CHAPTER-V

BIVARIATE ANALYSIS
This chapter contains the analysis of results pertaining to the relationship between vocational maturity and the variables of personality, achievement motivation and socioeconomic status. In pursuance of this objective, product-moment coefficients of correlation were worked out to analyse the data.

The degree of association of each of the eighteen independent variables with the six dependent variables of vocational maturity were examined by using correlation matrices, the details of which are given in the following Part.

Presentation of Results

The results are presented in two Parts:

Part 1 deals with 24x24 inter-correlation matrix for all the variables under study for the total sample, vide Table 5.1.

Part II presents 24x24 inter-correlation matrices on all the variables under study for the:

A) Academic stream group vide Table 5.2.
B) Vocational stream group vide Table 5.3.
C) Boys group vide Table 5.4.
D) Girls group vide Table 5.5.

The discussion has been done only in the case of significant correlations between the dependent and the independent variables as reflected vide Tables 5.1 to 5.5.
Table 5.1

24x24 Inter Correlation Matrix for the Total Sample (N=583), on the Variables of Vocational Maturity, Personality, Achievement Motivation and Socio-Economic Status

| S.No | Var.I | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  |
|------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1    | CCA   | 1.00| .039| .340| .392| .385| -.023| .100*| .062| -.037| .019| .045| .091*| .045| -.029| .031| .070| .070| .021| .017| .022| .078| .047| .219**|
| 2    | SA    | 1.00| .514| .491| .522| .358| -.054| .179**| -.051| -.011| .033| .049| .029| .079| .006| -.011| .001| .051| .045| .017| .029| .003| -.004| .220**|
| 3    | CI    | 1.00| .584| .504| .203| -.052| .078| -.003*| .054| -.010| .006| -.019| .101*| .005| -.043| .027| -.015| .083*| -.003| .002| -.031| -.068| .235**|
| 4    | GS    | 1.00| .574| .455| .006| .155**| -.079| .045| -.054| .014| -.037| .097*| -.046| .034| .022| .048| .061| -.036| .014| .028| .000| .195**|
| 5    | PL    | 1.00| .455| -.039| .152| -.115**| -.054| -.025| -.027| -.035| .046| -.019| .069| -.048| .017| -.016| -.007| -.018| -.002| -.074| .242**|
| 6    | PS    | 1.00| .064| .112**| -.047| -.064| -.003| .003| -.007| .074| -.009| -.062| -.073| .073| -.020| -.097| .041| -.035| -.073| .137**|
| 7    | PFA   | 1.00| -.056| .198| .144| -.242| .155| .159| .105| .134| .044| .093| .062| .133| -.036| -.054| -.065| -.068| -.010| .033|
| 8    | PFB   | 1.00| .078| .031| -.019| .302| -.001| .098| .093| -.028| .092| .068| .109| .224| .160| .074| .037| .012|
| 9    | PFC   | 1.00| .012| .225| .310| .011| .029| .223| .045| -.061| .108| .129| .094| -.088| -.035| -.022|
| 10   | PF-E  | 1.00| .335| .161| .150| .117| .157| .159| .067| .126| .167| .276| .137| .183| .003| .005|
| 11   | PF-J  | 1.00| .066| .257| .121| .166| .082| .062| .064| .121| .132| .127| .005| .053|
| 12   | PF-Q  | 1.00| .214| .212| .205| .042| .126| .126| .196| .139| .244| .075| .062| .056|
| 13   | PF-H  | 1.00| .028| .072| .067| .066| -.005| .063| .006| .098| -.019| .040| .092|
| 14   | PF-L  | 1.00| .059| .099| .132| .121| .115| .025| .067| .164| .047| .062|
| 15   | PF-M  | 1.00| .080| .024| .205| .140| .053| .072| .181| .019| .035|
| 16   | PF-N  | 1.00| .089| .099| -.003| .191| -.056| .051| -.041| .006|
| 17   | PF-O  | 1.00| .087| .160| .130| .035| .124| .014| -.007|
| 18   | PF-Q  | 1.00| .125| .040| .308| -.046| .027|
| 19   | PF-Q  | 1.00| .223| .164| .248| -.012| -.076|
| 20   | PF-Q  | 1.00| .277| .168| .024| -.014|
| 21   | PF-Q  | 1.00| .036| .038| -.017|
| 22   | PF-Q  | 1.00| -.013| .039|
| 23   | Ach. M  | 1.00| .016|
| 24   | SES   | 1.00|

Note: *(.082) significant at .05 level.
**(.110) significant at .01 level.
Aesthetics are marked only on the coefficient of correlations between the dependent variables (1-6) and independent variables (7-24).
PART I
INTER CORRELATIONS MATRIX FOR THE TOTAL SAMPLE

Inter Correlations for the Dependent Variables of Vocational Maturity and Independent Variables of Personality, Achievement Motivation and Socio-Economic Status for the Total Sample (N=583).

In this Part, correlations between the dependent variables of vocational maturity i.e. career choice attitudes (CCA) and five components of career choice competencies viz. self appraisal (SA), occupational information (OI), goal selection (GS), planning (PL) and problem solving (PS) taken one at a time on the one hand and the independent variables - 16 personality factors, achievement motivation and socioeconomic status on the other are given. It has already been made clear that only those relationships are being described in detail which have been found significant through inter correlations.

Career Choice Attitudes (CCA) and 16 Personality Factors

It can be seen from Table 5.1 that the correlation between CCA and personality factor B (less intelligent vs. more intelligent) is positive and significant at .05 level (r=.100). It may be interpreted to mean that vocational maturity is positively related to intelligence.

The relationship between CCA and personality factor H (restrained vs. venture some) is positive and significant at .05 level (r=.091). It may be interpreted to mean that career choice attitude component of vocational maturity has positive association with sociable, bold and venturesome personality traits.
The coefficients of correlation between CCA and rest of the 14 personality factors have not been found significant. It means that vocational maturity is not associated with any of these personality characteristics. These results partially support hypothesis 2 and hypothesis 3 stands rejected.

Career Choice Attitudes (CCA) and Achievement Motivation

It can further be seen from Table 5.1 that the correlation between CCA and achievement motivation is not found to be significant. This means that vocational maturity does not have meaningful association with the motive to achieve excellence. This result does not support hypothesis 4 in respect of this variable and hence it is rejected.

Career Choice Attitudes (CCA) and Socio-Economic Status

It can be seen from Table 5.1 that the correlation between CCA and socioeconomic status is positive and significant at .01 level (r=.218). It means that maturity in regard to vocational choice attitudes is meaningfully related to socioeconomic status of the individual. Hypothesis 5 formulated in respect of this variable is therefore accepted.

Self Appraisal (SA) and 16 Personality Factors

It can be seen from Table 5.1 that the correlation between SA and personality factor B (less intelligent vs. more intelligent) is positive and
significant at .01 level (r=.178). It may be interpreted to mean that appraising the self in relation to vocational choice has positive association with intelligence.

The relationship of SA with personality factor I has narrowly missed .05 level of significance (r=.079) and moreover, the relationship being positive does not support hypothesis 3 in respect of low score dimension of some personality variables being significant correlates of vocational maturity.

The coefficients of correlation between SA and the remaining 14 personality factors have not been found significant. It means that self-appraisal competency in career maturity does not have meaningful association with these personality characteristics. These results only weakly support hypothesis 2 and hypothesis 3 stands rejected.

**Self Appraisal (SA) and Achievement Motivation**

It can further be seen from Table 5.1 that the correlation between SA and achievement motivation is not found to be significant. This means motive to achieve excellence is not relevant for self appraisal. This result does not support hypothesis 4 and hence it is rejected in respect of this variable.
Self Appraisal (SA) and Socio-Economic Status

The relationship between SA and socioeconomic status is positive and significant at .01 level (r=.220). It may be interpreted to mean that SA subvariable of competencies dimension of vocational maturity is associated with socioeconomic status of an individual.

Occupational Information (OI) and 16 Personality Factors

It can be seen from Table 5.1 that the correlation between OI and personality factor C (affected by feelings vs. emotionally stable) is negative and significant at .05 level (r=-.083). This may be interpreted to mean that career information component of vocational maturity is associated with lower ego strength. This result being contrary to the expected direction does not substantiate hypothesis 2 fully.

The relationship between OI and personality factor I (tough minded vs. tender minded) is positive and significant at .05 level (r=.101). It may be interpreted to mean that OI subvariable of vocational maturity is associated with tender mindedness. This result again does not meet the expectation and hence hypothesis 3 in respect of this variable is also not completely supported.

The relationship between OI and personality factor B (less intelligent vs. more intelligent) though in the expected direction has not reached .05 level of significance since it is <.10 P<.05 (r=.078).
It can be further seen from Table 5.1 that the correlation between Ol and personality factor Q₁ (conservative vs. experimenting) is positive and significant at .05 level (r=.83). It may be interpreted to mean that information regarding occupations has positive relationship with analytical, critical and experimenting personality dimension.

