

CHAPTER V

ANALYSIS AND INTERPRETATIONS OF RESULTS - II

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5.1. Introduction

In this chapter the relationships of certain predictor variables with the measures of vocational maturity are examined. Only those variables which appeared to be relevant logically were included in the study. These variables, by themselves do not measure vocational maturity, but their correlations with the measures of vocational maturity may provide further insight into the understanding of the construct of vocational maturity and its construct validity. Seven presumed predictor variables were considered for this study. These are intelligence, achievement, adjustment, personality, interests, identification, and independence orientation. Social adjustment and family adjustment comprised the adjustment variable, neurotic tendency, self-sufficiency, introversion-extraversion and dominance - submission comprised the personality variable. Six Allport-Vernon-Lindzey interests viz., theoretical,

economic, aesthetic, social, political and religious constituted the interest variable. Four identification models viz., mother, father, teacher, and peers comprised the identification variable. There are, thus, nineteen predictor variables which are correlated with each of the six measures of vocational maturity. The six measures of maturity are, total competence, four components of consistency and choice attitude.

In the preceding chapter, it was pointed out that the dimensions of maturity and their components were not significantly intercorrelated among themselves, for different grade levels and sex. It is, therefore, expected that each of the six measures of maturity may not be positively and significantly correlated with each of the nineteen variables. It is also expected that the relationship may vary according to grade and sex. The scoring was not uniform for all the nineteen predictor variables. Low scores on the personality variables indicated the presence of a desirable characteristic. Accordingly, the positive correlation between level component of consistency and introversion-extraversion dimension of personality, for example, would mean that a person obtaining low score on level component tends to be an extravert. In other words, a person who is more mature in terms of his low scores on

level component will have lower score on the introversion-extraversion dimension, indicating the presence of extraversion. In case of competence and choice attitude negative correlation would mean the same thing as positive correlation in case of consistency measures. In other predictor variables positive correlations of competence and choice attitude would mean the same thing as negative correlations in case of consistency measures. With this explanation, the correlations of predictor variables with measures of vocational maturity will now be examined in turn.

5.2. Interpretation of Results

The following tables show correlations of intelligence with each of the six measures of vocational maturity.

(a) Intelligence :

Boys : Intelligence as seen from Table 51A is significantly correlated with competence in the case of VIII, IX and XI grade boys. Its correlations with field component are all insignificant except for the correlation of $-.34$ indicating positive relationship in the case of X grade boys. Level and family components of consistency dimension are closely associated with intelligence in all the grades, although the correlation of $-.18$ is slightly low; but it indicates positive relationship. The time component has significant positive correlation with intelligence in the case of IX and XI grade

Table 51A : Correlations between Intelligence and
Measures of Vocational Maturity for
Boys

Grades	Total Competence	Consistency				Choice attitu- de
		Fields	Levels	Families	Time	
VIII	.22	-.04	-.25	-.22	-.14	.24
IX	.53	-.17	-.26	-.30	-.25	.33
X	-.18	-.34	-.18	-.31	.07	.27
XI	.48	-.18	-.31	-.30	-.33	.61

* A correlation coefficient of .19 is significant at the .05 level, and of .27 at the .01 level, one-tailed test.

Table 51B : Correlations between Intelligence and
Measures of Vocational Maturity for
Girls

Grades	Total competence	Consistency				Choice attitu- de
		Fields	Levels	Families	Time	
VIII	-.11	.01	-.04	-.02	-.05	.24
IX	.12	-.39	-.19	-.34	-.31	.39
X	.23	.15	.09	.14	-.19	.23
XI	.33	-.24	-.40	-.36	-.21	.39

*A correlation coefficient of .19 is significant at the .05 level, and of .27 at the .01 level, one-tailed test.

boys. All the correlations of choice attitude with intelligence are significant and positive. Intelligence seems to be positively correlated with competence, level and family components of consistency dimension and choice attitude in case of VIII grade boys. In the case of IX grade boys, intelligence is associated with all the measures of maturity although the correlations of $-.17$ is low; but it indicates positive relationship. Competence is negatively correlated with intelligence in the case of X grade boys whereas field, level and family components of consistency dimension as well as choice attitude are positively correlated. All the correlations between measures of maturity and intelligence are positive in boys of IX and XI grades.

Girls : As seen from Table 51B, there is positive relationship between intelligence and competence in the case of X and XI grade girls. In the case of IX and XI grade girls intelligence is closely associated with all the components of consistency dimension and also with choice attitude. In the case of X grade girls, intelligence has significant correlations with competence, time component of consistency dimension and choice attitude. Considering the results of both boys and girls, it can be said that the association of choice attitude with intelligence is very close for all the grades. It can also be said that all measures of vocational maturity are significantly and positively correlated with

intelligence in the XI grade. There seems to be positive relationship between measures of maturity and intelligence for IX grade boys and girls, although the correlation of competence in the case of girls and of field component in the case of boys fall slightly below the level of significance.

