CHAPTER VII

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
Vocation is the most important aspect of human life. Life is incomplete without an adequate vocation. The issue of vocation is intimately related to that of choosing one which is preceded by a great deal of thinking, exploration, planning and then decision-making. According to the Encyclopaedia of education by Deighton (1971), the term "Vocation might be reserved for the aspirations chosen and engaged in for a substantial period of time because it is appropriate to the individual's abilities, interests, values and desires."

In India the choice of an occupation is a greater problem than it is in the western world. In affluent countries the traditional work ethic has undergone a big change. With increasing affluence there is reduced fear of economic insecurity. Youth in these countries can take their economic security largely for granted and look for a job that promises personal satisfaction, whereas, Indian youth work primarily for economic security. The personal fulfilment in jobs is limited to only a handful of affluent Indians.

The Govt. of India also apprehended the importance of career education and in 1968, accepted 10+2+3 system of education as a policy objective wherein the 10+2 stage is a crucial stage for making choice of subjects appropriate to future vocation. However, not much has been accomplished in the implementation of career education or vocational guidance with this system of education.
Ability to choose, plan and prepare for a vocation is a developmental process. Vocational development is, therefore, a necessary concomitant of overall growth and development. It finds culmination in vocational maturity which is the ability to plan and make judicious choice of future vocation.

Vocational maturity, while beneficial for an ultimate goal is considered to be useful for intermediate purposes universally, unless it can be fragmented into its elements. Thus, it is essential to connect the elements of ultimate vocational maturity into assimilated themes and place these along the developmental lines leading to vocational maturity at some point in life, e.g., high school stage.

Super and Overstreet (1960) have also suggested that evaluation of vocational maturity can be made from two angles.

1. A person’s chronological age and
2. His behaviour repertoire

It is generalised that if development is relatively normal, maturity of all kinds increases, until the individual becomes an adult. Similarly vocational maturity is a point in the continuum of vocational development which implies more than just a change although it is certainly a necessary condition for the maturation of vocational behaviour.
Vocational maturity as a construct and as a developmental stage in the life of an adolescent is linked up with various variables. Personality make up of the individual is one such variable as has been found to be closely associated with the preparation for and the choice of a career. Interest in and inclination for various professions is governed and determined amongst many other factors by the personality factors like cognitive ability, aptitudes, likes and dislikes and temperamental traits. An adolescent with assertion, dominance and autonomy as the conspicuous personality traits would want to go in for executive posts, whereas one governed by need for achievement would choose a profession with lots of opportunities for personal excellence and advancement. A temperamentally submissive person is likely to go in for a job where decision-making and autonomous functioning would be least called for. Since vocational maturity seems to be closely associated with personality, this variable has been chosen for investigation in the present study.

Another dominant psychological characteristic that is likely to have an impact on vocational maturity is achievement motivation. Children with high level of motivation to do something, to make significant attainments in life are likely to have definite ideas about what they eventually want to obtain and achieve in career. The seeds of vocational aspirations and
vocational choice are sown early in the life of the child when he starts visualising and planning for future vocation/vocations. A child with high personal motivation, inspiring and encouraging parents and adequate development opportunities in the school and immediate environment is bound to have more crystallised notions about various kinds of careers.

Of the social variables that are likely to affect career maturation process, socioeconomic status seems to be a potentially strong contributor. Children from well placed families are sure to go in for elite vocations whereas those from mediocre families choose vocations consonant with the kind of background they have, but whether vocational maturity in terms of readiness to choose, prepare and plan for a vocation has an association with socioeconomic status needs to be checked. Children from lower middle class families may be more prepared mentally for a prestigious career so as to be able to rise above their own and parental status. For this purpose they are required to have more clear cut vision and planning so far as career is concerned. Those with high levels of socioeconomic status are generally supported by their parents in respect of their future careers and these are likely to be marked out already, the needed opportunities being available in abundance. The officer class of course have high aspirations for their children and provide more than adequate exposure to build up in them.
vocational orientation suited to their status. But in view of their secure background, elements of anxiety and apprehension is lesser in their case and hence, need for absolute certainty in their vocational plans may not be so imperative at the stage of adolescence.