The relationship between Ol and rest of the personality factors is insignificant. Therefore, vocational maturity does not seem to be associated with any of these. The above results only partially support hypothesis 2 and hypothesis 3 finds a very weak support.

**Occupational Information (Ol) and Achievement Motivation**

It can further be seen from Table 5.1 that the correlation between Ol and achievement motivation is not significant. It may be interpreted to mean that vocational maturity does not have meaningful association with the need for attainment of excellence. Hypothesis 4 so far as this variable is concerned stands rejected with this result of the study.

**Occupational Information (Ol) and Socio-Economic Status**

Table 5.1 shows that the correlation between Ol and socioeconomic status is positive and significant at .01 level (r=.235). This means that maturity in regard to information about careers is meaningfully related to socioeconomic status of the individual. This result of the study supports hypothesis 5 in respect of this variable.
Goal Selection (GS) and 16 Personality Factors

It can further be seen from Table 5.1 that the correlation between GS and personality factor B (less intelligent vs. more intelligent) is positive and significant at .01 level ($r=.155$). It may be interpreted to mean that adequate goal selection is associated with higher level of intelligence.

The relationship between GS and personality factor I (tough minded vs. tender minded) is positive and significant at .05 level ($r=.097$). It means that selection of career goals has positive association with tender mindedness, day dreaming and impractical personality dimension. This result is contrary to the expected direction of relationship and hence does not fully support hypothesis 3.

The correlation between GS and personality factor C (affected by feelings vs. emotionally stable) is positive but has narrowly missed .05 level of significance, since it is $<.10 \ P<.05$ ($r=.078$). The correlation is thus in the expected direction, though not significant.

The correlations between GS and rest of the personality factors are not significant. Therefore, vocational maturity is not associated with these personality variables. These results only partially support hypothesis 2 and hypothesis 3.
Goal Selection (GS) and Achievement Motivation

It can further be seen from Table 5.1 that the correlation between GS and achievement motivation is not found to be significant. This means that this dependent variable does not have meaningful association with motivation for the attainment of excellence.

Goal Selection (GS) and Socio-Economic Status

The relationship between GS and socioeconomic status is positive and significant at .01 level \((r=.199)\). It means that selection of an appropriate vocational goal has positive association with socioeconomic status of an individual. Hypothesis 5 in respect of the above variable thus stands fully supported.

Planning (PL) and 16 Personality Factors

It can be seen from Table 5.1 that the correlation between PL and personality factor B (less intelligent vs. more intelligent) is positive and significant at .01 level \((r=.152)\). It shows that planning is positively associated with intelligence. Hypothesis 2 stands supported with this result, but only in respect of association between vocational maturity and this particular factor.

The relationship between PL and personality factor C (affected by feelings vs. emotionally stable) is negative and significant at .01 level.
problem solving is associated with less of stability, low frustration tolerance and fretful temperament. This result is contrary to expectation. This and the above result combined, lend a weak support to hypothesis 2.

The relationship between PL and rest of the 14 personality factors has not been found significant. It means that planning is not associated with these personality characteristics. Hypothesis 3 stands rejected with these results.

**Planning (PL) and Achievement Motivation**

It can further be seen from Table 5.1 that the correlation between PL and achievement motivation is not found to be significant. This means that the dependent variable planning does not have meaningful association with achievement motivation. This result does not support hypothesis 4 in respect of this variable.

**Planning (PL) and Socio-Economic Status**

The relationship between planning and socioeconomic status is positive and significant at .01 level (r=.242). It may be interpreted to mean that planning about careers has positive association with socioeconomic status of an individual. Hypothesis 5 stands supported with this result of the study, in respect to this variable.
Problem Solving (PS) and 16 Personality Factors

Table 5.1 shows that the correlation between PS and personality factor B (less intelligent vs. more intelligent) is positive and significant at .01 level ($r=0.112$). It may be interpreted to mean that problem solving vis-a-vis careers has positive association with intelligence.

The coefficients of correlation between PS and rest of the 15 personality factors have not been found significant. It means that dependent variable problem solving is not associated with these personality characteristics. Hypothesis 2 finds only a weak support with these results of the study and hypothesis 3 stands rejected.

Problem Solving (PS) and Achievement Motivation

It can further be seen from Table 5.1 that the correlation between PS and achievement motivation is not found significant. It may be interpreted to mean that problem solving does not have any meaningful association with the goal of attainment of excellence. This result does not support hypothesis 4 in relation to this variable.

Problem Solving (PS) and Socio-Economics Status

The relationship between problem solving and the independent variable socioeconomic status is positive and significant at .01 level ($r=0.137$). It may be interpreted to mean that problem solving in career
decision-making is meaningfully related to socioeconomic status of an individual. Hypothesis 5 formulated in respect of this variable is thus substantiated.

Discussion of Results of Inter Correlations for the Total Sample

The results presented in Part I vide Table 5.1 shows that career choice attitudes component of vocational maturity is positively and significantly related to only two personality factors i.e. B and H. This means that more intelligent and bold, spontaneous and uninhibited a person is, greater are the chances of his having more of vocational development and maturity. Stating in another way, it means that vocationally mature young people are likely to be more intelligent and venturesome. These results of the present study are supported by the researches of Lokan et al. (1982) who found active and rational forms of decision-making positively related with career maturity. The implication of this finding is that an intelligent person is likely to make more rational decisions. Gupta (1991) also found positive and significant relationship between career maturity and intelligence (factor B) and the personality trait venturesome (factor H) at grade levels VIII, X and XII.

A perusal of the results further shows that personality factor B i.e. less vs. more intelligent has been found positively and significantly related with all but one of the variables of vocational maturity. These are
SA, GS, PL and PS. Occupational information has positive relationship with intelligence, but the level of significance is <.05 P<.10 and hence this is the only variable wherein intelligence has not been found a substantially significant correlate of vocational maturity.

The relationship of vocational maturity with higher levels of intelligence has also been found in the studies of Super and Overstreet (1960), Crites (1965), Gribbons and Lohnes (1969), Super and Bohn (1970), Saxena (1984), Gupta (1991) and Ranhotra (1996).

Another personality factor which was found to be significantly correlated with vocational maturity and its various subvariables is C i.e. lower vs. higher ego strength. Its relationship with OI and planning being negative and significant is hard to explain since emotional instability, low frustration tolerance and evasion of reality demands do not go with maturity of any kind and so also with vocational maturity. Emotional stability and maturity is more likely to be positively associated with developed and mature vocational decisions. Positive and close to significance level of .05 correlation of this factor with goal selection is, of course, expected and natural. Saxena (1984) and Gupta (1991) in their studies found significant positive relationship between vocational maturity and factor C.

Positive and significant relationship of factor I with goal selection is again little difficult to explain. Tender mindedness and dependence
aspects of this personality factor do make for adequate selections and
decisions. But the sensitivity dimension of this variable may be helpful in
minute and finer perception of things and decision-making. Positive and
significant relationship of this factor with the vocational maturity sub-
variable occupational information is again contrary to expectation. Tough-
mindedness, realistic and practical approach to things and being
skeptical about subjectivism are the personality traits which associate
well with vocational maturity and not the polar opposites i.e. sensitivity
and tender-mindedness.

The positive and significant relationship of personality factor $Q_1$
with occupational information means that personality traits critical,
analytical and interest in intellectual matters make for more of vocational
maturity. This is a significant relationship and confirms the positive
association of an important personality variable with career development
and decision-making.

Achievement motivation does not have significant relationship with
any of the variables of vocational maturity in the total sample. This result
is quite unexpected. Vocationally mature young people need to have
stronger motivation for achievement of excellence, but the result of the
present study has not met this expectation.