(b) Achievement :

Boys : Achievement, as seen from Table 52A, seems to be positively correlated with all other measures of maturity except the field component of consistency dimension among VIII grade boys. In the case of IX grade boys, it is significantly correlated with competence and choice attitude. Other correlations in respect of consistency measures are low positive and one is barely significant. Achievement is also significantly correlated with field, level and family components of consistency dimension as well as choice attitude in the case of X grade boys. It is not correlated with competence and time component of consistency. So far as the XI grade boys are concerned, all the correlations are highly significant and positive. Competence seems to be closely associated with achievement in all other grades except the X grade. Field component of consistency is correlated with achievement only in the case of X and XI grade boys whereas level component is associated with achievement in all other grades except the IX grade. Family component is significantly

Table 52A : Correlations between Achievement and
Measures of Vocational Maturity for Boys

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	.32	.13	-.35	-.20	-.18	.23
IX	.35	-.12	-.16	-.19	-.13	.32
X	-.05	-.27	-.20	-.29	-.07	.30
XI	.46	-.26	-.26	-.33	-.39	.60

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 52B : Correlations between Achievement and
Measures of Vocational Maturity for Girls

Grades	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	.02	-.04	-.09	-.09	-.35	.49
IX	.08	-.33	-.19	-.30	-.30	.43
X	-.03	.08	.20	.15	.13	.29
XI	.39	-.14	-.28	-.24	-.18	.36

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

associated with achievement in all the grades whereas the time component is associated with it only in the case of XI grade. The correlations of achievement with choice attitude are all significant and positive in all the grades from VIII through XI. Achievement thus appears to be closely associated with all the measures of maturity so far as the XI grade boys are concerned. Choice attitude seems to be highly correlated with achievement in boys of all the grades.

Girls : The correlations of achievement with competence as seen from Table 52B are insignificant in VIII, IX and X grade girls whereas achievement is significantly correlated with competence in the case of XI grade girls. The field component of consistency dimension is closely associated with achievement only in the case of IX grade girls. Level component is positively and significantly correlated with achievement, only in the case of XI grade girls. The correlation between achievement and family component is significant and positive in the case of IX and XI grade girls whereas in the case of time component it is significant in respect of VIII and IX grade girls. Choice attitude has significant positive correlation with achievement in girls of grades VIII through XI. The time component of consistency dimension and choice attitude have significant positive correlations with achievement in the case of VIII grade girls. Achievement seems to be positively and significantly correlated with all other measures of maturity

except competence measure in the case of IX grade girls. In the case of X grade girls only choice attitude is positively and significantly correlated with achievement. The correlation in the case of level component is significant but negative. Achievement has significant correlations with competence, level and family components of consistency, and choice attitude. Correlations with field and time are low but positive. Of all the measures of maturity, only choice attitude is closely associated with achievement in all the grades from VIII through XI. Achievement seems to be correlated in the expected direction with all the measures of maturity in the case of XI grade girls although the correlations of $-.14$ in the case of level component and $-.18$ in the case of time component are low positive. It can be concluded from the results that achievement seems to predict choice attitude in the case of both boys and girls of all the grades. It can also be concluded that achievement seems to be associated with all the measures of vocational maturity only in the case of XI grade boys and girls.

(c) Adjustment - (i) Social Adjustment

Boys : Table 53A sets forth the correlations between social adjustment and the measures of maturity.

Social adjustment is significantly correlated with consistency in time and choice attitude with respect to

Table 53A : Correlations between Social Adjustment and
Measures of Vocational Maturity for Boys

Grades	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.11	.07	.01	.05	.25	-.19
IX	-.30	.07	.23	.21	.22	-.22
X	.23	.22	-.05	.10	-.21	-.08
XI	-.03	.17	.04	.14	.02	-.20

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 53B : Correlations between Social Adjustment and
Measures of Vocational Maturity for Girls

Grades	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.01	.04	-.09	-.04	.20	-.23
IX	-.21	.28	.28	.32	.08	-.38
X	.26	-.33	-.19	-.30	-.23	-.14
XI	-.03	.09	.06	.08	-.05	-.13

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

VIII grade boys. It is significantly correlated with all the measures of maturity except consistency within fields in the case of IX grade boys. It has significant correlation with consistency within fields and negative significant correlations with competence, and consistency in time in the case of X grade boys. The correlation of social adjustment with consistency within levels is low negative. The other two correlations are low positive. In the case of XI grade boys, the only significant positive correlation is that between social adjustment and choice attitude. All other correlations are insignificant. The correlation of social adjustment with competence is significant at the .01 level of confidence in respect of IX grade boys. Except the correlation of social adjustment with consistency within fields in the case of X grade boys all other correlations are insignificant. The correlation of social adjustment with consistency within levels is significant in the case of IX grade boys. Social adjustment is positively correlated with consistency in time as far as the boys of VIII and IX grades are concerned. It correlates with choice attitude in respect of VIII, IX, and XI grade boys. It can be concluded that social adjustment shows consistent trend of associations with all other measures of maturity excepting field component of consistency in the case of IX grade boys.