In view of the likely association and relationship between the variables discussed above, these were selected for investigation in the present study. Otherwise also, the linkages need to be explored and probed intensively for purposes of helping the children to attain vocational maturity at the school leaving stage. Keeping these in mind the statement of the problem for the present study was as follows:

STATEMENT OF THE PROBLEM

VOCATIONAL MATURITY OF 10+2 STUDENTS OF THE ACADEMIC AND VOCATIONAL STREAMS IN RELATION TO PERSONALITY, ACHIEVEMENT MOTIVATION AND SOCIO-ECONOMIC STATUS.

OBJECTIVES

The study has two kinds of objectives - Primary and Secondary:

Primary Objectives

1. To study the nature and distribution of scores of 10+2 students on the variables of vocational maturity, personality, achievement motivation and socioeconomic status.
2. To study the vocational maturity of students at the 10+2 stage in the academic stream.
3. To study the vocational maturity of students at the 10+2 stage in the vocational stream.
4. To study differences in the vocational maturity of students at the 10+2 stage in the academic and vocational streams.
5. To study sex differences in the vocational maturity of students at the 10+2 stage (total sample).
6. To study the relationship between vocational maturity and personality factors.
7. To study the relationship between vocational maturity and achievement motivation.
8. To study the relationship between vocational maturity and socioeconomic status.
9. To find out from amongst the variables of personality, achievement motivation, and socioeconomic status significant predictors of vocational maturity of the 10+2 students.

Secondary Objectives

1. To study the differences between the academic and vocational streams and boys and girls groups on 16 personality factors.
2. To study the differences between the academic and vocational streams and boys and girls groups on achievement motivation.

3. To examine the differences between the academic and vocational streams and boys and girls groups on socioeconomic status.

HYPOTHESES OF THE STUDY

Corresponding to the primary and secondary objectives of the study, the following hypotheses were formulated:

Primary Hypotheses

1. Students at the 10+2 stage have average level of vocational maturity, average standing on personality factors and average levels of achievement motivation and socioeconomic status.

2. There are significant differences in the vocational maturity of academic and vocational stream students.

3. Significant differences exist in the vocational maturity of boys and girls.

4. There is a positive and significant relationship between vocational maturity and personality factors A, B, C, E, F, G, H, N, O, Q1, Q2 and Q3.

5. Vocational maturity and low score dimension of personality factors I, L, M and Q4 are significantly related.

6. There is a positive and significant relationship between vocational maturity and achievement motivation.
7. Vocational maturity and socioeconomic status are positively and significantly related.
8. Personality factors, achievement motivation and socioeconomic status independently and conjointly are significant predictors of vocational maturity.

Secondary Hypotheses

1. There are significant differences between the academic and vocational stream groups and boys and girls groups on 16 personality factors (as assessed by 16 PF-Questionnaire).
2. Significant differences exist between the academic and vocational stream groups and boys and girls groups on achievement motivation.
3. Significant differences are there between the academic and vocational stream groups, boys and girls groups on socioeconomic status.

SAMPLE OF THE STUDY

The sample of the study consisted of 583 students derived from three schools of Chandigarh. It was confined to only those schools which offered both academic and vocational courses.
DESIGN AND METHOD OF THE STUDY

Descriptive survey method of research was used for the present study. It aimed at the exploration of vocational maturity of the students at the plus 2 level. It was also correlational and comparative in nature since it focused on the relationship of vocational maturity with various variables and comparisons between the vocational maturity of students of academic and vocational streams and of boys and girls.

TOOLS USED

Following tools were used for data collection in the present study:

1. Indian Adaptation by Dr. (Mrs.) Nirmala Gupta (1989) of Career Maturity Inventory (CMI) by John O' Crites (1973, 1974). The CMI has been designed to measure attitudinal maturity and competencies that are critical in realistic career decision-making.

