectives of the study were:

(i) To find out the relationship of aggression with selected variables viz, self-concept, achievement motivation and academic and non-academic performance, separately,

(ii) to compare male subjects with female subjects on self-concept, achievement – motivation and performance.

(iii) To study the effect of achievement-motivation and self-concept and their interaction on aggression, and

(iv) To study the effect of academic and non-academic performances and their interaction on aggression.

The sample consisted of 564 male and female students of Classes XI and XII of higher secondary schools of Allahabad and Baroda, selected by stratified random sampling technique. The tools used included “Who am I” test to measure self-concept, and A Forced Choice Type Sentence Completion Test. Academic performance was measured by the marks obtained in public examinations and non-academic performance was measured by teacher’s rankings. The statistical techniques used included product-moment correlation, and analysis of variance. Following conclusions were made:

(1) There was no correlation of aggression with self-concept, achievement-motivation and performance (both academic and non-academic). However, there was a curvilinear relationship of aggression with self-concept and academic and non-
academic performance, but no correlation of this sort was found between aggression and achievement-motivation.

(2) The girls showed a curvilinear relationship between achievement-motivation and aggression while the boys showed no relationship between these two variables.

(3) Both academic and non-academic performance did not contribute anything to aggression either interpedently or in combination.

(4) Boys were higher on aggression scores than girls.

(5) More high aggression subjects had more frustration as compared to low aggression subjects.


It is an attempt to compare self-concept personality traits and aspirations of adolescents studying in Central schools, state government schools and private schools in Rajasthan.

Objectives of the study were-

(i) To explore the self-concept, aspirations and personality traits of students in different types of schools, and

(ii) To determine the relationship between self-concept, personality traits and aspirations of adolescents studying in different schools.

The normative survey method was used where 750 students studying in different schools formed the sample. Swata Bodh Parikshan by Sherry and Uma, Cattell's 16 PF Questionnaire, Level of Aspiration, and Inputs Check-list and Students Aspirations Test developed by the researcher were used to collect the data.
The findings of this investigation indicated the following

(1) 45.2% of the adolescents studying in Central schools, 44.4% in Private schools and 57.6% in Government schools, possessed average self-concept'.

(2) Adolescents studying in Private and Central schools were more intelligent than the adolescents studying in government schools.

(3) Students in government schools were generally practical whereas students in private and Central schools were more imaginative.

(4) Adolescents in Central and government schools preferred science subjects while adolescents in private schools preferred arts stream.

(5) Students in private schools were more conscientious in comparison to students in Central and government schools.

(6) There existed no significant relationship between personality traits and level of aspiration among students from different types of schools.

Ramiah, L. (1990) conducted A Relational Study of Parental Involvement and Self-Concept of Standard IX Students in Devakottai Educational District, M.Phil., Edu., Alagappa University

The present study tried to relate parental involvement and self-concept of Standard IX students in Devakottai Educational District.

The study aimed to

(i) To assess the level of parental involvement and self-concept of Standard IX students, and

(ii) To determine if there is any significant relationship between parental involvement and self-concept of Standard IX students.

In the study, 303 students from high/ higher secondary schools and 97 students from matriculation schools were selected as sample for the final study. The instruments
used included Saraswat's Tool on self-Concept and the investigator's questionnaire on Parental Involvement. Mean, SD. correlation, and T test were used to treat the data.

The findings of this investigation were

(1) There was significant relationship between parental involvement and self-concept of the students.

(2) The more the parental involvement the better the self-concept.

(3) Female students had more parental involvement in the physical support dimension than male students.

(4) Parental involvement was relatively low/poor on the educational and intellectual dimensions.


The study dealt with the problem of self-concepts and tried to make a comprehensive study of a particular dimension of self-concept, viz. the dimension of competence relationship with mental health and academic achievement.

Objectives of study were

(i) To study the nature and extent of the real self-concept of competence and the ideal self-concept of competence, and the discrepancy between the two,

(ii) To study the nature and extent of mental health in the group studied,

(iii) To study the relationship between real self-concept/ideal-self-concept and mental ill-health/academic-achievement,

(iv) To study the relationship between each of the five facets (social, intellectual, physical emotional, and general) of self-concept in competence and mental ill-health.
(v) To study the relationship between each of the five facets and academic achievement, and

(vi) To make a comparative study of the three groups of students: the commerce group, the science group and the combined group.