Girls : Social adjustment as seen from Table 53B is significantly correlated with consistency in time, and choice attitude in VIII grade girls. It is significantly correlated with all other measures of vocational maturity excepting consistency in time in the case of IX grade girls. It has significant negative correlations with all the measures of maturity except with choice attitude in respect of X grade girls. As far as XI grade girls are concerned, social adjustment does not correlate significantly with any of the measures of vocational maturity. It can be seen that social adjustment has consistent relationship with all other measures of maturity except consistency in time in IX grade girls. It is also correlated with consistency within fields.

It can be concluded that social adjustment is closely associated with all other measures of maturity in respect of IX grade boys and girls, excepting consistency within fields in the case of boys and consistency in time in the case of girls.

(c) Adjustment - (ii) Family Adjustment

Boys : Referring to Table 54A, it is seen that family adjustment is correlated with competence in the case of IX, and XI grade boys. Its correlations with consistency

Table 54A : Correlations between Family Adjustment
and Measures of Maturity for Boys

Grades	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.09	-.02	.07	.04	.26	-.05
IX	-.20	.11	.26	.26	.15	-.17
X	.24	-.07	.00	-.04	-.14	-.09
XI	-.24	.08	-.03	.03	.14	-.30

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 54B : Correlation between Family Adjustment and
Measures of Maturity for Girls

Grades	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.01	-.01	.07	.05	.23	-.23
IX	-.30	.43	.23	.38	.09	-.39
X	.30	-.15	-.19	-.19	-.12	-.18
XI	-.19	.14	.19	.19	.01	-.23

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

within fields are insignificant in respect of boys of all the grades. In the IX grade boys, it is correlated with level and family components of consistency. Its correlation with time component of consistency is significant in the case of VIII grade boys. It correlates with choice attitude only in the case of XI grade boys. In the case of IX grade boys, family adjustment has significant correlations with competence, and level and family components of consistency. All but one correlation of .24 between family adjustment and measures of maturity are insignificant in the case of X grade boys. This significant correlation is negative. In so far as XI grade boys are concerned, family adjustment has significant correlation with competence and choice attitude. Family adjustment appears to be positively associated with all the measures of maturity in the case of IX grade boys, although three correlations are slightly low.

Girls : The correlation between family adjustment and competence as seen from Table 54B is significant in the case of IX and XI grade girls. Family adjustment is correlated with field component of consistency in the case of IX grade girls. It is correlated with level and family components of consistency in girls of IX and XI grades. It has significant correlation with time components of consistency only in VIII grade girls. Family adjustment is correlated significantly with choice attitude in respect of girls of VIII, IX and XI

grades. Family adjustment is correlated with consistency in time, and choice attitude in VIII grade girls. It is significantly correlated with all the measures of maturity except consistency in time with respect to IX grade girls. It is positively correlated with only choice attitude and negatively correlated with all other measures of maturity in X grade girls. In the case of XI grade girls, it is significantly correlated with all the measures of maturity except field and time components of consistency. There seems to be consistent trend of association between family adjustment and all other measures of maturity except time component of consistency in respect of IX and XI grade girls. It is observed that family adjustment is closely associated with choice attitude in girls of all the grades.

Family adjustment seems to be positively associated in the case of IX grade boys and girls, although some of the correlations are low positive.

(d) Personality - (i) Neurosis

Tables 55A and B show that all the correlations between competence and neurosis except one in the case of VIII grade boys are insignificant in boys and girls of all other grades. Except three correlations - one in the case of VIII grade boys in respect of time component and two in the case of IX grade girls in respect of level and

Table 55A: Correlations between Neurosis and Measures of
Maturity for Boys

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.20	.06	.04	.07	.26	-.05
IX	-.03	.02	.17	.13	.03	-.21
X	.18	.15	.00	.09	-.06	-.09
XI	.07	-.11	.00	-.07	.09	-.24

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 55B: Showing correlation between Neurosis and
Measures of Maturity for Girls

Grades	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	.06	-.13	-.08	-.14	-.04	-.04
IX	.01	.13	.24	.21	.14	-.42
X	-.01	-.09	-.10	-.11	-.06	-.01
XI	-.08	.09	.05	.08	-.03	-.09

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

family components of consistency all other correlations between measures of consistency dimension and neurosis are insignificant in the case of both boys and girls in all the grades from VIII through XI. Also the correlations between choice attitude and neurosis are all in the expected direction. The correlations of $-.21$ in the case of IX grade boys, $-.24$ in the case of XI grade boys and $-.42$ in the case of IX grade girls strongly indicate that persons scoring high on the choice attitude are free from neurotic symptoms. On the whole, it appears that there is no relationship between neurosis and measures of maturity in the case of both boys and girls of all the grades.