The last independent variable, SES has positive and significant
relationship with all the variables of vocational maturity. This means that
vocationally mature students are all from the higher socioeconomic strata. This may be explained by saying that children of the middle and upper middle classes have more exposure and amenities available which make them more alert to and aware of various options and opportunities. May be, it facilitates exploration and try-out of the different possibilities by them which contribute to their greater development in this area. Although mean scores of the total sample on vocational maturity are only close to average; they are not actually average; and those of SES average and little above average, the fact remains that the relationship between them is positive and significant.
### Table 5.2
24x24 Inter Correlation Matrix for the Academic Stream Students (N=477), Variables of Vocational Maturity, Personality, Achievement

| S.No | Var 1 | Var 2 | Var 3 | Var 4 | Var 5 | Var 6 | Var 7 | Var 8 | Var 9 | Var 10 | Var 11 | Var 12 | Var 13 | Var 14 | Var 15 | Var 16 | Var 17 | Var 18 | Var 19 | Var 20 | Var 21 | Var 22 | Var 23 | Var 24 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1.   | CCA   | 1.000 | .440  | .347  | .319  | .394  | .386  | -.113 | .055  | .074   | -.030  | .032   | .109** | .017   | -.023  | -.044  | -.067  | -.076  | .041   | -.024  | -.021  | -.076  | .064   | .205** |
| 2.   | DA    | 1.000 | .405  | .471  | .539  | .346  | .003  | .131**| -.025  | -.003  | .069   | .075   | .060   | .061   | .021   | .006   | .052   | .064   | .064   | .014   | .034   | -.017  | -.007  | .212** |
| 3.   | GI    | 1.000 | .555  | .461  | .252  | -.004 | .011  | -.065 | -.053  | .011   | .019   | .016   | .066   | .053   | -.054  | -.015   | -.024  | -.026   | -.034  | -.059  | -.037  | -.037  | .100   | .002** |
| 4.   | GS    | 1.000 | .059  | .464  | .063  | .081  | -.075  | -.041  | -.005  | -.010  | .033   | .102** | .033   | .050   | .003   | .046   | .094** | .059   | .050   | .010   | .025   | .025   | .171** |
| 5.   | PL    | 1.000 | .434  | -.027 | .104**| -.055  | -.031  | -.024  | -.040  | -.022  | .030   | -.003  | .043   | -.039  | .003   | -.001   | .029   | -.023  | .007   | -.057  | .216** |
| 6.   | PS    | 1.000 | -.033 | .097**| -.040  | -.086  | -.009  | .003   | .028   | .066   | -.014  | -.038  | -.109**| -.071   | -.030  | -.075   | -.046  | -.040  | .114   | .107   | .407   | .107   |
| 7.   | PF-A  | 1.000 | -.047 | .257**| .516  | .163  | .024   | .150   | .029   | .016   | .068   | .183   | -.022  | .006   | .116   | -.029  | .076   |
| 8.   | PF-B  | 1.000 | .124  | .205  | .017  | .340  | .095   | .118   | .106   | .041   | .100   | .089   | .142   | .227   | .186   | .106   | .067   | .005   |
| 9.   | PF-C  | 1.000 | .137  | .155  | .226  | .323  | .033   | .025   | .237   | .054   | .039   | .115   | .159   | .088   | -.051  | -.041   | .029   |
| 10.  | PF-E  | 1.000 | .339  | .135  | .163  | .153  | .205   | .163   | .059   | .168   | .171   | .269   | .142   | .242   | -.044   | .014   |
| 11.  | PF-F  | 1.000 | .113  | .287  | .139  | .216  | .112   | .056   | .103   | .159   | .182   | .131   | .166   | -.047   | .074   |
| 12.  | PF-G  | 1.000 | .233  | .234  | .241  | .064   | .165   | .181   | .206   | .203   | .244   | .135   | .028   | .082   |
| 13.  | PF-H  | 1.000 | .040  | .068  | .074  | .100   | .013   | .093   | .046   | .103   | .018   | -.020  | .051   |
| 14.  | PF-I  | 1.000 | .053  | .097  | .107  | .166   | .110   | .014   | .059   | .171   | .039   | .073   |
| 15.  | PF-L  | 1.000 | .100  | .053  | .220  | .127   | .103   | .080   | .216   | .002   | .066   |
| 16.  | PF-M  | 1.000 | .119  | .125  | -.021  | .199   | -.069  | .056   | -.054  | .003   |
| 17.  | PF-N  | 1.000 | .098  | .150  | .119   | .049   | .111   | .019   | -.030  |
| 18.  | PF-Q  | 1.000 | .116  | .145  | .061   | .359   | -.061  | .040   |
| 19.  | PF-Q  | 1.000 | .246  | .165  | .264   | -.134  | .038   |
| 20.  | PF-Q  | 1.000 | .058  | .157   | .040   | .009   |
| 21.  | PF-Q  | 1.000 | .058  | .023   | .024   |
| 22.  | PF-Q  | 1.000 | .021   | .071   |
| 23.  | PF-Q  | 1.000 | .011   |
| 24.  | SES   | 1.000 | .000   |

**Note:** *(.090) significant at .05 level.  
***(.118) significant at .01 level.  
*Aesthetics are marked only on the coefficient of correlations between the dependent variables (1-6) and independent variables (7-24).*
PART II
A) INTER CORRELATION MATRIX FOR THE ACADEMIC STREAM GROUP

Inter Correlations for the Dependent Variables of Vocational Maturity and Independent Variables of Personality, Achievement Motivation and Socio-Economic Status for the Academic Stream Group (N=477).

In this Part correlations between the dependent variables of vocational maturity i.e. career choice attitudes (CCA) and five components of career choice competencies and the independent variables i.e. personality factors, achievement motivation and socioeconomic status for the academic stream group are given and they are presented wide Table 5.2.

Career Choice Attitudes (CCA) and 16 Personality Factors

The variable CCA has been found to have positive correlation with personality factor B (less intelligent vs. more intelligent), but it narrowly missed the significance level of .05 since $r=.088$.

CCA has been found to be significantly associated with personality factor H i.e. (shy vs. venturesome). The correlation between the two is positive and significant at .05 level ($r=.109$). It may be interpreted to mean that vocational maturity and venturesomeness are significantly related. Hypothesis 2 stands partially supported with these results.

Correlation between CCA and rest of the 14 personality factors has not been found to be significant. Thus these personality factors do not
have significant relationship with vocational maturity. These results do not support hypothesis 3 in respect of significant relationship between vocational maturity and low score dimension of some of the personality factors.

**Career Choice Attitudes (CCA) and Achievement Motivation**

It can further be seen from Table 5.2 that the correlation between CCA and achievement motivation has not been found significant. This result does not substantiate hypothesis 4 in respect of relationship between vocational maturity and this variable.

**Career Choice Attitudes (CCA) and Socio-Economic Status**

It can be seen from Table 5.2 that the correlation between CCA and socio-economic status has been found to be positive and significant at .01 level ($r=.205$). It may be interpreted to mean that vocational maturity is positively associated with socioeconomic status. This result of the study supports hypothesis 5 in respect of this variable.

**Self Appraisal (SA) and 16 Personality Factors**

Taking up the subvariables of the competence test, self appraisal (SA) has been found positively and significantly related with factor B i.e. less intelligent vs. more intelligent. The correlation between the two is significant at .01 level ($r=.131$). It may be interpreted to mean that correct self appraisal is related to higher level of intelligence.
No significant correlations have been found between SA and other personality factors. These results only weakly support hypothesis 2 and do not substantiate hypothesis 3 in respect of low score dimension of some personality factors being significantly associated with vocational maturity.

**Self Appraisal (SA) and Achievement Motivation**

Significant correlation has not been found between SA and independent variable achievement motivation. Thus hypothesis 4 in respect of this variable stands rejected.

**Self Appraisal (SA) and Socio-Economic Status**

Positive and significant correlation at .01 level has been found between SA and socioeconomic status ($r=.212$). This may be interpreted to mean that correct self appraisal is associated with higher socio-economic status. This result confirms hypothesis 5 in respect of this variable.

**Occupational Information (OI) and 16 Personality Factors**

Taking up the second sub variable of the competence test i.e. occupational information (OI), it has been found that factor Q1 (conservative vs. experimenting) is positively and significantly related at .05 level ($r=.098$) with this variable. It shows that more of occupational information is associated with higher level of intellectuality.
Correlation between OI and rest of the 15 personality factors has not been found significant. Hypothesis 2 thus finds very weak support with this result and hence is untenable.

**Occupational Information (OI) and Achievement Motivation**

Significant correlation has not been found between OI and achievement motivation. This result does not support hypothesis 4 in relation to this particular variable and hence it is rejected.

**Occupational Information (OI) and Socio-Economic Status**

It can be seen from Table 5.2 that the correlation between OI and socioeconomic status is positive and significant at .01 level (r=.202). It shows that higher the socioeconomic status, more is the occupational information. Hypothesis 5 in respect of association between these two variables stands supported.

**Goal Selection (GS) and 16 Personality Factors**

In the third sub-variable of competence test i.e. goal selection (GS), it has been found that factor I (tough minded vs. tender minded) is positively and significantly related (r=.110) and is significant at .05 level. It may be interpreted to mean that selection of adequate goals goes along with sensitivity and dependence. This result is contrary to the expected direction and hence does not support hypothesis 3 fully.
Correlation between GS and personality factor $Q_1$ (conservative vs. experimenting) has been found positively significant at .05 level ($r=.094$). It may be interpreted to mean that goal selection in relation to careers is associated with critical and analytical thinking. This result strongly supports hypothesis 2 but combined with the result immediately preceding, these results only weakly support hypothesis 2.

Significant correlation has not been found between GS and rest of the 14 personality traits. This result does not support hypothesis 3 in respect of significant relationship between vocational maturity and low score dimension of some of the personality factors.

Goal Selection (GS) and Achievement Motivation

Significant correlation has not been found between GS and achievement motivation. Hypothesis 4 in respect of this variable is thus not substantiated.