The sample consisted of 432 first-year Science and Commerce Honours girl students from seven good institutions with an English medium background and age between 18 and 20 years. The tools used included, a Self-Concept Inventory constructed and standardized by the investigator, and a Mental Ill-Health Inventory, higher secondary marks in two common subjects were taken as a measure of the academic achievement of students. The statistical techniques used included, mean, median, mode, SD, skewness and kurtosis, chi-square test, 't' test, coefficient of correlation, partial correlation, and factorial analysis.

The findings of this are the following

(1) Real self-concept scores, ideal self-concept scores, real-ideal discrepancy scores and mental ill-health scores were found to be more or less normally distributed in the sample, and the three groups did not differ significantly among themselves in respect of distributions of scores on these variables.

(2) Real self-concept and ideal self-concept were highly correlated.

(3) Students with high real self-concept scores showed lower discrepancy scores.

(4) Students who perceived themselves to be highly competent were relatively free from mental ill-health symptoms.

(5) Discrepancy between real and ideal self-concept was found to be associated with mental ill-health.

(6) Academic achievement was positively associated with perceived intellectual competence but not with scores of other areas of self-competence. However, ideal
self-concept regarding their competence did not seem to affect the academic achievement scores.

(7) Discrepancies between the real and ideal self-concept did not affect the academic achievement of the commerce group; but in the science group, these two were positively related.

(8) Regression coefficients revealed that intellectual competence had high positive influence upon the academic achievement of both the science group and the commerce group. The other facets of competence showed a negative influence on the academic achievement of the science group.

(9) Students who revealed mental ill-health symptoms were poor in academic achievement.


The present study focused on the relationship between self-concept and personality adjustment of family-reared and institution-reared children.

Objectives of the study were

(i) To assess the self-concept of family-reared and institution-reared children,

(ii) To assess their level of personality adjustment,

(iii) To find out whether family-reared and institution-reared children differ in their self-concept and personality adjustment, and

(iv) To find out the relationship between the self-concept and the personality adjustment of children at home and of those who are institutionalized.

The sample comprised 200 family-reared and institution-reared children in the age group of 13 to 15 years in Anna District. The tools used included, a translated version of
the Self-concept Scale by Don Dinkmeyer, and the Personality Adjustment Inventory by Beena Shah. Mean, SD, t test and Pearson's product-moment correlation were used for statistical analysis.

The findings of this investigation indicated the following

(1) Family-reared and institution-reared children were similar in their self-concept.
(2) They were also similar in their personality adjustment.
(3) The self-concept of these children was related to their personality adjustment.

Kaur, Sharanjeet (1992), attempted The Self-Concept and Locus of Control as Predictors of Carrier Maturity on Sex Sub-Groups.

She studied self-concept and locus of control as predictors of carrier maturity on sex sub-groups. It is found that Self-concept had no significant contribution in the prediction of attitudes towards career maturity for boys, but it was a significant predictor for girls and for the total sample. Self-concept was a significant predictor of competencies of career maturity for boys, girls and for the total sample. Sex was not a significant predictor of attitudes towards career maturity and total competencies of career maturity.


Self-concept to performance congruence for academically able ninth graders (54 females, 49, males) in both math and verbal content domains is studied. Overall, the majority of these able learners fell outside the congruent range.

Analyses revealed similar congruence patterns for females and males, in both subject areas. These findings suggest that, regardless of gender or content area, able adolescents may be at risk for unrealistic self-concept perceptions relative to their performance.

The study explored the relationships among career choice, self-concept, and fear of success in rural students. The study critiques earlier studies of adolescents’ fear of success, compares fear of success to self-concept and career decision making, and determines if previous studies of fear of success conducted in urban areas can be applied to rural areas.

Students completed a self-esteem inventory, Fear of Success Scale, and a Career-Decision-Making Scale. Analysis of the results revealed no significant interaction effects, but the main effect of sex was males having higher self-esteem scores. Contrary to previous findings, the present study found higher fear of success in males. Also, results support earlier studies which claim that older adolescents are more self-confident and self-directed. Results demonstrate that previous-fear of success research conducted in urban settings may not generalize to rural areas.


The study examined the network of causal relations between academic self-concept and academic achievement using five ways of the Flemish longitudinal Research in Secondary Education Project (J. Van Damme, et al, 1997). Participants were 6,411 students-in 59 secondary schools in Flanders, followed for 7 years.