(d) Personality - (ii) Self-Sufficiency :

Tables 56A and B set forth the correlations between self-sufficiency and measures of maturity. The correlations of self-sufficiency with level and family components of consistency in the case of IX grade boys and of self-sufficiency with field, level and family components in the case of X grade girls are significant. These correlations indicate that persons scoring high on these two measures tend to be alone, rarely ask for sympathy or encouragement and ignore the advice of others. All other correlations are insignificant. Self-sufficiency does not seem to be associated

Table 56A : Correlation between Self-Sufficiency and
Measures of Vocational Maturity for Boys

Grades	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.05	.00	-.02	-.02	.14	-.01
IX	-.16	.14	.23	.25	.17	-.17
X	.16	-.14	-.03	-.10	-.14	-.03
XI	-.09	.11	.13	.15	.17	.13

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 56B : Correlation between Self-Sufficiency and
Measures of Vocational Maturity for Girls

Grades	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.11	.05	.01	.03	.08	-.14
IX	.09	-.15	-.12	-.15	-.14	-.01
X	-.04	.35	.21	.32	.14	-.16
XI	-.06	-.09	.00	-.05	.00	-.11

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

with measures of vocational maturity in the case of boys and girls of all other grades.

(d) Personality - (iii) Introversion-Extraversion :

Introversion-Extraversion as shown in Tables 57A and B, has negative significant correlation with competence in the case of VIII and X grade boys. This means that greater degree of introversion corresponds with higher score on competence dimension of maturity. It has significant correlation with field component of consistency in the case of IX grade girls, and XI grade boys. It is correlated with consistency within levels in IX grade boys. Its correlation with family component of consistency is significant in respect of IX grade boys and girls. It has correlation with consistency in time in the case of VIII grade boys and IX grade girls. It is correlated with choice attitude in the case of girls of IX grade.

In the case of IX grade girls, there is a trend of significant correlations in the expected direction with the exception of competence. The expectation that maturity would be associated with extraversion is thus not supported in view of most of the insignificant correlations.

Table 57A : Correlations between Introversion-Extraversion
and Measures of Vocational Maturity for Boys

Grade	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	.24	-.04	.05	.01	.36	-.07
IX	-.01	.05	.29	.23	-.01	-.08
X	.19	.07	.04	.06	-.02	-.16
XI	-.04	-.23	-.01	-.16	.05	-.16

*A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 57B : Correlation between Introversion-Extraversion
and Measures of Vocational Maturity for Girls

Grade	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.01	-.03	.07	.03	.11	-.07
IX	.10	.25	.18	.24	.20	-.27
X	-.02	-.17	-.14	-.17	-.03	.11
XI	-.01	.06	.09	.08	-.11	.03

*A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

(d) Personality - (iv) Dominance-Submission :

Dominance-Submission as shown in Tables 58A and B has significant correlation with all the measures of maturity except consistency in time and choice attitude so far as VIII grade girls are concerned. It is significantly correlated with consistency within fields in the case of IX grade girls and with consistency in time in respect of X grade girls. Its correlations with all the measures of vocational maturity are insignificant in boys of all the grades. In general, there is no clear trend of relationship between dominance-submission and vocational maturity.

(e) Interest - (i) Theoretical Interest :

Tables 59A and B show the correlations between theoretical interest and measures of maturity.

Theoretical interest is significantly correlated with competence in the case of boys of IX and XI grades, and girls of IX, X, and XI grades. It is correlated with field component of consistency in respect of XI grade girls. Its correlation with consistency within levels in respect of VIII grade boys, and XI grade girls is significant. Theoretical interest is correlated with family component of consistency only in the case of XI grade girls. It is significantly correlated with consistency in time with respect to X grade girls, and XI grade boys and girls. Its correlation with choice attitude is significant in the case of VIII grade girls, X grade boys

Table 58A : Correlations between Dominance-Submission
and Measures of Vocational Maturity for Boys

Grade	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.03	.06	-.17	-.10	.05	.09
IX	-.01	.01	.05	.04	.06	-.13
X	.01	-.03	-.02	-.03	.06	-.04
XI	.00	-.11	.02	-.05	.06	.17

*A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 58B : Correlations between Dominance-Submission
and Measures of Vocational Maturity for Girls

Grade	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.35	.20	.22	.27	.12	-.08
IX	-.06	-.19	-.09	-.16	-.11	.12
X	-.13	.13	.05	.10	.19	-.16
XI	-.07	-.05	-.05	-.06	.11	.00

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 59A : Correlations between Theoretical Interest
and Measures of Vocational Maturity for Boys

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	.04	.13	-.26	-.13	-.03	.10
IX	.35	-.11	.18	.05	-.13	.06
X	-.02	.00	.07	.05	-.16	.23
XI	.25	.02	.06	.05	-.22	.31

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 59B : Correlations between Theoretical Interest
and Measures of Vocational Maturity for Girls

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	.04	.05	.18	.15	-.04	.30
IX	.20	.03	-.15	-.07	-.02	-.13
X	.32	-.01	.00	-.01	-.21	.11
XI	.41	-.22	-.47	-.39	-.39	.30

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

and XI grade boys and girls. It can be inferred that theoretical interest is somewhat associated with competence, and choice attitude dimensions. It appears to predict the overall vocational maturity of XI grade girls.