Goal Selection (GS) and Socio-Economic Status

Table 5.2 shows that correlation between GS and socioeconomic status has been found positively significant at .01 level ($r=.171$). This may be interpreted to mean that adequate goal selection goes along with higher socioeconomic status. Hypothesis 5 is thus substantiated with this result in respect of this particular variable.
Planning (PL) and Personality Factors

Table 5.2 shows that correlation between PL and personality factor B (less intelligent vs. more intelligent) has been found significant at .05 level (r=.104). It is indicative of the fact that there is positive association between these two. Hypothesis 2 in respect of this variable stands supported with this result of the study.

Negative correlation between PL and personality factor C (affected by feelings vs. emotionally stable) has been found and it is significant at .05 level (r=-.095). This result is contrary to expectation and hence part of hypothesis 2 in respect of this variable stands rejected.

Negative correlation has been found between PL and personality factor N (forthright vs. shrewd), the value of 'r' being -.089. It is not in the expected direction and has also narrowly missed .05 level of significance since it is .01 >PL<.05. The association between the two is thus neither in the expected direction nor statistically significant.

Significant correlation has not been found between planning (PL) and rest of the 13 personality factors. It means these personality traits have no association with this dependent variable. Hypothesis 2 is weakly supported by these results and hypothesis 3 stands rejected.
Planning (PL) and Achievement Motivation

Significant correlation has not been found between planning and achievement motivation. It means that the two are independent of each other. This result is quite unexpected and hence, doesn't support hypothesis 4 in respect of this variable.

Planning (PL) and Socio-Economic Status

Positive and significant correlation has been found between planning and socioeconomic status at .01 level ($r=.216$). It may be interpreted to mean that planning about careers is meaningfully associated with socioeconomic status. This result supports hypothesis 5 in respect of relationship between the above two variables.

Problem solving (PS) and 16 Personality Factors

Table 5.2 shows that correlation between PS and personality factor B (less intelligent vs. more intelligent) has been found significant at .05 level ($r=.097$). This is indicative of the fact that there is positive association between higher level of intelligence and problem solving.

Negative and significant correlation has been found between PS and personality factor N (forthright vs. shrewd) at .05 level ($r=-.108$). It shows that vocational maturity is significantly related with forthright and artless personality dimension. No significant correlations have been found between PS and rest of the personality factors. The result stated above...
support hypotheses 2 and 3 very weakly since correlation between vocational maturity variable planning and 14 personality factors have not been found significant.

**Problem Solving (PS) and Achievement Motivation**

Positive correlation between PS and achievement motivation has been found at .05 level (r=.114). It may be interpreted to mean that higher achievement motivation is associated with more of capacity for problem solving. Hypothesis 4 in respect of this variable is supported with this result of the study.

**Problem Solving (PS) and Socio-Economic Status**

Positive and significant correlation has been found between PS and socioeconomic status at .05 level (r=.107). This is indicative of the fact that higher socioeconomic status and greater problem solving capacity go together. This result supports hypothesis 5 in so far as this variable is concerned.
Table 5.3  
24x24 Inter Correlation Matrix for the Vocational Stream Students (N=106), on the Variables of Vocational Maturity, Personality, Achievement Motivation and Socio-Economic Status

| S.No | Vari. | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|------|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1.   |CCA   | 1.000 | .362 | .379 | .347 | .254 | .294 | .006 | .064 | .046 | -.007 | -.112 | -.002 | .094 | -.132 | .026 | .071 | .000 | -.037 | -.026 | .122 | .108 |
| 2.   |GA    | 1.000 | .518 | .433 | .272 | .324 | -.222** | .262** | -.127 | .041 | -.087 | -.034 | -.119 | .170 | -.054 | -.015 | .190 | .030 | -.014 | .138 | -.024 | .155 | -.063 | -.015 |
| 3.   |CM   | 1.000 | .565 | .419 | .362 | .159 | .154 | -.097 | .054 | -.035 | -.083 | -.169 | .252** | -.204 | .104 | .134 | .250 | .076 | .184 | .140 | .116 | .038 | .016 |
| 4.   |OS   | 1.000 | .509 | .332 | .167 | .336** | -.025 | .016 | -.220* | .102 | -.094 | .082 | -.076 | .133 | -.040 | .038 | -.081 | .037 | -.097 | -.089 | .103 | -.012 |
| 5.   |PL   | 1.000 | .471 | .158 | .206* | -.194 | -.040 | -.023 | .002 | -.116 | .153 | -.158 | .103 | .091 | -.062 | -.063 | .073 | -.017 | .127 | .019 | -.036 |
| 6.   |PS   | 1.000 | .185 | .079 | -.029 | .137 | .069 | -.019 | -.213* | .129 | .096 | -.141 | .078 | .073 | .064 | .016 | -.037 | .074 | .005 | .071 |
| 7.   |PF-A | 1.000 | -.045 | .159 | .116 | -.097 | .155 | -.059 | -.157 | -.117 | -.176 | -.096 | .057 | -.158 | .093 | -.045 |
| 8.   |PF-B | 1.000 | -.099 | -.135 | -.146 | .121 | -.273 | .019 | .045 | .094 | .016 | -.009 | -.024 | .203 | .140 | .019 | -.004 | -.262 |
| 9.   |PF-C | 1.000 | -.209 | -.054 | .233 | -.237 | -.101 | .047 | .120 | -.146 | -.192 | .042 | -.197 | .073 | -.315 | -.017 | -.063 |
| 10.  |PF-E | 1.000 | .308 | .013 | .063 | .039 | -.074 | .110 | .132 | .059 | .139 | .233 | .131 | .114 | .016 | .174 |
| 11.  |PF-F | 1.000 | -.153 | .104 | .042 | -.071 | -.081 | -.037 | -.123 | -.072 | -.102 | -.156 | -.083 | -.064 | .025 |
| 12.  |PF-G | 1.000 | .115 | .107 | .025 | -.061 | -.073 | .149 | .144 | -.191 | .244 | -.159 | .153 | .125 |
| 13.  |PF-H | 1.000 | -.033 | .083 | .024 | -.116 | -.110 | -.103 | -.207 | -.051 | -.208 | .235 | .204 |
| 14.  |PF-I | 1.000 | -.083 | .111 | .248 | -.096 | .140 | .077 | .118 | .135 | -.013 | -.054 |
| 15.  |PF-L | 1.000 | -.025 | .116 | .130 | .204 | -.201 | .024 | .023 | .002 | .108 |
| 16.  |PF-M | 1.000 | -.044 | -.043 | .027 | .165 | .047 | -.011 | -.014 | -.172 |
| 17.  |PF-N | 1.000 | .060 | .226 | .160 | -.072 | .186 | -.001 | .014 |
| 18.  |PF-O | 1.000 | .204 | .327 | -.102 | .071 | -.170 | .005 |
| 19.  |PF-Q | 1.000 | .138 | .170 | .167 | -.162 | -.308 |
| 20.  |PF-Q | 1.000 | .025 | .242 | -.273 | -.099 |
| 21.  |PF-Q | 1.000 | -.082 | .046 | -.029 |
| 22.  |PF-Q | 1.000 | -.014 | -.128 |
| 23.  |Adh MeI | 1.000 | .172 |
| 24.  |SES | 1.000 |

Note: * (.192) significant at .05 level.  
** (.250) significant at .01 level. 
Asterisks are marked only on the coefficient of correlations between the dependent variables (1-6) and independent variables (7-24).
B) INTER CORRELATION MATRIX FOR THE VOCATIONAL STREAM GROUP

Inter Correlations for the Dependent Variables of Vocational Maturity and Independent Variables of Personality, Achievement Motivation and Socio-Economic Status for the Vocational Stream Group (N=106).

In this Part correlations between the dependent variables of vocational maturity which include career choice attitudes and five components of career choice competencies on the one hand and the independent variables - personality factors, achievement motivation and socioeconomic status on the other are given and they appear in Table 5.3.

Career Choice Attitudes (CCA) and 16 Personality Factors

It can be seen from Table 5.3 that the correlations between CCA and personality factor I (tough mined vs. tender minded) has been found positive but has narrowly missed the significance level of .05 (r=.188). This result is contrary to expectation and is not statistically significant too. Hence it does not support hypothesis 3 that there will be a significant relationship between vocational maturity and low score dimension of some of the factors including personality factor I.

Correlation between CCA and rest of the 15 personality factors have not been found significant. It shows that CCA has no association with these personality traits. This result does not lend any support to hypothesis 2 and hence, it is rejected.
Career Choice Attitudes (CCA) and Achievement Motivation

There is no significant correlation between CCA and the independent variable achievement motivation. The association between these two variables is thus not established and hypothesis 4 framed in respect of positive relationship between these is therefore, not substantiated.

Career Choice Attitudes (CCA) and Socio-Economic Status

No significant correlation has been found between CCA and socio-economic status. It shows that vocational maturity does not have association with this independent variable. Hypothesis 5 in respect of this variable stands rejected with this result of the study.