Correlation and regression analyses were used to prepare structural equation models (SEM) that were used with multiple indicators of both school performance and academic self-concept to establish the bidirectional causal influence between both concepts. Subsequent academic self-concept is based on prior achievement, and, in addition, prior academic self-concept forms subsequent achievement. The path from self-concept to academic achievement was enriched by the inclusion of students' perceptions of the relevance of the school and the self-report of the degree of effort expenditure.
Results support the motivational influence of academic self-concept. Moderator effects of sex and school characteristics were also examined using multisampling SEM. Variables of both these types were identified as important moderators within the bi-directional network.

Wilson, Patti; Rhymer, Kalrina; Landis, Julie; Skinner, Christopher ,(2001), Promoting Self-Concept, Social Skills, and Interpersonal Relations: The Tooting Intervention.

The study investigated the effects of tooting on social skills, self-concept, interpersonal relations, and classroom environment. The tooting intervention reinforces students for engaging in acts of kindness.

Two fifth-grade classes participated in the study over a seven-week period. The Social Skills Rating System, the Multidimensional Self Concept Scale, and the Assessment of Interpersonal Relations were all completed. Within the first three days of the study, the number of tootles significantly increased resulting in the attainment of the goal. When the experimental group received a reprimand by the principal the number of tootles significantly dropped. Similar findings were reported in the literature when the principal implemented an unplanned group-punishment procedure.

OCCUPATIONAL ASPIRATION

Research has generally found occupational aspirations to be formed during early childhood and maintain stability over time particularly from early to late adolescence. Occupational choice is determined primarily by the characteristics or functioning of the individual and only indirectly by the environment in which he lives. Individual differ in their attributes, interests and personality traits and according they tend to join different occupations (strong 1943, Hammond 1956, Astern 1958, Clark 1961, Holland 1962). Some significant literature in this respect is
Walsh, W. Bruce and Nancy A. Hanle (1975) worked on Consistent Occupational Preferences, Vocational Maturity, and Academic Achievement.

This study explored the differences in vocational maturity, academic aptitude, and achievement variables among female sorority students who made congruent, incongruent, and undecided occupational choices. The variables were operationally defined by the Career Maturity Inventory, the American College Test Battery, and a self-report questionnaire. Congruent, incongruent, and undecided current occupational choice groups were defined operationally using the Self-Directed Search. The analysis of variance revealed the main effect of groups to be significant for two variables. The findings suggest that students in the congruent female group tend to be more vocationally mature than students in the incongruent and undecided groups.

Kumari, S. (1990), A Study Modernity of Undergraduate Students with Reference to Their Socio-Economic Status, Self-Concept and Level of Aspiration, Ph.D., Edu., Agra University.

It is the study of modernity of undergraduate students with reference to some variables.

Objectives of the study were -

(i) To study the differences between the means of the four sub areas of modernity of under-graduate boys (UGB) and under-graduate girls (UGG),

(ii) To study the relationship between SES/self-concept (S.Con.)/Level of Aspiration (LOA) and modernity of UGB and UGG. and

(iii) To study the differences between the means of modernity of boys (B) and girls (G) with high and low SES/ S.Con./ LOA.

The sample comprised 200 boys and 200 girls. The tools used included: Modernisation Scale of Tripathi and Ramji Lai, SES Scale of G.P.Srivastava, Swatva
The statistical measures used were mean, SD, QD, correlation and critical ratio.

The findings of this investigation indicated the following:

1. UGG were in general more modern than UGB and they differed significantly in respect of all the four areas of modernity.

2. Rise in SES resulted in significant increase in modernity of UGB and UGG.

3. As S.Con. increased UGB and UGG showed significant increase in modernity. S.Con. in general was propellant to modernity.

4. As LOA rose UGB and UGG showed a decline in modernity. LOA is affected by pattern of parent-child relationship perception at different age levels.