Attitudinal maturity includes five variables that relate to feelings and dispositions that the individual has towards making a career choice. These are:

i. Decisiveness in career decision-making.
ii. Involvement in career decision-making.
iii. Independence in career decision-making.
iv. Orientation in career decision-making.
v. Compromise in career decision-making.
The competence test measures the cognitive variables in choosing an occupation. In all, there are five parts of the competence test.

i. Self Appraisal (SA) (Knowing yourself)

ii. Occupational Information (OI) (Knowing about jobs)

iii. Goal Selection (GS) (Choosing a job)

iv. Planning (PL) (Looking ahead)

v. Problem solving (PS) (What should they do?)

2. Test of Achievement - Motivation (nAch) by Pratibha Deo and Asha Mohan (1986).

   Besides three items for the three variables of SES, it contains 8 more items which measure the social status of the respondents.

4. Sixteen Personality Factor Questionnaire (16 PF) (Cattell and Eber, 1962). This questionnaire measures 16 personality traits.

STATISTICAL ANALYSIS

Descriptive statistics, inter-variable correlations, ‘t’ test for significance of differences between the groups under study, step-wise multiple correlations and regression analysis were employed for the analysis of the data.
FINDINGS AND CONCLUSIONS OF THE PRESENT STUDY

A. Results of Descriptive Statistics

1. Students at the 10+2 stage as found in the present study have below average vocational maturity. The mean scores for all the six variables i.e. Career Choice Attitudes and five subvariables of the Competence Test are a little below average. These results do not substantiate hypothesis 1 that the 10+2 students are average on vocational maturity.

2. (i) The mean scores of the total sample on personality factors A, B, C and E corresponds to the sten scores of five and six. Thus they are indicative of average standing on these personality variables. This shows that the students in the present sample have outgoing and warm-hearted, intelligent, emotionally stable, independent and assertive cluster of traits.

(ii) The mean score of the total sample on personality factor F correspond to sten score four and is therefore, lower than average. This means being restrained, pessimistic and introspective.

(iii) The mean scores of the total sample on personality factors G, H, I, L, M, N, O again correspond to sten scores of five and six. This means the students in the present sample are average on these personality factors also. Interpreted in terms of personality traits, it means being conscientious, venturesome, tender-minded, self-opinionated, imaginative, shrewd and worldly and apprehensive. It may again be mentioned that the respondents in the total sample have average
standing on these factors and in none of them have scored considerably above average.

(iv) The mean score of the total sample on factor $Q_1$ corresponds to the sten scores of 7 and hence it is above average on this variable. This means that the total sample is interested in intellectual matters, tends to be more well informed and intends to experiment in life generally.

(v) The mean scores of the total sample on personality factors $Q_2$ and $Q_3$ correspond to the upper limit of the sten score six and hence they are in the upper range of average scores. The present sample it means is more likely to be independent and have strong control over emotions in their general behaviour.

(vi) The mean score of the total sample on the last personality factor i.e. $Q_4$ corresponds to the sten score four. This means being lower on this personality factor. This is indicative of being frustrated, tense and excitable. This result contradicts the one immediately preceding, that is being slightly above average on factor $Q_2$ and $Q_3$ i.e. being independent and having control over emotions.

3. The mean score of the total sample on achievement motivation again corresponds to the average score for the 18 years old. So the total sample is at least average on $nAch$.

4. The socioeconomic status of the total sample is also in the range of average scores.
B. (I) Results of Differential Analysis

(1) Mean scores of the academic stream group on all the measures of vocational maturity are higher as compared to those of the vocational stream students. The ‘t’ ratios computed to test the significance of differences in the mean scores of the two groups are all significant at .01 level. This shows the academic stream students having more of vocational maturity as compared to the vocational stream students. These results fully substantiate hypothesis 2.

(2) So far as personality factors are concerned, the academic stream students are found higher on personality factor B i.e. less intelligent vs. more intelligent. This means the students in the academic stream are higher on intelligence than the vocational stream students.

Another significant difference in personality is on factor Q4 i.e. relaxed vs. tense. The vocational stream group has higher mean score on this which means tense and frustrated personality make-up. The vocational stream students being more tense and frustrated may mean that they are not feeling very happy with the career choices they have made.

(3) No significant differences have been found between these two streams on other personality factors. This means that personality factors are not essentially significant differentials of vocational
maturity in the academic and vocational stream students constituting the sample of the present study. These results only partially support secondary hypothesis 1.