Self Appraisal (SA) and 16 Personality Factors

It can be seen from Table 5.3 that the correlation between SA and personality factor A (reserved vs. outgoing) is negative and significant at .05 level (r = -.220). It means that vocational maturity is associated with reserved, cool and detached dimension of personality. This result does not support hypothesis 2 in respect of positive relationship between vocational maturity and some personality factors.

Table 5.3 further indicates that the correlation between SA and personality factor B (less intelligent vs. more intelligent) is positive and significant at .01 level (r = .262). It shows that self appraisal is related meaningfully to intelligence. This result supports hypothesis 2.
Table 5.3 also shows that the correlation between self appraisal and personality factor N (forthright vs. shrewd) is positive and has narrowly missed .05 level of significance (r=.190). This result being in the expected direction, partially supports hypothesis 2.

The correlation between SA and rest of the 13 personality factors is insignificant. It shows that SA is not associated with these personality factors. Hypothesis 3 that low score dimensions of some personality factors are associated with vocational maturity stands rejected with this result of the study.

**Self Appraisal (SA) and Achievement Motivation**

The correlation between SA and the independent variable - achievement motivation is not significant. It may be interpreted to mean that self appraisal and achievement motivation are not associated with each other. This result does not support hypothesis 4 framed in respect of this variable.

**Self Appraisal (SA) and Socio-Economic Status**

No significant correlation has been found between SA and independent variable socioeconomic status. It indicates that self-appraisal is independent of the SES level of the individual. Hypothesis 5 is not substantiated with this result of the study and hence it stands rejected in respect of this variable.
Occupational Information (OI) and 16 Personality Factors

It is seen from Table 5.3 that the correlation between OI and personality factor I (tough minded vs. tender minded) has been found to be positive and significant at .01 level ($r = .252$). This may be interpreted to mean that occupational information is associated with tender mindedness and sensitivity. This result does not support the hypothesised assumption no. 3 in respect of this variable.

The correlation between OI and personality factor L (trusting vs. suspicious) as can be seen from Table 5.3 has been found to be negative and significant at .05 level ($r = -.204$). It shows that vocational maturity is related to trusting and adaptable dimension of personality. This result supports hypothesis 2.

Table 5.3 further shows that the correlation between occupational information and the remaining personality factors has not been found significant. It may be interpreted to mean that occupational information is not associated with these personality factors. This result like the earlier one for the first subvariable of vocational maturity do not support hypothesis 2 and only partially supports hypothesis 3 in respect of significant relationship between vocational maturity and low score dimension of some personality factors.
Occupational Information (OI) and Achievement Motivation

No significant correlation has been found between OI and independent variable achievement motivation. It indicates that information regarding careers is not essentially associated with motivation to achieve something.

Occupational Information (OI) and Socio-Economic Status

The correlation between OI and independent variable socio-economic status has not been found significant. This can be interpreted to mean that occupational information is independent of socioeconomic status. Hypothesis 5 formulated in relation to this variable stands rejected with this result of the study.

Goal Selection (GS) and 16 Personality Factors

Table 5.3 shows that the correlation between GS and personality factor B (less intelligent vs. more intelligent) has been found positively significant at .01 level (r=.336). It indicates that adequate goal selection is related to higher level of intelligence. This result supports hypothesis 2 with reference to this variable.

Table 5.3 further shows that the correlation between GS and personality factor F (sober vs. happy-go-lucky) has been found negative and significant at .05 level (r=-.220). This shows significant but inverse relationship between the two. This result only partially supports hypothesis 2.
No significant correlation has been found between GS and rest of the 14 personality factors. It means that GS has no association with these personality traits. These results only weakly support hypotheses 2 and 3 in respect of these particular variables only.

**Goal Selection (GS) and Achievement Motivation**

The correlation between GS and independent variable achievement motivation has not been found significant. This indicates that goal selection has no meaningful association with achievement motivation. Hypothesis 4 in respect of this variable stands rejected with this result.

**Goal Selection (GS) and Socio-Economic Status**

It has been found from Table 5.3 that the correlation between GS and independent variable socioeconomic status is not significant. It shows that these two variables are independent of each other. Hypothesis 5 is not substantiated with this result of the study.

**Planning (PL) and 16 Personality Factors**

It can be seen from Table 5.3 that the correlation between planning (PL) and personality factor B (less intelligent vs. more intelligent) has been found positively significant at .05 level (r=.206). It may be interpreted to mean that higher level of intelligence goes with adequate planning.
It can further be seen from Table 5.3 that the correlation between PL and personality factor C (affected by feelings vs. emotionally stable) has been found negative and significant at .05 level \( (r=-.194) \). Hypothesis 2 is only weakly supported with these results of the study.

Table 5.3 also shows that no significant correlation between planning and rest of the 14 personality factors has been found significant. This indicates that planning has no meaningful association with the remaining 14 personality factors. Hypothesis 3 stands rejected with this result of the study in respect of those variables for which low score direction of personality factors was hypothesised as related to vocational maturity.

**Planning (PL) and Achievement Motivation**

It has been found from Table 5.3 that the correlation between PL and the above independent variable is not significant. It can be interpreted to mean that planning for careers and achievement motivation are independent of each other. This result is contrary to expectation and hypothesis 4 stands rejected with this result.

**Planning (PL) and Socio-Economic Status**

It can be seen from Table 5.3 that the correlation between planning and socioeconomic status is not significant. This shows that planning is not meaningfully associated with socioeconomic status. Hypothesis 5 stands rejected with this result of the study.
Problem Solving (PS) and 16 Personality Factors

It can be seen from Table 5.3 that the correlation between PS and personality factor H (shy vs. venturesome) is negative and significant at .05 level ($r = -0.219$). This may be interpreted to mean that problem solving is associated with shy and withdrawing personality characteristics. This result is contrary to expectations.

It can further be seen from Table 5.3 that the correlation between PS and rest of the 15 personality factors is not significant. These results only weakly support hypothesis 2. These results do not support hypothesis 3 also that significant relationship exists between vocational maturity and low score dimension of some of the personality factors.

Problem Solving (PS) and Achievement Motivation

Table 5.3 shows that the correlation between PS and independent variable achievement motivation is insignificant. It can be concluded from this that capacity for problem solving in relation to careers and motivation for achievement are independent of each other. This result is quite unexpected and hypothesis 4 stands rejected in respect of these two variables.

Problem Solving (PS) and Socio-Economic Status

It can further be seen from Table 5.3 that the correlation between PS and socioeconomic status is not significant. This result is also contrary to expectations and hence hypothesis 5 in relation to this variable stands rejected.
Discussion of Results of Inter-Correlations for the Academic and Vocational Stream Students

The personality factors which have emerged as significant correlates of vocational maturity in the case of the group academic stream are B i.e. less vs. more intelligent and H i.e. shy vs. venturesome. Factor B has been found significantly associated with vocational maturity variables self-appraisal, planning and problem solving. It thus confirms the earlier findings in the case of the total sample that intelligence is a significant associate of vocational maturity in its various dimensions. Studies supporting this finding have already been referred to in Part I of this chapter.

Personality factor C i.e. ego strength has been found significantly, but negatively related with planning dimension of vocational maturity. Less of emotional stability does not usually go with planning of careers, but this result has been found earlier also in the present study. Further, factor N i.e. forthright and simple vs. shrewd personality dimension has been found positively related with planning and negatively with problem solving variables of vocational maturity. The latter association seems a little unusual whereas the former is very much in line with the assumptions of the study.

Vocational maturity variable occupational information having significant correlation with factor Q_i shows that interest in intellectual
matters and being well informed is significantly associated with information about careers.

Overall significant relationship of many of the personality factors with vocational maturity not being there is a result found in the case of the total sample also. The same trend being visible in the case of the academic stream group too can be similarly explained.

Significant association of vocational maturity variable problem solving and achievement motivation meets the expectation fully.

Positive and significant correlation of all the 6 measures of career maturity with SES in the academic stream group is again an important finding and fully meets the expectations.

In the vocational stream group, vocational maturity variable CCA was found having positive relationship with personality factor I i.e. tough-minded vs. tender-minded, sensitive and dependent cluster of traits. The relationship of vocational maturity with the low score dimension of factor I could have been more in consonance with expectation. The present result seems a little unusual. Parlikar (1973) found no relationship between vocational maturity and factor I, whereas Gupta (1991) found negative association between the two.

Negative and significant relationship of factor A with the vocational maturity variable self-appraisal though not in accordance with the hypothesis seems quite natural since maturity of any kind goes well with reserved, cool, critical and precise cluster of traits. Significant and
positive relationship of personality factor B with self-appraisal is again a result which meets the hypothesised assumptions. Significant positive association of this factor with vocational maturity measures goal selection (GS) and planning (PL) is also in line with the assumptions of the study. Adequate self-appraisal, selection of relevant and appropriate goals and rational career planning can be done better with higher level of intelligence.