He comparatively studied general mental ability, occupational aspirations and interest-patterns of non-tribal and tribal (Bhotia tribe) secondary school student of Pithoragarh district in relation on their educational achievement. There were no significant differences in general mental ability, occupational aspirations and educational achievements of tribal boys and girls, but tribal boys were higher in mechanical and commercial interests and verbal, numerical and logical ability than tribal girls. The tribal high-occupational aspirants were found to be lower in aesthetic interest and tribal low-occupational aspirants were higher in verbal and numerical ability. The tribal high and low achievers were not significantly different in verbal, logical and numerical abilities, in general mental ability, in occupational aspirations and interest, except in scientific
interest. The tribal high-achievers were found to be lower in scientific interest. The non-tribal boys were significantly higher in verbal, numerical and logical abilities, general mental ability', interests (mechanical, commercial, scientific, social, clerical and non-tribal girls.

Among non-tribal students, the high-occupational aspirations were higher in clerical interest and the low occupational aspirants were higher in educational achievements. The high achievers were low in mechanical interest but the low achievers were high in mechanical interest. The low achievers showed high occupational aspirations.

Among high occupational aspirants, the tribals were high in numerical ability and scientific and outdoor interests than the non-tribals were higher on mechanical and clerical interests. Among low occupational aspirants, the tribal were higher in verbal ability and scientific interests, and outdoor interests than non-tribals.

Marjoribanks, Kevin, (1997) worked on Family Background, Social and Academic Capital, and Adolescents' Aspirations: A Mediation Analysis. In this study a mediational model was constructed to examine relationships between refined measures of childhood and adolescent social capital and the aspirations of adolescents with varying academic capital and from differing social status and ethnic backgrounds. Longitudinal data were collected from 460, 16-year-old Australians and their parents from Anglo-Australian, Greek, and Southern Italian groups. Using partial least squares path modeling the findings suggest: (a) family background, childhood social and academic capital, and adolescents' social capital combine to have medium to large associations with adolescents' aspirations, and that the associations are larger for educational aspirations than for occupational aspirations and stronger for males than for females; (b) the mediational model is more successful in explaining family background differences in educational aspirations than variations in occupational aspirations; and (c) after taking into account social and academic capital, Greek males continue to have higher occupational aspirations than do Anglo-Australian and Southern Italian males, and sons of fathers with high social status continue to have higher occupational
aspirations than do other male adolescents. The investigation indicates that within encompassing family backgrounds, differences in educational outcomes should be examined in relation to children's and parents' perceptions of social and cultural capital and to variations in children's academic capital

**Conde de Montoya, Isabel Mercedes, (1998) studied The Impact of an Experimental University on the Occupational and Educational Aspirations of Adolescents in Venezuela.**

The study determined the extent to which the presence of a university campus in a rural area impacts the educational and vocational aspirations of the adolescents of the region. Interpretation of the results suggests that overall a university campus in a rural area does have an influence on adolescent aspirations. The extent to which the Simon Rodriguez University campus had an impact can be seen in several aspects. There is a higher number of girls going to school, even though there were still more boys going to school. This increase reflects the same trend as the city, suggesting possible higher education aspirations for girls. Positive attitudes towards women being employed outside the home also increased. So it seems that the campus broadens occupational roles for women. Self-perceived school achievement shifts from regular (below average) to excellent. Perhaps striving for better grades is viewed as promoting chances for higher education. Overall, feelings regarding the future were more enthusiastic and tended more towards self-determination.


The study was conducted to assess the academic performance, educational and occupational aspirations of students from technical secondary schools. Two hundred forty-three students were involved in the study. The findings of the study showed that technical secondary school students have high educational aspiration. The majority plan to study for at least a Bachelor degree. About 76% of them plan to enroll in technical courses especially in engineering. About 60% of the students have an average general
academic ability and about 50% have an average academic ability in mathematics and sciences. No significant correlations were observed between academic achievement and educational aspirations and occupational aspiration. The majority of the students were confident in obtaining a place for further education, the area of studies and the occupations they aspired for. Students were moderately knowledgeable about the field of studies and the occupations they aspire for.

Akos, Patrick; Lambie, Glenn W.; Milson, Amy; Gilbert, Kelly Michigan, (2007) studied Early Adolescents' Aspirations and Academic Tracking an Exploratory Investigation.(Report).

Early adolescents make early career decisions in the form of curriculum choices for high school, and these choices can influence future postsecondary education and career paths. This exploratory study examined relationships between school and demographic variables and 522 eighth graders' choices of high school academic tracks. Analysis of variance and chi-square analyses identified statistically significant relationships between curricular choices and various school and demographic variables. The potential for aspiration gaps and implications for school counselor educational and career planning are discussed.

