CHAPTER VI

MULTIVARIATE ANALYSIS
All the variables, the results of which have been presented in Tables 5.1 to 5.5, do not show significant contribution in a bivariate analysis. Yet it is likely that some of them when combined in a multivariate analysis account for significant variance in predicting vocational maturity of the students' sample under study. Therefore, to examine and compare the predictive efficiency of independent variables towards vocational maturity of the senior secondary students separately as also to see whether their conjoint effect is higher than their separate predictions the technique of step-up regression analysis was applied. The purpose of this analysis was also to determine the combination of those predictor variables which best explain the variance of the dependent variable, that is vocational maturity. This involved examining the contribution of independent variables i.e. 16 personality factors, achievement motivation and socioeconomic status.

“Multiple regression analysis is a method of analysing the collective and separate contribution of two or more independent variables 'X' to the variations of a dependent variable 'Y' (Kerlinger and Pedhazur, 1973)”. Keeping this in mind, step-up regression equations were set-up by adding one independent variable at a time to the previous one and examine their efficiency in predicting vocational maturity of the senior secondary school students. The technique of multiple correlation is used to test the specific combination of independent variables contributing to the maximum variance of the dependent variable.
The square of multiple correlation ($R^2$) called the coefficient of determination shows the proportion of variance of the criterion variable accounted for by the different predictors. To test the significance of difference between the value of multiple correlations (R’s) from one specific combination of independent variables to the subsequent combination of variables, F-ratios were calculated.

All the above mentioned techniques were applied to test hypothesis number 8.

The results of step-up regression analysis i.e. multiple regression equations, multiple R’s and F-ratios for the total sample have been given from Table 6.1 to 6.6. The variables and codes for these variables in all the regression equations have also been given in the said table.

Results of regression analysis, it may be mentioned, are being presented only for the total sample and not for the sub-groups of the total sample of 583 students i.e. academic and vocational stream students and boys and girls. There are two reasons for it:

1. The total variance contributed by the independent variables towards the prediction of vocational maturity in the case of the above stated groups was almost parallel to that for the total sample. Variations from the extent of total variance for the total sample, wherever found, were not much. Hence they did not seem to add significantly to the information already obtained.
2. The significant predictors of six variables of vocational maturity from out of the independent variables for the four sub-groups were also not found to be very much different. Hence the presentation and discussion of results of regression analysis has been confined to the total sample only.

It may be made clear that regressions were set-up on the basis of those variables which were found significantly related with the criterion variable in product - moment correlations. Step-up regression analysis herein is based upon the statistical analysis whereby the variable entered into the regression equations at each step is that which explains the greatest variance i.e. the variable with highest partial correlation with the dependent variable is entered into the first step and so on in a descending order till the last step of regression equation.
### RESULTS OF STEP-UP REGRESSION ANALYSIS, MULTIPLE R's AND F-RATIOS

**Table 6.1**

Step-Wise Multiple Correlations and Regression Analysis for Dependent Variable - Career Choice Attitudes

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta Co-efficients</th>
<th>Regression Co-efficients</th>
<th>F (for significance of difference between R's)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PF-B</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PF-H</td>
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<td></td>
<td></td>
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<td>PF-Q</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PF-E</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PF-A</td>
<td></td>
<td></td>
<td></td>
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<td>PF-C</td>
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</tr>
<tr>
<td>PF-M</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PF-L</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PF-F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PF-Q2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PF-G</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: * F-ratio (3.86) significant at .05 level
** F-ratio (6.66) significant at .01 level

Decimals have been omitted
6.15 which is significant at .05 level. This means factor B is a significant predictor of vocational maturity.

Adding the next variable in the step-up regression analysis i.e. personality factor O, the values of R and \( R^2 \) have been enhanced. The multiple R of .253 is significant at .01 level and with the \( R^2 \) of .064, the percentage of contribution has been enhanced by .7%, the total contribution being 6.4%. The F ratio of 4.33 for the significance of difference between the previous and the present R is significant at .05 level. Personality factor O, which is self-assured and confident vs. apprehensive and worried is thus a significant predictor of career choice attitudes.