The association of factor I again with vocational maturity variable occupational information can be explained in the same way as its relationship with the first variable of vocational maturity i.e. CCA. Significant and negative relationship with factor L i.e. trusting and adaptable vs. suspicious and self-opinionated personality dimension is also in congruity with the assumptions. The low score direction of this variable is more positive and likely to contribute meaningfully to vocational maturity. Bartlett (1968) and Bergwall (1975) have also found that some personality traits which are indicative of general personal adjustment of the individual are significantly and positively related with vocational maturity and the present result is in line with this finding.

Finnegan (1996) also found that positive personality traits like good inter-personal skills and competency helped in the vocational development of women participants in a career development training project. The findings of Tokar et al. (1998) were also somewhat similar
wherein they found neuroticism (low score), extroversion and conscientiousness most frequently associated with vocational behaviour.

Vocational maturity variable goal selection has significant but negative association with personality factor F besides its significant relationship with factor B which has already been discussed. Sobre, prudent and restrained personality dimension as opposed to happy-go-lucky, lively and impulsive goes better with adequate selection of goals. Gupta (1991) in her study reported positive relationship of factor F with vocational maturity wherever significant relationships were found. But the correlations were generally found to be low and insignificant.

Significant positive relationship of factor B with vocational maturity variable planning has already been discussed. But its negative association with factor C is somewhat unusual. Less of emotional stability being associated with planning is a result which is difficult to explain. A comparative view of the significant correlations of vocational maturity for the groups academic and vocational stream, shows that significant association of vocational maturity with personality factor intelligence (factor B), with low score dimension of ego strength (factor C), with venturesomeness (factor H), tender-mindedness and sensitivity (factor I), both high as well low score dimensions of forthright vs. shrewd (factor N) personality traits and experimenting and liberal (factor Q₁) aspects of
personality characterise the academic group. Besides, achievement motivation in one case and SES in the case of all the variables of vocational maturity have emerged as significant correlates.

The last sub-variable of vocational maturity—problem solving has significant but negative relationship with personality factor H in the academic stream group. This shows that problem solving is associated with restrained and cautious instead of venturesome and socially bold dimension of personality. Research studies in the area are more supportive of the association of the latter with vocational maturity. But Parlikar (1973), Chauhan (1975), Saxena (1984) and Gupta (1991) on the other hand found negative correlations between extroversion and competence test in VIII and X grade boys and with choice attitudes in IX grade girls. These results thus support the finding of the present study. It can be explained in the light of low score dimension of factor H including restraint, caution and diffidence also as the traits which are associated with planning for adequate career decisions.

For the vocational stream group, low score dimension of factor A i.e. cool and detached aspects of personality, above average intelligence (factor B), sobre, prudent and serious mindedness (factor H), tender-mindedness and sensitivity (factor I) and trusting, adaptable and easy to get along with (factor L) personality traits are the significant correlates of
vocational maturity. This shows more adjusting and subdued type of personality make-up of the vocational stream students.

Achievement motivation and socioeconomic status have not been found significant correlates of vocational maturity in the vocational stream groups. These results are contrary to expectations. In the context of achievement motivation, it may be said that vocational stream students may not be very much concerned about their achievement in various areas, after having opted for vocational courses, they may be feeling complacent about achieving excellence or pursuing higher goals.

As for SES, it has already been found that vocational stream students are from lower socioeconomic strata, but no significant association between vocational maturity and SES in this group shows that the respondents are either from a mixed strata or they have not responded carefully to the scale items.
Table 5.4

24x24 Inter Correlation Matrix for the Boys Group (N=296) on the Variables of Vocational Maturity, Personality, Achievement Motivation and Socio-Economic Status

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Note: *(.115) significant at .05 level.
**(.150) significant at .01 level.

Aesthetics are marked only on the coefficient of correlations between the dependent variables (1-6) and independent variables (7-24).
C) INTER CORRELATION MATRIX FOR THE BOYS GROUP

Inter Correlations for the Dependent Variables of Vocational Maturity and Independent Variables of Personality, Achievement Motivation and Socio-Economic Status for the Boys Group (N=296).

In this Part correlations for the boys group between the dependent variables of vocational maturity which include career choice competencies on the one hand and the independent variables - personality factors, achievement motivation and socioeconomic status on the other are given and they appear in Table 5.4.

Career Choice Attitudes (CCA) and 16 Personality Factors

It can be seen from Table 5.4 that the correlation between CCA and none of the 16 personality factors have been found to be significant. Vocational maturity therefore, does not seem to be associated with any typical personality characteristics.

These results of the study do not support hypothesis 2 and 3, and hence they stand rejected.

Career Choice Attitudes (CCA) and Achievement Motivation

It can further be seen from Table 5.4 that the correlation between CCA and achievement motivation has not been found significant. It may be interpreted to mean that achievement motivation is not a relevant associate of vocational maturity. Hypothesis 4 in respect of significant relationship between the above two therefore, stands rejected.
Career Choice Attitudes (CCA) and Socio-Economic Status

Table 5.4 shows that the correlation between CCA and socio-economic status is positive and significant at .01 level ($r=.195$). It may be interpreted to mean that higher the socioeconomic status, greater is the maturity in respect of attitudes towards making career choices and vice versa. Hypothesis 5 in respect of relationship between these two variables stands accepted with this result of the study.

Self Appraisal (SA) and 16 Personality Factors

Taking up the sub-variables of the competence test, self appraisal has been found significantly related with personality factor I i.e. tough-minded vs. tender minded at .05 level ($r=.115$). This means that correct self assessment has positive association with tender minded, dependent and day dreaming group of traits.

No significant correlations have been found between SA and rest of the 15 personality traits.

These results do not substantiate hypotheses 2. Hypothesis 3 in respect of significant relationship between vocational maturity and low score dimension of some of the personality factors including factor I is only partially supported for this variable.
Self Appraisal (SA) and Achievement Motivation

No significant correlation has been found between SA and the independent variable achievement motivation. This result does not support hypothesis 4 in respect of this variable.

Self Appraisal (SA) and Socio-Economic Status

Positive and significant correlation at .01 level has been found between the above sub variable of the competence test and socioeconomic status \((r=0.215)\). This may be interpreted to mean that correct self appraisal is associated with higher socioeconomic status. This result of the study supports hypothesis 5 so far as this variable is concerned.

Occupational Information (OI) and 16 Personality Factors

No significant correlations have been found between OI and 16 personality factors. It may be interpreted to mean that occupational information has no association with personality traits.

Occupational Information (OI) and Achievement Motivation

Occupational information is significantly and negatively correlated with achievement motivation \((r=-0.137)\). The value of \(r\) is significant at .05 level. This shows inverse association between occupational information and achievement motivation. This result does not support hypothesis 4 in respect of this variable.
Occupational Information (OI) and Socio-Economic Status

The sub variable occupational information is significantly and positively related with socioeconomic status ($r=.267$) which is significant at .01 level. This means that higher the socioeconomic status, better is the information about occupations. Hypothesis 5 in respect of this variable is therefore tenable.

Goal Selection (GS) and 16 Personality Factors

The competence scale sub variable GS has significant correlation with only one personality factor i.e. B and hence only that is being discussed.

Factor B (less intelligent vs. more intelligent) has been found significant at .05 level ($r=.122$) and it is positive. This means that vocational goals selection has meaningful association with higher level of intelligence.

As for the relationship between goal selection and rest of the personality factors, significant correlations have not been found in any of them. This means that selection of career goals is not associated with these personality characteristics. These results very weakly support hypothesis 2 and hypothesis 3 stands rejected.
Goal Selection (GS) and Achievement Motivation

No significant correlation has been found between GS and independent variable achievement motivation. Hypothesis 4 in respect of this variable stands rejected with this result of the study.

Goal Selection (GS) and Socio-Economic Status

Correlation between GS and socioeconomic status has been found significant at .01 level ($r=\cdot267$). This means that deciding upon vocational goals is positively associated with higher socioeconomic status. This result confirms hypothesis 5.

Planning (PL) and 16 Personality Factors

Correlation between planning and factor M (practical vs. imaginative) of 16 personality factors has been found to be negative and significant at .01 level ($r=\cdot145$).

As for the relationship between planning and rest of the 15 personality factors, significant correlations have not been found in any of them. This means that planning is not associated with these 15 personality characteristics. Hypothesis 2 stands rejected with this result of the study, whereas hypothesis 3 finds weak support in the result relating to significant and negative relationship between PL and factor M only.
Planning (PL) and Achievement Motivation

Significant correlation between PL and independent variable achievement motivation has not been found. Hence, hypothesis 4 in respect of this particular variable stands rejected.

Planning (PL) and Socio-Economic Status

Correlation between planning and socioeconomic status has been found to be significant at .01 level and it is positive \( (r=.295) \). This means that adequate planning for careers is positively associated with the higher socioeconomic status.

Problem Solving (PS) and Personality Factors

Correlation between problem solving (PS) and factor \( Q_3 \) (undisciplined, self-conflict vs. controlled) is negative and significant at .01 level \( (r=-.156) \). It means that problem solving is associated with personality characteristic of being undisciplined, having self-conflicts and low integration. This result is contrary to the expected direction of \( r \).