FAMILY ENVIRONMENT

Studies on family environment have been done in terms of interpersonal relationship, personal growth, and system maintenance. Evidence indicates that family environment may be independence oriented, achievement oriented, moral, religious oriented, intellectual-cultural oriented, support oriented, conflict oriented, and disorganized families. All these have significant influence on the behavior development and social competence of children.

Indian studies reveal a relationship between the home environment and acquisition of social competence among children. (Anandalakshmy, 1973) Social
competence has been described in such studies in terms of assuming responsibility, self-reliance and achievement in an interacting situation.

Children of working mothers have a greater feeling of rejection, more adjustment problems, health problems, and school adjustment, than children of non-working mothers. As regards feeling, family climate has a significant effect on home adjustment of adolescents.


The study addresses a scientific enquiry into the relationship between socialization practices at home and school and development of personal achievement-motivation among the secondary school pupils of Assam belonging to different social backgrounds, socio-economic strata, schools and different types of management.

Objectives of the study were

(i) To survey the strength of Personal Achievement Motivation among tribal and non-tribal high school boys and girls classified on different cultural and economic factors and belonging to urban and rural areas,

(ii) To relate the socialization processes at home of secondary school pupils with their levels of Personal Achievement Motivation,

(iii) To relate socialization processes in different secondary schools to Personal Achievement Motivation, and

(iv) To study the relationship of Personal Achievement Motivation with socio-cultural and economic factors like race, area of residence, socio-economic factors, and school variables.

The study was confined to Class IX pupils of some selected secondary and higher secondary schools of Assam, with a representative sample of 460. The tools used
included a set of six Thematic Apperception Test pictures adapted by Mehta, Questionnaire on pupil's perception of School Climate and School Socialization Practices, Interview Schedule on Family Socialization Practices, and Socio-economic Status Scale. Descriptive and inferential statistical techniques were applied for analysis. Mean, SD, T tests were used to find out the significance of the difference between means.

The findings of this investigation were-

(i) There was no significant difference in the levels of Personal Achievement Motivation (n p Ach) of boys and girls, and of tribals and non-tribals.

(ii) There were significant differences in the mean n p Ach scores of urban and rural residents and of many of the different caste/tribal groups (U > R)

(iii) The mean n p Ach scores of the pupils from government, provincialized and missionary schools were found to be higher than those of the pupils from the private schools.

(iv) On home socialization, the high group on Individual Achievement Orientation (IAO) and Development of Independent Behaviour (DIB) showed higher levels than their corresponding low groups.

(v) P. Ach motivation was positively related to earlier socialization at the home level.

(vi) On school socialization the high groups on achievement orientation, general achievement orientation and overall energy strength showed higher means of P. Ach scores than the low groups.

(vii) Comparison of high and low groups on each of the factors of school socialization subdivided on the basis of sex, area of residence, SES, social background and type of school management revealed significant mean differences between certain sub-groups in their levels of Personal Achievement Motivation (I'AM). The findings suggested that home and school socialisation practices probably caused such differences in PAM. [PPG 1812]

The study conducted was centered upon the problem of home environment, parent-child relationship and children's competence during adolescence. Analysis of 100 completed case studies revealed that the relationship of home environment, socio-economic status, socio-cultural stimulation and socio-psychological atmosphere at home had significant effect on mental development.

Mothers, more than fathers contributed significantly to the mental development of children. In disadvantage homes, children experienced more parental rejection and withdrawal, and less parent-child adjustment. The positive self-concept of children was due to positive self-concept to peers and teachers.

Shah, Beena (1989) assessed *Home Adjustment of Adolescent Students: Effect of Family Climate*.

Relationship was found between family climate and home adjustment in a more contrived situated by controlling SES, intelligence, age, sex and locality. The study revealed that highly satisfactory home climate contributed to significantly controlling intelligence and SES. But when sex-wise analysis was made family climate failed to show any favorable influence on girls.

For urban adolescents family climate had a positive significant influence in home adjustments, particularly boys, but this was not so as regards their rural counterparts, both for boys and girls. When locality was controlled, urban is, profited more in adjustment due to favorable family climate than did rural boys and girls. Hence, family climate is a potent variable influencing adjustment processes at home, particularly for urban adolescents, irrespective of intelligence and SES.