In the next phase of step-up regression, the values of R and \( R^2 \), respectively are .263 and .069. The contribution due to variable 13 which is personality factor H has been enhanced by .005 the total percentage of contribution being 6.9. The value of R is significant at .01 level. F ratio for the percentage enhancement of contribution is 3.10 which is not significant. Shy and restrained vs. venturesome personality trait is thus not a significant predictor of career choice attitudes, variable 1 of career maturity.

The rest of the personality factors and achievement motivation are not significant predictors of vocational maturity. Though their stepwise addition has enhanced the values of R and \( R^2 \), the F ratios have not been found significant and hence, have not added further to the prediction made by three independent variables i.e. SES, personality factors B, (less vs. more intelligent) and O (self-assured vs. apprehensive).
B) Stepwise Multiple Correlations and Regression Analysis for Dependent Variable-Self Appraisal and Independent Variables of Personality, Achievement Motivation and Socio-Economic Status

Self-Appraisal (SA) and the Independent Variables

It can be seen from Table 6.2 that multiple R for variable 1 of the competence scale i.e. self-appraisal with socioeconomic status is .220 which is significant at .01 level. $R^2$ for this value of R is .048 which shows that SES contributes 4.8% to the vocational maturity of 10+2 students. A total of 4.8% differences out of the total variance of 10.1% of vocational maturity can thus be attributed to the SES of the senior secondary students.

In the next phase of step-up regression personality factor B i.e. less intelligent vs. more intelligent has been added. The values of R and $R^2$ are .281 and .079 respectively. The former is significant at .01 level and its percentage of contribution to self-appraisal is 3.1. Personality factor B has thus enhanced the value of R and consequently $R^2$ and so also the percentage of contribution to the appraisal of the self which is now 7.9%.

The significance of difference between the two multiple R's presented and discussed above has yielded the F ratio of 19.52 which is highly significant (beyond .01 level). It thus shows that the addition of personality factor B (intelligence) has enhanced the predictive value of SES to the vocational maturity variable self-appraisal.
Adding personality factor O to the step-up regression has given the
values of R as .289 and $R^2$ as .084. R is significant at .01 level and it can
be seen that the %age of contribution by the addition of this variable has
increased to 8.4, the contribution of this particular variable being .5%. The
negative coefficient of this variable shows that the person high on self-
appraisal is low on O i.e. placid vs. apprehensive personality trait. F ratio
for significance of difference between the respective contributions made
by this and the just preceding variable is 3.16 and it has missed .05 level
of significance. It may therefore be said that personality factor O is not a
statistically significant predictor of self-appraisal at the stipulated level of
significance.

To conclude this part of the discussion, it may be said that SES
and intelligence conjointly are significant predictors of self-appraisal sub-
variable of vocational maturity.

Other independent variables i.e. - personality factors A, C, E, F, G
H, I, L, M, N, Q₁, Q₂, Q₃, Q₄ and achievement motivation have significant
values of multiple R vis a vis the criterion variable, but the incremental
values of $R^2$ are not significant and hence, are not being discussed.
C) Stepwise Multiple Correlations and Regression Analysis for Dependent Variable-Occupational Information and Independent Variables of Personality, Achievement Motivation and Socio-Economic Status

Occupational Information (OI) and Independent Variables

Taking up the regression analysis of Competence Test variable 2 and the independent variable 3 i.e. occupational information, it can be seen that multiple R between this variable and the socioeconomic status is .235 which is significant at .01 level. R² for this variable is .055 which means the %age of contribution of SES to occupational information is 5.5.

Adding up personality factor Q₁, the multiple R of .256 and R² of .065 have been attained. R is significant at .01 level and the contribution to the prediction of OI by the addition of this variable has been enhanced to 6.5%, the %age of contribution of this variable being 1.00%. The value of F for the significance of this enhancement is 6.20 which is significant at .05 level. Personality factor Q₁ i.e. experimenting vs. analytical and questioning personality trait is thus a significant predictor of occupational information dimension of vocational maturity.

In the next phase of step-up regression, the addition of variable 9 i.e. personality factor C which is emotionally less stable vs. more stable has further enhanced the value of R². Multiple R for this is .272 whereas the value of R² is .074. The %age contribution of the independent variables of SES and personality factor Q₁ has thus been increased to 7.4% with the addition of the variable of ego strength its own contribution.
being .9%. F for the significance of difference between this and the immediately preceding R is 5.63 which is significant at .05 level.