As for the relationship between problem solving and rest of the personality factors, significant correlations have not been found in any of them. This means that problem solving is not associated with these personality characteristics. These and the above result do not substantiate hypothesis 2 very weakly and hypothesis 3 is rejected.
Problem Solving (PS) and Achievement Motivation

There is no significant correlation found between PS and independent variable achievement motivation. Hypothesis 4 in respect of significant relationship between these two variables stands rejected with this result.

Problem Solving (PS) and Socio-Economic Status

Correlation between PS and socioeconomic status has been found positively significant at .05 level (r=.129). It may be interpreted to mean that problem solving is positively associated with socioeconomic status.
| S.No | Vari | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 1    | CCA  | 1.000 | 361 | 239 | 247 | 315 | 336 | 321 | 295 | 294 | 236 | 120* | .099 | 103 | .015 | .097 | .057 | .019 | .086 | .051 | .046 | .031 | .024 | .050 | 158** | 212** |
| 2    | SA   | 1.000 | .329 | .390 | .445 | .289 | -.015 | .222** | .012 | .012 | .116 | .115 | .070 | .016 | .119* | .069 | -.005 | .055 | .053 | .064 | .020 | .003 | .014 | .175** | .175** |
| 3    | OL   | 1.000 | .461 | .360 | .192 | .017 | -.022 | -.074 | .026 | .134* | .057 | -.010 | .086 | .125* | .005 | -.067 | .055 | .173** | .083 | -.048 | -.027 | 102 | .144* |
| 4    | GS   | 1.000 | .479 | .466 | .065 | .115 | -.020 | -.034 | .037 | .032 | .057 | .055 | .055 | .023 | .044 | .000 | .130* | .060 | .004 | .010 | .030 | .067 |
| 5    | PL   | 1.000 | .416 | -.069 | .143* | .010 | -.002 | .045 | -.004 | -.004 | -.006 | .037 | .065 | .133* | .019 | -.009 | .127* | -.012 | .023 | .122* | .143* |
| 6    | PS   | 1.000 | -.090 | .151* | -.021 | -.073 | .064 | .022 | -.009 | .069 | .001 | -.006 | -.103 | -.070 | .000 | -.028 | .014 | -.017 | .118* | .095 |
| 7    | PP-A | 1.000 | -.032 | .213 | .133 | .366 | .198 | .242 | .174 | .131 | .073 | .162 | .176 | .173 | .076 | .072 | .151 | .047 | .067 |
| 8    | PP-B | 1.000 | .184 | .147 | .044 | .096 | .041 | .229 | .173 | .041 | .195 | .079 | .157 | .311 | .170 | .249 | .059 | .093 |
| 9    | PP-C | 1.000 | .165 | .238 | .274 | .394 | .127 | .102 | .289 | .067 | .075 | .136 | .183 | .112 | -.031 | -.014 | .049 |
| 10   | PP-E | 1.000 | .349 | .236 | .198 | .242 | .211 | .134 | .098 | .249 | .141 | .327 | .162 | .214 | .050 | .102 |
| 11   | PP-F | 1.000 | .165 | .338 | .163 | .245 | .117 | .125 | .172 | .176 | .220 | .165 | .147 | .025 | .128 |
| 13   | PP-H | 1.000 | .095 | .113 | .124 | .095 | .079 | .075 | .038 | .155 | .026 | .042 | .171 |
| 14   | PP-I | 1.000 | .068 | .160 | .148 | .224 | .136 | .197 | .059 | .223 | .014 | .045 | .042 |
| 15   | PP-L | 1.000 | .123 | .052 | .037 | .192 | .124 | .115 | .217 | .073 | .160 |
| 16   | PP-M | 1.000 | .152 | .185 | .043 | .222 | .085 | .103 | .032 |
| 17   | PP-N | 1.000 | .167 | .180 | .174 | .069 | .187 | .065 | .080 |
| 18   | PP-O | 1.000 | .195 | .235 | .098 | .399 | .030 | .068 |
| 19   | PP-Q | 1.000 | .377 | .166 | .269 | .071 | .002 |
| 20   | PP-R | 1.000 | .068 | .271 | .045 | .062 |
| 21   | PF-Q | 1.000 | .109 | .007 | .014 |
| 22   | PF-Q | 1.000 | .084 | .005 |
| 23   | Adv. Mkt | 1.000 | .107 |
| 24   | SES  | 1.000 |

**Note:** *(1.117) significant at .05 level.  
**(1.153) significant at .01 level.  
Asterisks are marked only on the coefficient of correlations between the dependent variables (1-6) and independent variables (7-24).
D) INTER CORRELATION MATRIX FOR THE GIRLS GROUP

Inter Correlations for the Dependent Variables of Vocational Maturity and Independent Variables of Personality, Achievement Motivation and Socio-Economic Status for the Girls Group (N=287).

In this Part correlations between the dependent variables of vocational maturity i.e. career choice attitudes (CCA) and five components of career choice competencies on the one hand and the independent variables i.e. personality factors, achievement motivation and socioeconomic status on the other for the girls group are given and they are presented vide Table 5.5.

Career Choice Attitudes (CCA) and 16 Personality Factors

The vocational maturity in this group has been found to be significantly associated with only one personality factor i.e. factor F. The correlation between the two is positive and significant at .05 level (r=.120). It may be interpreted to mean that happy-go-lucky and enthusiastic personality characteristics are associated with vocational maturity.

The correlations between CCA and rest of the 15 personality factors have not been found significant. Vocational maturity it seems is not associated with any typical personality characteristics. The results of the study very weakly support hypothesis 2 that vocational maturity is positively and significantly related to some of the personality factors.
As for relationship of vocational maturity to low score dimension of certain other personality factors, hypothesis 3 stands rejected.

**Career Choice Attitudes (CCA) and Achievement Motivation**

It can further be seen from Table 5.5 that the correlation between CCA and achievement motivation has been found to be positive and significant at .01 level (r=.158). It may be interpreted to mean that vocational maturity is positively associated with achievement motivation. This result of the study supports hypothesis 4 in regard to the assumption that vocational maturity is significantly associated with achievement motivation.

**Career Choice Attitudes (CCA) and Socio-Economic Status**

It can be seen from Table 5.5 that the correlation between CCA and socioeconomic status is positively significant in the female group at .01 level (r=.212). This means that higher the socioeconomic status, more is vocational maturity in respect of attitudes towards making career choices. Hypothesis 5 in respect of this variable stands supported with this result of the present investigation.

**Self-Appraisal (SA) and 16 Personality Factors**

Table 5.5 shows that competence test scale sub-variable self appraisal (SA) is significantly correlated with only two personality factors
B and L. With factor B, the correlation of SA is positive and significant at .01 level (r=.222). This means that appraising oneself vocationally is significantly related with intelligence. Higher the level of intelligence, better is one’s own appraisal vis a vis vocational decisions.

The correlation of SA with factor L i.e. trusting vs. suspicious personality trait is positive and significant at .05 level (r=.119). This is indicative of the fact that estimation of one’s self is significantly associated with mistrusting i.e. questioning, deliberating and self opinioned personality traits. These results only partially support hypothesis 2 in respect of the factors assumed to be significantly related to vocational maturity.

No significant relationship between SA and other personality factors has been found and hence, self appraisal aspect of vocational maturity does not seem to be associated with them. Hypothesis 3 that significant relationships exist between vocational maturity and low score dimension of some personality factors is partially supported.

**Self Appraisal (SA) and Achievement Motivation**

No significant relationship between SA and achievement motivation has been found and hence, self appraisal does not have meaningful association with this variable. This result does not support hypothesis 4 in respect of this variable and is rejected.
Self Appraisal (SA) and Socio-Economic Status

The correlation of self appraisal with socioeconomic status is positive and significant at .01 level (r=.179). This is indicative of the fact that appraising the career relevant capabilities of one’s own self is significantly related with higher socioeconomic status. This result fully supports hypothesis 5 formulated in regard to this variable.

Occupational Information (OI) and 16 Personality Factors

Table 5.5 shows that occupational information is significantly related with only three personality factors - F, L and Qi. The correlation of OI with factor F i.e. sober vs. happy-go-lucky is positive and significant at .05 level (r=.134). This is indicative of the fact that liveliness, activity and expressiveness are significantly associated with information regarding occupations.

The correlation of occupational information (OI) with factor L i.e. trusting vs. suspicious is positive and significant at .05 level (r=.125). It indicates that information regarding occupation and suspicious, self opinionated and hard to fool dimensions of personality are positively related.

The correlation of OI with factor Qi, i.e. conservative vs. experimenting is again positive and significant at .01 level (r=.173). This shows that analytical and free thinking are significantly associated with information regarding occupations.
No significant relationship between O1 and the remaining 13 personality factors has been found and hence, occupational information aspect of vocational maturity does not seem to be associated with them. These results of the study only partially support hypothesis 2 and do not substantiate hypothesis 3 framed in respect of significant relationship between vocational maturity and low score dimension of some personality factors.