(4) The academic and vocational stream students are not found significantly different on the variable achievement motivation. This shows that the level of nAch is almost the same for both the groups. This result does not support secondary hypothesis 2 in respect of academic and vocational stream groups.

(5) The academic stream students are higher on socioeconomic status in comparison to the vocational stream students. This difference is significant at .01 level. This result supports secondary hypothesis 2 in respect of academic and vocational stream groups only.

B (II)

(1) There are significant sex differences in the vocational maturity of 10+2 students. The girl students have been found higher on all the measures of vocational maturity. All the differences are significant at .01 level. These results fully support hypothesis 3.

(2) As for the differences in the mean scores of boys and girls on personality factors, the following are the findings:

The girls are found to be higher on factor B i.e. Less Intelligent vs. More Intelligent.
Girls are again found higher on factor I i.e. tough minded vs. tender-minded personality trait. It shows that girls are more sensitive and tender-minded.

The boys are found to be higher on factors C, E, F, L, M and Q₂ which means they are emotionally more stable, assertive and self-opinionated in comparison to girls. Though higher on happy-go-lucky and lively dimension of personality as compared to girls, the mean scores of both the groups are below average and correspond to sten score of 4.

(3) On the remaining personality factors, there are no significant sex differences. These results support secondary hypothesis 1 only partially.

(4) There are no significant differences between boys and girls on achievement motivation. This result does not support secondary hypothesis 2 in respect of these groups.

(5) Difference between the boys and girls groups on socioeconomic status is significant. The girls sample is higher on this variable. This result substantiates secondary hypothesis 3 in respect of these groups only.
C. Results of Bivariate Analysis

1. (i) Career Choice Attitudes (CCA) and Personality Factors

The vocational maturity variable Career Choice Attitudes (CCA) is found positively and significantly related with personality factors B, H and F. This means there is a positive association between CCA and intelligence, venturesome and happy-go-lucky personality traits. It may further be interpreted to mean that Career Choice Attitudes i.e. decisiveness, involvement and orientation to careers go positively with at least average level of intelligence, enthusiastic and socially bold personality factors.

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

The dependent variable Career Choice Attitudes has not been found significantly related with achievement motivation except in the case of only one group i.e. girls. This means that motive to achieve excellence is not a significant correlate of vocational maturity variable positive attitude towards career choice and decisions. Only for girls group in the present study has the relationship between the two been found significant. This means girls seem to have consideration for accomplishment in careers also along with the motive to achieve well in general.
(iii) Career Choice Attitudes (CCA) and Socio-Economic Status

Relationship of CCA with socioeconomic status has been found to be significant for all the groups studied. This means that conative aspect of career decisions goes positively with average and above average socioeconomic status.

2. (i) Self-Appraisal (SA) and Personality Factors

The career choice competencies variable self-appraisal (SA) has been found significantly related with personality factor B i.e. less vs. more intelligent in all the groups except that for boys. This means correct self-assessment is associated with higher level of intelligence for the majority of the respondents in the present study.

Positive and significant association of personality factors C, I, L and N with self-appraisal has also been found in the inter-variable correlations for the various groups vide Tables 5.1 to 5.5. This means that SA has significant positive relationship with personality traits emotional stability, tender-mindedness and dependence; and suspicious, self-opinionated and interested in mental life personality traits.

SA is further found related significantly but negatively with factor A i.e. reserved, critical and cool personality dimension.
(ii) Self-Appraisal (SA) and Achievement Motivation

Variable 23 i.e. achievement motivation has not been found associated significantly with self-appraisal (SA) in any of the groups studied.

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

Self-appraisal has been found positively and significantly associated with socioeconomic status in all the groups except for the girls group. This means that those at the average and above average level of SES are more likely to appraise themselves appropriately. But SA in girls is independent of SES.