The negative coefficient of factor C means that more of occupational information is associated with lower ego strength, low frustration tolerance and being more active in dissatisfaction dimension of personality. Factor C is thus a significant predictor of occupational information dimension of vocational maturity.

Further, adding up personality factor I to the variables described earlier, the values of R and $R^2$ are .282 (significant at .01 level) and .080, respectively. The contribution to the variance so far has increased to 8% and the independent variable I has contributed .6% to it. F ratio for the significance of difference between this and the preceding R is 3.77 and it has narrowly missed the .05 level of significance. Tough minded vs. tender minded personality variable is thus not a significant predictor of vocational maturity.

The most significant set of predictors for occupational information are thus socioeconomic status and personality factors Q₁ and C. F ratios corresponding to the multiple R’s by the step-by-step inclusion of rest of the personality factors and achievement motivation are not significant. None of these appear to be contributing significantly to the knowledge of occupational information and hence are not effective predictors of occupational information variable of vocational maturity.
D) Stepwise Multiple Correlations and Regression Analysis for Dependent Variable-Goal Selection and Independent Variables of Personality, Achievement Motivation and Socio-Economic Status

Goal Selection (GS) and Independent Variables

The step-up multiple correlations for the criterion variable 4 i.e. sub-variable 3 of the Competence Test (Goal Selection) shows that SES is again the most significant predictor of vocational maturity. The multiple R for this variable is .199 and the value of $R^2$ is .040. This shows that SES alone has contributed 4% to the total variance.

Adding up personality factor B i.e. less intelligent vs. more intelligent in the next step of regression, it has enhanced the value of R and consequently the %age of variance i.e. $R^2$. The respective corresponding values being .251 and .063. The addition of intelligence has thus enhanced the percentage prediction to 6.3, the contribution of this variable being 2.3%. The F ratio for the significance of difference between this and the just preceding multiple R is 13.89 which is highly significant (at .01 level). Intelligence thus is a significant predictor of the criterion variable goal selection.

The next phase of step-up regression shows that the addition of personality factor C has increased the value of R which is .266 and the value of $R^2$ which is .071. The total contribution upto this step is 7.1%, the contribution of this factor being .8%. The F ratio for the significance of difference between R’s when factor C (low vs. high ego strength) has
been added is 4.99. This is significant at .05 level. The negative coefficient for this variable indicates that lower ego strength i.e. low frustration tolerance for unsatisfactory situations is a significant predictor of goal selection sub-variable of vocational maturity. This result is exactly similar to the one obtained for sub-variable 2 of the Competence Test i.e. O1.

In the next phase of step-up regression, personality factor I has been added and the values of R and R² have again increased. These are .276 and .076 respectively. The %age of variance now is 7.6, the contribution of this variable being .5%. But the F ratio corresponding to these being 3.13, factor I (shy vs. venturesome) is not a significant predictor of vocational maturity variable goal selection. Multiple R’s for the rest of the personality factors and achievement motivation though statistically significant are not significant predictors of vocational maturity since the values of F corresponding to differences between them are not significant.
E) Stepwise Multiple Correlations and Regression Analysis for Dependent Variable-Planning and Independent Variables of Personality, Achievement Motivation and Socio-Economic Status

Planning (PL) and Independent Variables

The criterion variable 5 and sub-variable 4 of the Competence Test - planning (PL) is being taken up next for regression analysis. Table 6.5 shows that socioeconomic status as in the case of all other dependent variables of vocational maturity is a significant predictor of this sub-variable. Multiple R for this is .242 which is significant at .01 level. The value of $R^2$ is .058 which means that the variance attributable to this variable alone is 5.8%.

The next significant predictor of the dependent variable planning is personality factor B (less intelligent vs. more intelligent). Multiple R with the addition of this variable has increased to .284, $R^2$ being .081. The percentage of contribution with the addition of this variable is now 8.1% and the contribution of this variable alone is 2.3%. The value of $F$ for the significance of difference between this and the preceding R is 14.51 which is highly significant (beyond .01 level).