**Occupational Information (O1) and Achievement Motivation**

No significant relationship between O1 and achievement motivation has been found and hence, occupational information does not have meaningful association with this variable also. Hypothesis 4 with respect to this variable is thus not tenable.

**Occupational Information (O1) and Socio-Economic Status**

The correlation of occupational information with socioeconomic status is positive and significant at .01 level (r=.144). This shows that higher socioeconomic status is significantly associated with obtaining information regarding occupations. This result fully supports hypothesis 5 formulated in relation to this variable.
Goal Selection (GS) and 16 Personality Factors

Table 5.5 shows that competence test sub-variable 3 i.e. goal selection (GS) is significantly related with only one personality factor i.e. $Q_1$, which is conservative vs. experimenting at .05 level ($r=.130$) and it is positive. It is indicative of the fact that selection of career goals is significantly associated with analytical and free thinking.

Goal selection has been found to correlate positively with factor B i.e. less vs. more intelligent ($r=.115$). But the coefficient of correlation has narrowly missed .05 level of significance ($<.10 \ P<.05$). The result is thus in the expected direction, though statistically insignificant.

Coefficients of correlation between vocational maturity and 15 out of 16 personality factors have not been found significant and hence career goal selection aspect of vocational maturity does not seem to be associated with them. Hypothesis 2 finds a very weak support with these results and hypothesis 3 stands rejected.

Goal Selection (GS) and Achievement Motivation

Significant correlation between GS and achievement motivation has not been found in the above group also and hence, goal selection does not have meaningful association with achievement motivation. Hypothesis 4 in respect of this variable is untenable with this result of the study.
Goal Selection (GS) and Socio-Economic Status

With socioeconomic status too, GS does not have significant correlation. It indicates that GS is independent of socioeconomic status. This result does not support hypothesis 5 in respect of this variable.

Planning (PL) and 16 Personality Factors

Table 5.5 shows that competence test scale sub-variable 4 i.e. Planning (PL) is significantly related with only three personality factors - B, N and Q₂.

The correlation of planning with factor B i.e. less intelligent vs. more intelligent is positive and significant at .05 level (r=.143). This is indicative of the fact that career planning is significantly associated with intellectual brightness and mental capacity.

The correlation of planning with factor N i.e. forthright vs. shrewd is negative and it is significant at .05 level (r=-.138). This means that planning aspect of vocational maturity is associated with forthright and spontaneous personality traits.

The correlation of planning with Q₂ i.e. dependent vs. self sufficient personality dimension is positive and significant at .05 level (r=.127). It indicates the fact that planning is significantly associated with resourcefulness and independence. These results partially support hypothesis 2 formulated in respect of relationship between vocational maturity and some personality factors.
No significant relationship between planning and 13 other personality factors have been found and hence, planning does not seem to be associated with them. These results do not support hypothesis 3 and hence, it stands rejected.

Planning (PL) and Achievement Motivation

The correlation of planning with achievement motivation is negative and significant at .05 level \((r=-.122)\). This means that there is significant but inverse relationship between planning for careers and achievement motivation. This result does not support hypothesis 4 in respect of this variable.

Planning (PL) and Socio-Economic Status

The correlation of planning with socioeconomic status is positive and significant at .01 level \((r=.143)\). This reflects that higher SES is associated significantly with planning for career choices and decisions. This result fully supports hypothesis 5 in respect of this variable.

Problem Solving (PS) and 16 Personality Factors

Table 5.5 shows that Competence Test Scale sub-variable 5 i.e. problem solving (PS) is significantly related with only one personality factor i.e. factor B (less intelligent vs. more intelligent). The correlation of PS with factor B is positive and significant at .05 level \((r=.151)\). This
reflects the fact that problem solving on the one hand and brilliance and mental capacity on the other are significantly associated with each other. This result of the study though very significant by itself lends a weak support to hypothesis 2 framed in respect of a good number of personality factors being significantly related to vocational maturity.

No significant relationship between PS and rest of the 15 personality factors has been found. This result does not support hypothesis 3 with reference to low score dimension of some personality factors and their relation to vocational maturity and hence, it stands rejected.

**Problem Solving (PS) and Achievement Motivation**

The correlation of PS with achievement motivation is positive and significant at .05 level (r= .118). This shows positive association of problem solving with achievement motivation. This result is supportive of hypothesis 4 so far as this variable and its relationship to vocational maturity is concerned.

**Problem Solving (PS) and Socio-Economic Status**

Correlation between PS and socioeconomic status is not significant. Hence, problem solving does not seem to have meaningful association with it. Hypothesis 5 framed with reference to this variable thus stands rejected.
Discussion of Results of Inter-Correlations for the Boys and Girls Groups

The discussion is being taken up for the boys group first. It has been seen in the results that vocational maturity variable CCA in the case of boys is significantly related to only one independent variable i.e. SES. This result is according to expectations. Adequate career choice attitudes being related to higher SES is quite understandable. Detailed discussion in respect of this relationship has already been done in the case of the total sample.

No significant relationship between CCA and any of the personality factors and achievement motivation is very much unexpected and is difficult to explain. In fact significant relationship between some of the personality factors and vocational maturity not being there has been reported in the research of Gupta (1991) also and further, wherever correlations are found significant these are from low to moderate. Roe (1982) also opines that at the stage of grades VIII to XII whatever relationships are found will be low to moderate only since the career behaviour of the students is shaped by a variety of other factors also. The adolescents’ struggle for identity, emotional and economic independence and the issue of career decisiveness may not be the only one pressing for attention, although the latter may help them to plan effectively for economic independence.
Positive and significant relationship of personality factor I with vocational maturity variable self-appraisal and of factor B with goal selection shows that vocational maturity is meaningfully associated with tender-mindedness and dependence and higher level of intelligence and abstract thinking. The significant association with factors M and Q3 of problem solving and planning, respectively reflects the relatedness of vocational maturity with social precision and practical, conventional and realistic approach to things and issues.

All these results are quite consistent with the commonly observed as well as hypothesised relationship between vocational maturity and personality. The only unexpected result is positive association of factor I i.e. tender-mindedness and sensitivity with vocational maturity. Significant positive association with the factors other than with factor I has been evidenced in the studies as has been mentioned earlier also of Lokan et. al. (1982) and Gupta (1991). Negative and significant relationship with factor I also has been found in the study of Gupta.

Negative relationship between occupational information component of vocational maturity and the independent variable achievement motivation means that high level of vocational maturity is associated with low achievement motivation and vice versa. Normally speaking the relationship should have been positive, but the present result being contrary to expectation is difficult to explain. No significant relationship between achievement motivation and other variables of vocational maturity is also unexpected.
Relationship between SES and all the sub-variables of vocational maturity is positive and highly significant. This result establishes a strong association between the two variables. The same explanation in respect of relationship in this case holds good as was given for this in the case of the total sample.

For the girls group significant and positive association has been found between CCA and factor F (sober vs. happy-go-lucky), SA and factor B (less intelligent vs. more intelligent) and factor L (trusting vs. suspicious), respectively personality traits. Further, significant relationships have been found between OI and factor F (sober vs. happy-go-lucky) and factor L (trusting vs. suspicious) and factor Q₁ (conservative and experimenting); between GS with factor Q₁ (conservative vs. experimenting); between PL and factor B (less intelligent vs. more intelligent) and factor Q₂ (group dependent vs. self-sufficient). Planning has negative relationship with factor N (forthright vs. shrewd).

This shows that vocational maturity amongst girls is associated with intelligence (factor B), cheerfulness, happy-go-lucky and enthusiastic (factor F), suspicious and self-opinionated (factor M), critical experimenting (factor Q₁) and self-sufficient and resourceful (factor Q₃) personality dimensions. Negative association with factor N, i.e. being spontaneous, artless and forthright also goes well with vocational maturity.
Achievement motivation has been found to be positively associated with vocational maturity dimensions of career choice attitudes, planning and problem solving. This shows that attitudes towards careers, planning for careers and solving problems or overcoming barriers in vocational choices goes meaningfully with the need for attaining excellence in life. These results of the study find support in the researches of Luzzo (1995) and Ruth (1999). Significant association of socioeconomic status with career choice attitudes, self-appraisal, and planning shows that higher level of SES is associated with higher level of vocational maturity. Explanation in respect of this relationship has already been given in the case of the total sample and other groups.

To sum up the discussion, it can be said that the personality factors which have emerged as significant positive correlates of vocational maturity in the case of boys are B, I, M and Q3, with factor M as a negative correlate. The positively and significantly correlated personality factors in the case of girls are B, F, L, Q1 and Q2, whereas factor N has significant negative correlation with vocational maturity. Achievement motivation has figured as an important correlate in the case of girls, whereas in the case of boys only in one relationship, it has been found significantly correlated with vocational maturity and that too negatively i.e. with the variable occupational information. SES has been found a powerful correlate of vocational maturity for both the groups.