(e) Interest - (ii) Economic Interest :

Economic interest as shown in Tables 60A and B is correlated with competence in boys of IX grade, and girls of XI grade. The correlation is significant and negative with respect to boys of X grade. It is not related with any of the consistency components in respect of boys and girls of all the grades. In XI grade boys, it is significantly correlated with choice attitude. Its other correlations with choice attitude are not significant. In view of the large number of its insignificant correlations with the measures of maturity in boys as well girls of grades VIII through XI, it can be concluded that economic interest is not a predictor of vocational maturity of high school students. In the case of XI grade girls, there is a clear trend of association between economic interest and the measures of vocational maturity but they are not significant except the one with competence dimension.

Table 60A : Correlations between Economic Interest and
Measures of Vocational Maturity for Boys

Grades	Total Competence	Consistency				Choice Attitude
		Fields	Levels	Families	Time	
VIII	-.08	.06	.09	.10	.07	.09
IX	.24	-.09	-.01	-.07	-.09	.09
X	-.23	-.04	.07	.02	.08	.06
XI	.05	.04	-.07	-.01	-.16	.23

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 60B: Correlations between Economic Interest and
Measures of Vocational Maturity for Girls

Grades	Total Competence	Consistency				Choice Attitude
		Fields	Levels	Families	Time	
VIII	-.04	.04	-.05	-.01	.00	.02
IX	.05	-.03	-.02	-.03	-.08	.06
X	.05	.07	-.01	.04	-.01	-.05
XI	.21	-.12	-.15	-.15	-.16	.16

* A correlation coefficient of .19 is significant at the .05
level, and of .27 at the .01 level, one-tailed test.

(e) Interest - Aesthetic Interest :

Aesthetic interest as shown in Tables 61A and B has negative significant correlation with competence in respect of IX grade boys, and X grade girls. It is positively correlated with field component of consistency in VIII grade boys, and negatively with level component in IX grade boys and X grade girls. Its correlation with consistency within families is negative and significant in the case of IX grade boys. It has significant negative correlation with consistency in time as far as girls of X and XI grades are concerned. It has negative significant correlation with choice attitude in the case of IX grade boys. In the case of IX grade boys and X grade girls, the significant correlations are negative. Vocational maturity is, thus, inversely related with aesthetic interest in these two grades.

(e) Interest - (iv) Social Interest :

Tables 62A and B set forth the correlations between social interest and measures of maturity.

Social interest is negatively correlated with competence in respect of X grade girls and XI grade boys. Its significant correlation with consistency within fields is positive in the case of IX grade girls and negative in the case of X grade girls. It is significantly correlated with consistency within levels in respect of VIII, and IX grade boys. Social interest

Table 61A: Correlations between Aesthetic Interest and
Measures of Vocational Maturity for Boys

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.10	-.28	.03	-.13	.11	-.11
IX	-.21	.03	.26	.20	.07	-.32
X	.12	.02	.06	.05	-.12	-.09
XI	.12	.06	.08	.09	-.12	.00

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 61B: Correlations between Aesthetic Interest and
Measures of Vocational Maturity for Girls

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	.09	.05	-.11	-.04	.01	-.17
IX	-.08	-.08	-.06	-.08	-.06	.17
X	-.36	.12	.20	.18	.24	-.01
XI	-.17	.00	.03	.02	.20	-.13

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 62A : Correlations between Social Interest and
Measures of Vocational Maturity for Boys

Grades	Total Competence	Consistency				Choice attit- ude
		Fields	Levels	Families	Time	
VIII	.15	-.01	-.21	-.17	-.16	.18
IX	.12	.01	-.20	-.13	.01	.15
X	-.02	-.02	-.17	-.12	.03	-.20
XI	-.21	-.08	-.06	-.09	-.03	.08

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 62B : Correlations between Social Interest and
Measures of Vocational Maturity for Girls

Grades	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.03	.03	-.02	.01	.07	.17
IX	.00	-.22	-.08	-.17	-.20	.27
X	-.23	.32	.39	.39	.15	.08
XI	.02	-.01	.16	.09	-.07	.05

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

has significant negative correlation with level component of consistency in the case of X grade girls. It has only one significant correlation with consistency within families and that too is negative, in the case of X grade girls. Its correlations with consistency in time are all insignificant, excepting one correlation in the case of IX grade girls. It is significantly correlated with choice attitude in respect of IX grade girls whereas its significant correlation with choice attitude is negative in the case of X grade boys. All its other correlations with choice attitude are insignificant. It can be concluded from this that social interest is not a correlate of vocational maturity.