The addition of variable 9, personality factor C has further enhanced the values of R and $R^2$ which are .312 and .098, respectively. Former is significant at .01 level and the %age of contribution has increased to 9.8, the enhancement of 1.7% being due to the addition of factor C.
The value of F for the significance of difference between R's when personality factor B was added and later, on the addition of factor C is 10.91 which again is significant at .01 level. Factor C is thus a significant predictor of planning. But it is the low score dimension of this factor i.e. lower ego-strength which has added to the total variance so far obtained (the coefficients of correlation and regression being negative).

Addition of the independent variable achievement motivation in the next phase of step-up regression has yielded the Multiple R of .326, the corresponding value of $R^2$ being .106. Total variance due to the variables of SES, personality factors B and C and achievement motivation has thus been further enhanced to 10.6% with the addition of this variable. The contribution of this variable is .8%. F ratio corresponding to this difference is 5.17 which is significant at .05 level. Achievement motivation is thus a significant predictor of vocational maturity sub-variable planning.

In the next step, when personality factor G has been added in the step-up regression, the values of R and $R^2$ have again been enhanced. These are .331 and .110 respectively. Percentage of variance now is 11. But the F ratio corresponding to these being 2.59, factor G i.e. personality dimension low vs. high super ego-strength is not a significant predictor of vocational maturity variable goal selection.
To sum up this part of the discussion, SES and personality factors B and C and achievement motivation are significant predictors of vocational maturity sub-variable planning.

Since the rest of the variables i.e. personality factors A, E, F, G, H, I, L, M, N, O, Q_1, Q_2, Q_3 and Q_4 do not appear contributing significantly to the total variance of 11.83, they are not significant predictors of vocational maturity.
F) Stepwise Multiple Correlations and Regression Analysis for Dependent Variable-Problem Solving and Independent Variables of Personality, Achievement Motivation and Socio-Economic Status

Problem Solving (PS) and Independent Variables

The last sub-variable of the Competence Test measuring vocational maturity is problem solving. As in the case of other sub-variables, it has socioeconomic status contributing significantly to its prediction amongst the 10+2 students. The multiple R of .137 is significant at .01 level. The value of $R^2$ is .019 which means that this variable has contributed 1.9% to the total variance of 4.60.

In the next step-up of regression, multiple R of .176 and the corresponding $R^2$ of .031 have been obtained with the addition of factor B. The former is significant at .01 level and the latter indicates that personality factor B i.e. less intelligent vs. more intelligent has contributed 1.2% to the variance, the total percentage of contribution up to this step being 3.1%.

F ratio for the significance of difference between the two multiple R's i.e. in the first and the second steps of regression analysis is 7.18, which is significant at .01 level. This means that the addition of personality factor B to SES has enhanced the %age of contribution to the prediction of vocational maturity sub-variable problem solving.
In the next step of regression the addition of variable 23 i.e. achievement motivation has further increased the values of R and $R^2$ which are .197 and .039 respectively. R is significant at .01 level and F ratio for significance of difference between this and the preceding R is 4.82. This is significant at .05 level and it may, therefore, be said that achievement motivation is a significant predictor of vocational maturity. It has added .8% to the variance of PS, the total percentage contribution till now being 3.9.

With the addition of variable 17 i.e. personality factor N, multiple R has increased further to .214 and $R^2$ of .046 shows that this variable has added .7% to the prediction of vocational maturity, the total percentage of contribution being 4.6. F ratio for the significance of difference between the two R’s i.e. one with the addition of achievement motivation and the other with personality factor N i.e. forthright vs. shrewd is 4.24. This is significant at .05 level. Personality factor N is thus a significant predictor of vocational maturity.

In the next phase of regression analysis, variable 20 i.e. personality factor Q₂ has been added and the values of R and $R^2$ have gone up to .226 and .051 respectively. The former is significant at .01 level and the contribution with the addition of this variable has been enhanced by .5%, the total %age of contribution being 5.1. But F ratio for the significance of
difference with the addition of personality factor $Q_2$, which is 3.04 is not statistically significant.