The major findings of this study were: parental authority, peer interaction and SES have a significant effect on the social competence of children but parental acceptability and sex effect were not significant. This was true for both boys and girls of the higher SES group compared to the lower SES group. Pro-social attitudes, social competition, social tolerance, social leadership, and social maturity are the major component of social competence Parental acceptance has been estimated to be the most significant predicting factor to social competence in the multiple regression analysis.


The study revealed that the family variables of cohesion, conflict, organization, and expression of anger were all significant in being able to predict membership in one of the study's three groups: emotionally disturbed, "late starters" (i.e. those who had only recently manifested disruptive behavior), and the control group. Results indicated that the families of the emotionally disturbed subjects had more conflict, less cohesion, and less organization than both the late starters and the control group subjects. Both the emotionally disturbed and the late starters had more expression of anger within the family than did the control families. There appears to be a significant relationship between the male adolescent and his father. It is recommended that intervention strategies for disruptive adolescent students need to take into account family variables and that paternal anger be given strong consideration.


In order to clarify the influences of family environment on the development of personality traits, 150 children (104 males and 46 females, mean age 13.2 ± 2.4 years)
who had been interviewed at the Child Guidance Clinic in Osaka were investigated. From 13 behavioral characteristics (activity, talkativeness, sociability, social skills, rule-keeping, will, aggression, emotional control, imagination, anxiety, maturity, intelligence, and neuroticism), factor analysis identified three personality traits: extraversion, maturity, and intellect. The effects of family environment (maternal and paternal participation in child rearing before and after 4 years of age, child-rearing style, parental relationship, sibling relationship, number of siblings, birth order, and socioeconomic status) on these personality traits were examined based on a structural equation model. The results found, first, that extraversion was negatively associated with overprotection/interference and with maternal participation in child rearing. Maturity correlated with high socioeconomic status, appropriate child-rearing style, and paternal participation in child rearing. Intellect was related to high socioeconomic status and maternal participation in child rearing. Second, path analysis with selected variables revealed that 8% of variance in extraversion, 14% in maturity, and 10% in intellect was due to family environment. Third, children with high introversion or high intellect had stronger influences from family environment than did those with high extraversion or low intellect.


The present study was undertaken to study the effect of family climate and family income on educational achievement of the XI class students from Art Stream. The sample was 120 girls. Family Climate Scale constructed and standardized by Beena Shan (1990) was used to study the interpersonal relationship between parents and child. Results show that the achievement of the students having favourable family climate is better than the group of students having unfavourable family climate and hence there was positive inter correlation among the variables under study. The results indicate that significant difference could not be noticed among the mean scores of all the four groups.
Byron K. Hargrove; Arpana G. Inman and Randy L. Crane, (2005), Family Interaction Patterns, Career Planning Attitudes, and Vocational Identity of High School Adolescents.

The purpose of the study by Byron K. Hargrove; Arpana G. Inman and Randy L. Crane, on Family interaction patterns, career planning attitudes, and vocational identity of high school adolescents was to examine how perceptions of family interaction patterns as defined along three dimensions of family environment (quality of family relationships, family goal-orientations, and degree of organization and control within the family system) predict vocational identity and career planning attitudes among male and female adolescents living at home. One hundred twenty three high school students completed measures of family environment, vocational identity, and career planning attitudes. Analyses revealed that the quality of family relationships (i.e., degree to which family members are encouraged to express feelings and problems) played a small, yet significant role in predicting career planning attitudes of adolescents.

ACADEMIC ACHIEVEMENT

Academic achievement is defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, arts, culture, and the like.

Successful completion of academics represents a channel for greater earnings and upward career mobility, and also increases the likelihood that will have better prospects for earnings and employment. Additional benefits found to be concomitant with advanced education include greater occupational choice, political participation, and better mental health (Levin, Guthrie, Kleindorfer, & Stout, 1971). Good academic achievement is also a means for personal achievement, for a role providing service to others in the community and to participation in admired and rewarding professions in contemporary culture. Some related studies of academic achievement are-

The objectives of the study were (i) to identify the personality factors of ninth grade boys and girls in which there was a significant interaction between over- and under-achievement and achievement motivation, (ii) to identify the personality factors of ninth grade boys and girls in which over-achievers differed from under-achievers, (iii) to identify the personality factors of ninth class boys and girls in which three levels of achievement motivation showed significant differences, (iv) to identify the personality factors of ninth grade boys and girls which showed main effects neither of over- and under-achievement, nor of achievement motivation, nor of the interaction between the two, and (v) to identify the personality factors of over- and under-achievers, of high motivated, average motivated and low motivated groups.