3. (i) Occupational Information (OI) and Personality Factors

Occupational information is positively and significantly related to personality factors B, C, E, I and Q1 in the various intercorrelations within different groups. This means significant association of information relating to various careers with intelligent, emotionally stable, happy-go-lucky, tender-minded and dependent, and experimenting and analytical personality dimensions. Negative correlation of personality factor L with OI in the vocational stream group shows that vocational maturity is related with trusting and adaptable personality traits (the low score dimension of personality factor L).
(ii) Occupational Information (OI) and Achievement Motivation

Significant but negative association of occupational information (OI) with the independent variable achievement motivation in the boys group shows that interest in occupational information is not associated with an equal amount of interest in attaining excellence. The relationship is in fact just the reverse.

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

Socioeconomic status is again significantly related to this variable as in the case of other variables of vocational maturity. This means average or high level of information is related to an equally high level of social and economic status.

4. (i) Goal Selection (GS) and Personality Factors

The vocational maturity variable GS is found positively and significantly related with personality factors B, I and Qi. This means that there is a positive association of GS with intelligence and experimenting and tender-mindedness and analytical personality traits. Negative correlation of personality factor F with GS in the vocational stream group shows that vocational maturity is related to introspective, serious and restrained personality dimension (the low score dimension of personality factor F).
(ii) Goal Selection (GS) and Achievement Motivation

The dependent variable GS has not been found significantly related with achievement motivation in any of the groups studied. Goal selection and need for attainment of excellence have thus not been found positively associated.

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

Positive and significant association of goal selection with SES has been found in three out of five groups studied. This result partially confirms the expectation that those high on the ability for appropriate goal selection are more likely to have at least average level of socioeconomic status.

5. (i) Planning (PL) and Personality Factors

Variable 4 of the career choice competencies i.e. planning (PL) is associated with personality factor B in almost all the groups. It establishes the fact that planning for careers is significantly related to at least average, but in fact high level of intelligence. This factor dominates the relationship except in the case of boys. In three out of the five groups studied, low score dimension of personality factor C which is emotional instability, being affected more by feeling and low frustration tolerance is found significantly related to planning. Association of this variable of vocational maturity with factors M and N is also negative. This means
practical, careful and realistic and forthright, natural and spontaneous
personality dimensions are significantly related to planning. The last two
relationships are quite natural, but negative association of planning with
factor C is somewhat unusual and unexpected.

(ii) Planning (PL) and Achievement Motivation

Planning is not found associated with achievement motivation in
any of the groups and this result is again unexpected. Planning for
careers significantly associated with motivation to achieve excellence
could be an ideal situation for the young people.

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

Positive and significant association of planning with socioeconomic
status is very much expected and this is found significant in all the
groups.

6. (i) Problem Solving (PS) and Personality Factors

The last variable of career choice competencies i.e. problem
solving (PS) is significantly associated with personality factor B i.e.
intelligence in three out of the five groups studied. Average and above
average levels of intelligence are naturally needed for solving problems
of different kinds. Significant but negative relationship with personality
factors H, N and Q3 means that sobre and prudent, forthright, natural and
spontaneous and undisciplined self-conflict cluster of personality traits are related to problem solving. The first two relationships are again quite natural and expected, the third one with low score dimension of factor Q₃ is somewhat unusual. Problem solving of any kind needs more of control and precision than lack of these.

(ii) Problem Solving (PS) and Achievement Motivation

Problem solving has been found associated with achievement motivation in three out of the five groups studied. Problem solving is related to need for accomplishment since it means mastery over the situation.

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

Positive and significant association of problem solving with SES has been found in three out of five within group relationships. This result also confirms the expectation that those high on problem solving capacity are more likely to have at least average level of socioeconomic status.

The results highlighted in the preceding discussion only partially substantiate hypothesis 3 and 4 in respect of significant relationships between six measures of vocational maturity and the independent variables of personality, achievement motivation and socioeconomic status.
D. Results of Multivariate Analysis

Results of step-up regression analysis show that some independent variables are effective predictors of almost all the sub-variables of vocational maturity, career choice attitudes 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 O come next in order of %age of contribution to the predication 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 that 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.

After SES, personality factor B - less vs. more intelligent is the best predictor of vocational maturity. It accounts for maximum % contribution after SES to the prediction of career choice attitudes and five sub-variables i.e. SA, OI, 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.

In the intercorrelation analysis, intelligence was found a significant correlate of 01. 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. Exactly similar are the findings in the case of subvariables of Competence Test except for occupational information.