Socioeconomic status, factor B, achievement motivation and factor N are significant predictors of problem solving. The rest of the variables i.e. personality factor A, C, E, F, G, H, I, L, M, O, $Q_1$, $Q_3$ and $Q_4$ have not been found contributing significantly to the total variance of vocational maturity subvariable problem solving. They are therefore, not found to be its significant predictors.
Table 6.7

A Summary Presentation of Significant Predictors of the Six Vocational Maturity Variables from Amongst the Independent Variables of Personality, Achievement Motivation and Socio-Economic Status in the Step-Up Regression Analysis for the Total Sample (N=583)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Dependent Variables</th>
<th>Predictors</th>
<th>Variance Contribution in Percent</th>
<th>Total Variance</th>
<th>Multiple Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CCA</td>
<td>SES, PF-B, PF-O</td>
<td>4.7, 1.00, 0.7</td>
<td>6.4</td>
<td>.253</td>
</tr>
<tr>
<td>2.</td>
<td>SA</td>
<td>SES, PF-B</td>
<td>4.8, 3.1</td>
<td>7.9</td>
<td>.281</td>
</tr>
<tr>
<td>3.</td>
<td>OI</td>
<td>SES, PF-Q1, PF-C</td>
<td>5.5, 1.00, 0.9</td>
<td>7.4</td>
<td>.272</td>
</tr>
<tr>
<td>4.</td>
<td>GS</td>
<td>SES, PF-B, PF-C</td>
<td>4.00, 2.3, 0.8</td>
<td>7.1</td>
<td>.266</td>
</tr>
<tr>
<td>5.</td>
<td>PL</td>
<td>SES, PF-B, PF-C, Ach-Moti.</td>
<td>5.8, 2.3, 1.7, 0.8</td>
<td>10.6</td>
<td>.326</td>
</tr>
<tr>
<td>6.</td>
<td>PS</td>
<td>SES, PF-B, Ach.Moti., PF-N</td>
<td>1.9, 1.2, 0.8, 0.7</td>
<td>4.6</td>
<td>.214</td>
</tr>
</tbody>
</table>
Discussion of Results of Regression Analysis

A perusal of the results of step-up regression analysis shows that some independent variables are effective predictors of almost all the sub-variables of vocational maturity, the attitude scale and five parts of the Competence Test. These variables are socioeconomic status and personality factor B i.e. less vs. more intelligent. Personality factor C which is lower vs. higher ego-strength and factor O come next in order of percentage of contribution to the prediction of criterion variables. Socioeconomic status has been found as the most powerful predictor of vocational maturity variable career choice attitudes (CCA), Competence Test subvariables self-appraisal (SA), occupational information (OI), goal selection (GS), planning (PL) and problem solving (PS). The appearance of SES predicting various aspects of vocational maturity is suggestive of the fact the young students’ career maturity is a reflection of their experiences in the social class they belong to, family culture and various other surrounding and environmental factors. In fact SES does provide the needed kind of background and exposure for a developed sense of vocational choice and decision-making. This affirms the research findings of Super and Kawalski and Gotkin (1967). Gupta (1991) also found SES making the maximum amount of contribution to the prediction of the criterion variable CCA. She found social class factors irrespective of sex most significantly contributing to occupational information also.
After SES, personality factor B - less vs. more intelligent is the best predictor of vocational maturity. It accounts for maximum percentage of contribution after SES to the prediction of career choice attitudes and four sub-variables i.e. SA, GS, PL, PS of the Competence Test. Higher or at least the average level of intelligence is needed for all activities relating to vocational development and choice. Gupta (1991) also found factor B i.e. intelligence, appearing as the significant predictor of vocational maturity of both, XII grade boys and girls at the second step of regression analysis. In fact she found SES and intelligence as the best set of predictors for various variables of vocational maturity and at various grade levels. A result that seems surprising is intelligence not being a significant predictor of occupational information. Awareness and knowledge of any kind and in any sphere does need at least average level of intelligence. It is rather a pre-requisite for gathering any information.

In the intercorrelation analysis, intelligence has been found to be a significant correlate of Ol. But after partialling out the effect of other variables, it has not emerged as significant predictor of this sub-variable of career maturity. Although, overall % contribution of the independent variables in the present investigation towards the prediction of various sub-variables of vocational maturity is very small, the contribution of the
two - SES and intelligence is the maximum. Citing the exact figures, the total variance of the first variable of career maturity i.e. career choice attitudes being 6.4%, SES alone has contributed 4.7%, with intelligence adding another 1.00% at the second step of regression analysis. Thus the two independent variables account for the maximum of the total variance of CCA. Exactly similar are the findings in the case of subvariables of Competence Test except for occupational information.