(e) Interest - (v) Political Interest :

Political interest as shown in Tables 63A and B has significant correlation with competence in XI grade girls. Its correlation with competence is negative in the case of IX grade boys. It is correlated with consistency within fields, in XI grade girls. All its correlations with level component of consistency are insignificant. In the case of XI grade girls, political interest has significant correlation with consistency within families. The correlation of political interest with consistency in time is significant in the case of XI grade boys and girls. Political interest

Table 63A : Correlations between Political Interest
and Measures of Vocational Maturity for Boys

Grades	Total Competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	.14	.05	-.09	-.05	.03	.15
IX	-.22	.03	-.08	-.03	.02	.08
X	-.14	.03	-.08	-.03	.22	-.20
XI	-.18	-.18	-.07	-.16	-.28	-.04

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 63B : Correlations between Political Interest and
Measures of Vocational Maturity for Girls

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.05	-.03	-.03	-.04	-.18	.09
IX	.07	.14	.14	.16	.16	-.26
X	-.15	.06	-.14	-.04	.13	-.18
XI	.27	-.24	-.10	-.19	-.20	.21

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

has negative correlation with time component of consistency in the case of X grade boys. Its correlation with choice attitude is significant in respect of XI grade girls whereas the correlation is negative and significant in the case of IX grade girls, and X grade boys. There appears a trend of association between political interest and measures of maturity in the case of XI grade girls.

(e) Interest - (vi) Religious Interest :

Tables 64A and B refer to the correlations between religious interest and measures of maturity.

Religious interest has significant correlation with competence in the case of IX grade boys whereas its correlation with competence is significantly negative in respect of XI grade boys and girls. The correlation between religious interest and consistency within fields is significantly positive in the case of X grade girls, but negative in the case of XI grade girls. Religious interest correlates positively with consistency within levels in respect of X grade girls, whereas the correlation between the two is negative in the case of VIII grade boys and XI grade girls. Its relationship with family component of consistency is positive in the case of X grade girls, and negative in the case of XI grade girls. It has significant negative correlation with consistency in time in respect

Table 64A : Correlations between Religious Interest and
Measures of Vocational Maturity for Boys

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.02	-.10	.19	.09	.17	.00
IX	.35	.01	-.11	-.07	-.01	.09
X	.12	.09	.10	.11	.06	-.22
XI	-.28	-.05	.09	.03	.11	-.14

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 64B: Correlations between Religious Interest and
Measures of Vocational Maturity for Girls

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	.03	.09	.04	.08	.09	-.22
IX	-.14	.11	.05	.09	.20	-.26
X	.09	-.33	-.21	-.31	-.17	-.16
XI	-.26	.34	.38	.41	.25	-.17

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

of IX and XI grade girls. Its correlations with choice attitude are negative in the case of VIII and IX grade girls, and X grade boys. In the case of XI grade girls, religious interest has significant negative correlations with all the measures of maturity except choice attitude. Its correlation with choice attitude is slightly below the .05 level of significance. It can be concluded from this that XI grade girls who are vocationally more mature have low religious interest.

(f) Identification - (i) Mother Identification :

Tables 65A and B show the correlations between mother identification and measures of maturity.

Mother identification scores are significantly correlated with field and family components of consistency dimension in the case of VIII grade boys. These correlations are in the expected direction. Also the correlation of $-.22$ between mother identification and time component of consistency dimension is significant and indicates positive relationship in the case of X grade boys. The correlation of $-.21$ in the case of XI grade boys indicates that mother identification scores are negatively correlated with choice attitude. On the whole, it appears that mother identification fails to correlate positively with any of the measures of vocational maturity in the case of boys of all other grades excepting two

Table 65A : Correlations between Mother Identification
and Measures of Vocational Maturity for
Boys

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	.17	-.24	-.07	-.19	-.18	.09
IX	.06	.09	-.10	-.01	-.11	-.13
X	.02	-.01	-.14	-.10	-.22	.06
XI	-.10	-.14	.14	.00	.08	-.21

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 65B : Correlations between Mother Identification
and Measures of Vocational Maturity for
Girls

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.08	.17	.16	.22	-.09	-.02
IX	.03	.00	-.10	-.05	-.12	.10
X	.02	.02	.05	.04	-.05	-.10
XI	.50	-.12	-.09	-.12	-.32	.24

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

consistency measures in the case of VIII grade boys.