A sample of 310 ninth class boys and 312 ninth class girls was chosen randomly from four high schools of Patiala. They were administered the following tools: (i) the Tandon Group Test of Intelligence; (ii) the adapted version of Cattell HSPQ (Form B); (iii) the Achievement Motivation Inventory. Along with these tools the marks obtained by these students in the eighth class public ex-amination were taken as criterion scores to identify them as high or low achievers. The data were analysed with the help of unweighted means analysis.

The findings of the study were: 1. The group of low motivated over-achieving boys was found to be more vigorous and zestful than the group of low motivated under-achieving boys. Among the under-achieving boys, the low motivated group was found to be least vigorous and zestful. 2. The high motivated underachieving girls were more submissive and less tense than high motivated over-achieving girls. But low motivated under-achieving girls were less submissive and tenser than the low motivated over-achieving girls. 3. Over-achieving boys were less expedient and less shy and had less...
undisciplined self-conflict than the underachieving boys. 4. Over-achieving girls were less affected by feelings and more emotionally stable, less shy and more vigorous and zestful and had less undisciplined self-conflict than the under-achieving girls. 5. Among boys, the high motivated group and average motivated group were found to be more sober, less happy-go-lucky, and had less undisciplined self-conflict than the low motivated group. Among girls, the high motivated group was more intelligent and less expedient than the low motivated and average motivated groups, and was less shy and had less undisciplined self-conflict than the low motivated group. The high motivated group did not differ significantly from the average motivated group in shyness and undisciplined self-conflict. 7. The average motivated boys did not differ from low motivated boys in scholastic ability, expediency, shyness and undisciplined self-conflict. 8. Neither the two levels of achievement nor the three levels of achievement motivation differed significantly on personality factors—A, B, C, E, O and Q3 for boys, and A, D, F, I, O and Q2 for girls. Interactional effect was also not found in these personality factors. 9. Over-achieving boys differed from underachieving girls in G, H and Q3 and over-achieving girls differed from under-achieving girls in C, H, J and Q3 personality traits. 10. There was significant interaction in academic achievement and achievement motivation both in the case of boys as well as girls in the case of J personality factor.


The study was designed to investigate the role of academic achievement and school background in self-concept, self-disclosure and inferiority feeling among the students of Kumaun Hills.

The sample for the study consisted of 180 class XI students studying in three types of schools. Sixty of the students were low achievers, 60 were average achievers and 60 were high achievers. Mohsin’s Self-concept Inventory was used for assessment of self-
concept, Singh's Self-disclosure Inventory was used for measurement of self-disclosure, and Pati's Inferiority Questionnaire was used for measurement of feeling of inferiority.

The main findings of the study were: 1. Academic achievement had significant effect on self-concept. 2. Home background had significant effect on self-concept. 3. School background had significant effect on self-concept. 4. Academic achievement had no significant relationship with feeling of inferiority. 5. There was no significant effect of school background on feeling of inferiority.


According to research evidence, self-concept and academic achievement are mutually interdependent. Some investigations also found national differences concerning the relationship between academic success and self-concept. In the present study, we tested the hypothesis that academic achievement affects different components of self-concept. Further, we investigated the possible influence of nationality (Slovenia, France) in modifying the relationship between academic achievement and self-concept. The results of two-factor (academic achievement×nationality) analyses of variance and discriminant analyses showed significant correlations between academic achievement and various indices of self-concept, which varied in a nationality-dependent fashion. The French subjects exceeded Slovenians in some domains of self-concept (i.e. verbal, academic, relations with same sex peers, relations with parents, religion and spirituality, and general self-concept), while Slovenian subjects exceeded French subjects in the domain of problem solving and creativity. There was no significant difference between both national samples in self-esteem. Also, the French subjects exceeded Slovenian pupils in general academic achievement. The results were interpreted on the grounds of theoretical expectations related to the formation of self-concept and academic achievement, as well as on the basis of national differences in the school system and personality structure.
Shashi Kiran Pandey, (2005) conducted research on **Parental Disciplining Behaviour and Academic Achievement of Adolescents**.