The next variable which in order of % 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 sensitivity and more of 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.
Achievement motivation is the variable that comes next in order of percentage contribution to the various sub-variables of vocational maturity. It has contributed significantly to the prediction of variables 4 and 5 of the Competence Test.

A variable which has contributed significantly at the second step of regression, but only once in the total analysis is personality factor Qi (conservative vs. experimenting). 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 also is 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 variance of 6.4 of cca, 1/9th of variance is attributable to this factor alone. 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 .10 level.

In conclusion, it may be said that SES, personality factors B and C, achievement motivation and personality factors O and Qi (in that order)
have emerged as significant predictors of vocational maturity variable
career choice attitudes and career choice competencies for the total
sample.

SUGGESTIONS FOR FURTHER RESEARCH

Some of the suggestions for undertaking further research in the
area of the present study are as follows:

1. In order to have results of wider applicability, similar studies can be
   conducted in regions other than the U.T., Chandigarh. This will
   provide more of insight into the various aspects of the issue besides
   furnishing the material for broader generalisations.
2. Studies similar to the present one may be taken up on samples
drawn from Government Aided and Private schools also.
3. Studies of similar type may be carried out in other parts of the
   country and the impact of region/culture on the development of
   vocational maturity be investigated.
4. Comparative studies on vocational maturity of the urban and rural,
government and private school students can also be taken up.
5. Psycho-social variables other than those included in the present
   study such as interest, values, abilities, academic achievement and
   locus of control and family environment, family aspirations and child
   rearing practices etc. may also be taken up to examine their effect on
   the development and attainment of vocational maturity.
6. Some recent studies (Gullekson, 1995 and Spears Howell, 1998) have shown that career self-efficacy and vocational identity of the participants in a career development course and effective career education increased significantly after they finished the course. These findings indicate the relevance of training and orientation for the development of career decision-making process in the secondary school and community college students and these can be utilised for guiding the students at the relevant phases of their educational career.

7. To improve students' educational outcomes and reduce the drop out rate, vocational education should be part of every student's education (Muller, 1999). Needless to say that this needs to be vigorously taken up in our educational system also.

8. Activities which are presented developmentally by grade level offer students the opportunity to take control of their personal development at all grade levels. These, therefore, need to be actively adopted for systematically presenting them to the students.

9. The findings of the study also highlight the need for curricula designed to cater to the requirements of children of varying levels of intelligence and belonging to different socioeconomic strata. The capacities, capabilities and the environmental factors affecting the developmental process in the children need to be taken into account earnestly so that they may grow in a desired manner in respect of vocational plans also.
10. Career development initiatives including planning, funding facilities and implementation as a part of school training programmes need to be taken up at the government level. This would help create and develop in the young students more of awareness of the need to make careful and judicious selection of courses of study and the related vocations.

EDUCATIONAL IMPLICATIONS

The conclusions of this study have some important implications for the students, teachers, researchers, vocational counsellors and parents.

The findings of this study indicate that at the 10+2 stage a large number of students are not vocationally mature. This implies lack of guidance and counselling facilities and may be, insufficient exposure of the students to the world of work.

In our country, parents play an important role in decision-making of their wards. This may stand in the way of children becoming vocationally mature and independent in the selection of vocations. The results of the present study indicate strong influence of family socio-economic status also in developing career awareness and maturity.

Teachers and peer pressure also govern the vocational decision-making process which may result in the young students remaining immature in respect of making independent choices and decisions.
Students need to be helped by the teachers, counsellors and parents in understanding the stimulus, organismic and response variables which have an important bearing on their vocational maturity. This means a deeper understanding of physical, socio-cultural and psychological factors affecting the development of vocational maturity.

Proper guidance and counselling provided to the students at the high school stage will help them to develop vocational awareness and maturity.

The availability of the services of a regular counsellor in the school can help the students in realising their dreams and the nature of resources. These could be used by the young people to improve their occupational orientation.

The above two strategies, if adopted, will further enable the students to cope with the technological advancements in this rapidly changing world of work and develop in them the skills necessary for vocational selection and tentative careers and preparation for the same.