In the case of VIII grade girls, the correlation of .22 between mother identification and family component of consistency indicates negative relationship. Also, in the case of XI grade girls competence, time component of consistency and choice attitude have significant positive correlations with mother identification. All other correlations are very low and insignificant. It, thus, appears that mother identification is associated closely with competence and choice attitude in the case of XI grade girls only. The correlations between mother identification and the measures of maturity in all other grades are insignificant or negative. Mother identification thus fails to serve as a predictor of overall maturity of boys in all the grades and of girls in grades VIII through X. In the case of girls of XI grade there is a close relationship of mother identification with competence and choice attitude.

(f) Identification - (ii) Father Identification :

Tables 66A and B refer to the correlations between father identification and measures of maturity.

There appears to be some positive relationship between father identification and measures of vocational maturity in the case of VIII grade boys, although the correlation of

Table 66A : Correlations between Father Identification
and Measures of Vocational Maturity for
Boys

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	.20	-.23	-.17	-.26	-.10	.23
IX	.06	.03	-.14	-.08	-.11	.01
X	-.08	.12	-.07	.02	.08	.01
XI	-.12	-.05	.27	.14	.06	-.17

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 66B : Correlations between Father Identification and
Measures of Vocational Maturity for Girls

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.06	.04	.14	.12	-.05	.08
IX	.06	-.01	-.07	-.04	-.14	-.10
X	.08	-.06	-.10	-.08	-.13	.03
XI	.28	-.11	-.14	-.14	-.19	.13

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

-.10 in the case of time component is very low and insignificant. All other correlations except the one in the case of level component in grade XI between father identification and measures of vocational maturity are quite low and insignificant. Thus, the relationship of father identification with measures of vocational maturity is observed only in the case of VIII grade boys. The correlation of .27 in the case of level component is negative indicating inverse relationship.

In the case of girls, father identification correlates significantly with competence only in the case of XI grade. All other correlations are either low or negative. Father identification thus fails to correlate with any of the measures of maturity in all other grades except with competence and time component measures in XI grade.

(f) Identification - (iii) Teacher Identification :

Teacher identification as shown in Tables 67A and B seems to be positively and significantly correlated with level and family components of consistency only in the case of VIII grade boys. Its correlation with choice attitude is positive but slightly lower than the required value for significance. In the IX grade boys except for the correlation of .21 which is positive and significant all other correlatio

Table 67A: Correlations between Teacher Identification
and Measures of Vocational Maturity for
Boys

Grades	Total competence	Consistency				Choice attitu- de
		Fields	Levels	Families	Time	
VIII	.08	-.16	-.19	-.23	-.05	.18
IX	.21	.08	-.05	.02	-.11	.00
X	.17	.20	.02	.13	-.15	-.15
XI	-.14	-.08	.08	.00	.18	-.25

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 67B : Correlations between Teacher Identification
and Measures of Vocational Maturity for
Girls

Grades	Total competence	Consistency				Choice attitu- de
		Fields	Levels	Families	Time	
VIII	-.18	.16	.00	.10	.06	-.12
IX	.05	.19	-.02	.10	.06	-.27
X	.45	-.37	-.42	-.44	-.43	-.07
XI	.33	-.13	-.06	-.10	-.09	.08

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

are very low and insignificant. There is no significant positive relation between teacher identification and measures of vocational maturity in the case of X and XI grade boys. The correlation of $-.25$ in respect of choice attitude in XI grade boys indicate significant negative relationship. Thus, none of the measures of vocational maturity seems to be very highly associated with teacher identification in the case of boys of all the grades.

In the case of VIII and IX grade girls teacher identification does not seem to be positively correlated with measures of vocational maturity, since the correlations are either low or negative. Except choice attitude, all other measures are positively and highly correlated with teacher identification in the case of X grade girls. Also, except competence all other measures are uncorrelated with teacher identification in the case of XI grade girls. Teacher identification is, thus, closely related to all other measures of maturity in the case of X grade girls except choice attitude.

(f) Identification - (iv) Peer Identification :

Peer identification as shown in Tables 68A and B, does not seem to be correlated with measures of vocational maturity in the case of boys of VIII, X and XI grades. Except the correlations of $.15$, $-.17$ and $-.16$ in respect of competence and field and time components of consistency in the case of

Table 68A : Correlations between Peer Identification
and Measures of Vocational Maturity for
Boys

Grades	Total competence	Consistency				Choice attitu- de
		Fields	Levels	Families	Time	
VIII	-.09	.01	-.06	-.04	.04	.02
IX	.15	-.17	-.19	-.24	-.16	.36
X	-.06	-.13	-.14	-.16	.07	-.05
XI	.15	.10	.09	.12	-.08	.01

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 68B : Correlations between Peer Identification
and Measures of Vocational Maturity for
Girls

Grades	Total competence	Consistency				Choice attitude
		Fields	Levels	Families	Time	
VIII	-.27	.32	.10	.27	.01	.00
IX	.16	.15	-.21	-.20	.00	.22
X	-.02	.03	.09	.07	-.04	-.15
XI	.36	-.23	-.12	-.19	-.27	.21

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

IX grade boys, all other correlations are significant and positive, although the correlations of .15, -.17 and -.16 indicate positive relationship. It can, therefore, be said that peer identification is associated with measures of vocational maturity in the case of IX grade boys.