The aim of the study was to find out the effect of parental disciplining behaviour upon the academic achievement of adolescents of different intellectual levels as perceived by them. Parent-child Relationship Questionnaire (Singh, 1981) was used to measure parental disciplining behaviour. Academic achievement was taken from school records. Group test of General Mental Ability by Jalota (1972) was used to divide the sample into different intellectual levels. Results showed positive effect of father’s disciplining behaviour upon academic achievement of urban adolescents of high intellectual level. While rural adolescents showed positive and significant impact of mother’s disciplining behaviour upon their academic achievement at average intellectual level. In case of girls, although parental disciplining behaviour favored their academic achievement at different intellectual levels, father’s role was more significant in the academic achievement of urban girls of high intellectual level.

Stephen; Asha, M.S, (2008) worked on **Gender Differences in Subject-Specific Academic Performance Predicted by Self-Efficacy and Interests of 12th Grade Indian Students**.

While in the United States, more and more women are now entering the previously male-dominated science, technology, engineering and mathematics (STEM) professions, not much vocational research on women in STEM careers has been conducted in India, where the traditionally patrifocal culture typically affords limited career choices and educational opportunities to women. This study used structural equation modeling (SEM) to assess potential gender differences in subject-specific self-efficacy, interests and academic performance of 316 high school students from a large city in India. The influence of other contextual factors such as tracking and parental education was also examined. Results indicated definite gender differences in academic performance, self-efficacy and interests in various academic subjects. The female
students in this sample show higher confidence and better performance (in all examined academic subjects) than their male counterparts. Significant differences between academic tracks in self-efficacy, interests and academic performance were also observed. The results of this study also emphasize the effects of tracking of the students into specific educational paths on their academic achievement. Implications for counseling with Asian Indian high school students and future research directions are discussed.

From the review of related research it is clear that area of vocational maturity till lacks in continuous and rigorous research. Very few research works related to the present topic are found. In 1970’s research on the influence of school and family to career development of primary and secondary education students by Sidiropoulou and others(1972), study by Walsh and Nancy in 1975 on consistent occupational preferences, vocational maturity, and academic achievement is found and the study of the relationship of self concept and vocational maturity by Octavia, James & Barbara is observed (1976). In 1980’s, effect of vocational maturity on occupational aspiration is studied by Gupta (1991). Work of Crook and others (1984), of Srivastava (1988) showing relationship of vocational maturity and academic achievement is worth mentioning. In 1990’s study of relationship of vocational maturity with self concept is observed in the work of Chandna (1990), Sharajeet (1992), and Hannigan (1999). In 2005, Upma Dhillon & Rajinder Kaur studied carrier maturity of school students comparing private & government school. Hasan, (2006) worked on career maturity of Indian adolescents as a function of self-concept, vocational aspiration and gender. Chinyere Christy Amadi and others worked on the influence of gender on vocational maturity (2007) Many other works pertaining to the independent variables academic achievement, occupational aspiration, family environment and self concept are also presented yearly to show the trend of research in various fields taken for the present study.

After reviewing the literature and keeping in consideration the importance of vocationally mature individuals towards national development, it is clear that the area of
vocational maturity is much ignored in the field of research in India. Hence the investigator took a step in this direction. On the other hand, factor which compelled the investigator to select the present problem is that each family differs in the family environment, these differences may also lead to some other differences like difference in the aspiration level, self-concept and academic achievement etc.

Apart from this, problem of selection of vocation is relatively more in border areas than other parts of India. It is a well known fact that the border areas still lacks is good vocational opportunities. There is lack of a skilled and trained labour force and the lack of know-how of entrepreneurs in rural areas. There are hardly any professional and affordable vocational training possibilities for young people. Therefore many of them try to make a living abroad. Throughout the post-independence period there have been many attempts to reform the Indian vocational education system and make it more applicable. The list of vocational education policy reforms that have been attempted over the last 60 years is quite extensive. Without raising standards, efforts have been made to go forward with market-oriented reforms to the vocational education system. But the efforts are in vain. People in border area are dependent more on agriculture, or small scale industries and business. Large scale industries, entrepreneurs, MNC’s are not found in border area to satisfactory extend. Therefore problem of vocational opportunities, aspiration and hence of vocational maturity is more in border areas than other parts. Keeping in mind all these factors the present problem is selected.