Socioeconomic status and intelligence, appearing as the most significant predictors of career maturity of students at the secondary and senior secondary school levels has been found in the studies of Scheri (1972), Lawrence and Brown (1976) and Wilson (1979). Blocher (1972) found that an individual's career maturity may be a reflection of his experiences in the social class and family culture. The studies of Super, Kowalski and Gotkin (1967) also suggest that students of high intelligence and coming from higher socioeconomic background display greater maturity of career attitudes and competencies during adolescence. Saxena (1984) and Sujata (1984) also found intelligence a significant predictor of vocational maturity.

The next variable which in order of percentage contribution has emerged as significant predictor of maximum number of dependent variables is personality factor C i.e. emotional instability vs. emotional stability. It is the significant predictor of occupational information, goal
selection and planning, variables 3, 4 and 5 of vocational maturity. Actually speaking it is the low score dimension of factor C which has contributed significantly to the variance of these three criterion variables. This means that affected by feeling or emotional instability dimension of personality is more contributory to vocational maturity. It is perhaps more of sensitivity and more activity in dissatisfaction (the trait description of this factor) that is contributory to explorations in issues relating to career development and decision-making in the same. Bergwell (1975) found personality integration amongst other factors also a significant predictor of career maturity in the final regression model in his study. Personality factor C as a significant predictor of vocational maturity in the step-up regression analysis has been found in the studies of Gupta (1991) and Saxena (1984) also.

Achievement motivation is the variable that comes next in order of percentage contributions to the various sub-variables of vocational maturity. It has contributed significantly to the prediction of variables 4 and 5 of the Competence Test. Out of the total accounted for variance of 10.6 for variable 4, i.e. planning and 4.6 for variable 5, i.e. problem solving, achievement motivation alone explains significantly 7.55% and 17.39%, respectively. The prediction of the above sub-variables of vocational maturity.
A variable which has contributed significantly at the second step of regression but only once in the total analysis is personality factor Qi. It has contributed significantly to the competence variable Ol. Out of the total accounted for variance of 7.4 it has contributed significantly 13.5% to the prediction of vocational maturity variable occupational information. Thus, this personality factor is also a significant predictor of vocational maturity.

The independent variable which has made a significant contribution to the prediction of vocational maturity variable CCA at the third step of step-up regression is personality factor O which is self-assured and confident vs. apprehensive and worrying dimension of personality. Out of the total explained variance of 6.4 of CCA, 10.94% of variance is attributable to this factor. Hence it is a significant predictor of vocational maturity variable CCA. It has also contributed though at a level lower than the stipulated one to another variable that is self-appraisal, at .01 level of significance.

Summing up, more of studies further supporting the findings of the present investigation in respect of the variables which are significant predictors of vocational maturity and have already discussed may also be cited. Sujata (1984) in her study on occupational choices of urban and rural, male and female students found that intelligence, personality, nAch, locus of control and academic achievement accounted for 75% of whatever determine the choice of vocations. The results of the present
study are supported by these findings, in respect of the first four variables which are the subject of study in the present investigation also.

Saxena (1984) in her study found that intelligence, personality factors B, C, E, H and Q₃ emerged as potential predictors of vocational maturity, of career choice attitudes as also of career choice competencies. These results substantiate the findings of the present study. Speaking generally Heilburn (1960), Hollender and Schalon (1965) and McNamara (1975) have found more career mature persons to be better adjusted. Bartlett (1968) found more career mature to be more persistent, goal-oriented, forceful and independent.

Concluding the discussion of step up regression for the total sample, it may be said that SES, factor B (low vs. high intelligence), factor C (low dimension i.e. affected by feelings vs. emotionally stable), achievement motivation, factor I (tough minded vs. tender minded), factor O (self-assured vs. apprehensive) and factor Q₁ (conservative vs. experimenting) in order of percent contributions have emerged as significant predictors of vocational maturity variables - career choice attitudes and career choice competencies.

It may again be made clear that from out of the personality factors found significant predictors, vocational maturity is positively associated with the high score dimensions of all but one factor. Only in the case of factor C, it is the low score dimension of this variable which has been found significantly contributing to the prediction. In correlational analysis also, it was found negatively related with vocational maturity.