In the case of girls of VIII grade, the three significant correlations are negative, indicating that peer identification is inversely correlated with measures of vocational maturity. Other correlations are very low and insignificant. Peer identification has significant positive correlations with level and family components of consistency and choice attitude. Other correlations are either low positive or low negative. The correlation of .16 in the case of competence is low but positive. All the correlations in the case of X grade girls are very low and insignificant. In the case of XI grade girls the relationship of peer identification with measures of vocational maturity appears to be close enough. Only one correlation in this grade is low but it is positive.

Peer identification thus seems to be associated to some extent with measures of vocational maturity in the case of IX grade boys and XI grade girls.

(g) Independence Orientation :

Independence, orientation as shown in Tables 69A and B is significantly correlated with competence in the case of VIII, and X grade boys. It has negative significant correlation with competence in respect of VIII grade girls. It is not associated with field component of consistency. It is significantly correlated with level, family, and time component of consistency in the case of VIII grade boys alone. Independence orientation is correlated with choice attitude positively in the case of VIII grade boys, and negatively in the case of IX grade boys and girls, and X grade boys. It can be seen from Table 69A that more or less consistent trend of association between independence and measures of maturity emerges only in the case of VIII grade boys.

5.3. Some General Observations

(a) Intelligence and Vocational Maturity :

To summarize the results of the relationship of predictor variables with various measures of maturity, it can be said that competence, level and family components of consistency and choice attitude are positively and significantly correlated with intelligence in the case of VIII grade boys. In the case of IX grade boys, all the correlations are positive indicating close relationship between

Table 69A : Correlations between Independence Orientation
and Measures of Vocational Maturity of Boys

Grades	Total competence	Consistency				Choice attitu- de
		Fields	Levels	Families	Time	
VIII	.36	-.04	-.32	-.27	-.28	.20
IX	-.06	.13	.09	.15	.17	-.21
X	.32	-.12	.03	-.06	-.18	-.28
XI	-.04	.02	.08	.06	.08	-.06

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

Table 69B : Correlation between Independence Orientation
and Measures of Vocational Maturity of Girls

Grades	Total competence	Consistency				Choice attitu- de
		Fields	Levels	Families	Time	
VIII	-.20	.15	.12	.17	.08	-.12
IX	.17	.15	-.01	.08	.14	-.22
X	-.05	.10	.09	.11	.12	-.08
XI	.06	-.02	.06	.03	-.06	.03

* A correlation coefficient of .19 is significant at the
.05 level, and of .27 at the .01 level, one-tailed test.

intelligence and measures of maturity. Except field and family components of consistency and choice attitude, other measures are not related with intelligence^{in x grade}. In XI grade, all the correlations are positive indicating sufficiently high association between intelligence and measures of maturity.

Except in the X grade, competence is closely associated with intelligence in boys^{of} other grades. Level and family components of consistency as well as choice attitude are positively and significantly correlated with intelligence.

Intelligence and competence are closely related in the case of X and XI grade girls. The correlations of intelligence with field, level, family, and time components are significantly positive in the case of IX, and XI grade girls. Choice attitude is closely associated with intelligence in all the grades. Intelligence, thus, appears to be the predictor of overall maturity in the case of IX, and XI grade girls. It also predicts competence and choice attitude in the case of X grade girls.

Considering the results of both boys and girls, it appears that intelligence is positively associated with overall maturity in the case of IX and XI grades. It is also positively associated with choice attitude in all the grades. Super⁽¹⁾ in his Career Pattern Study found low positive but significant correlation between intelligence and the VM Index Total. The results reported in this section are quite in agreement

with those of Super, although the correlations are not so high as expected. In general, there seems to be a positive relationship between intelligence and the measures of maturity in both boys and girls.

(b) Achievement and Vocational Maturity :

The relationship of achievement with competence is very close in VIII, IX, and XI grade boys. Also, consistency within families and choice attitude are significantly correlated with achievement in all the grades.

Level components seems to be positively correlated with achievement in all the grades, although the correlations are not very high. Field component is closely associated with achievement only in the case of X, and XI grades. In the case of XI grade, all the measures of maturity are positively and significantly correlated with achievement. Achievement also seems to predict choice attitude in all the grades, competence in all other grades except X grade, and level and family components to some extent in all the grades. In general, there seems to be positive relationship between achievement and measures of maturity.

Except XI grade, competence does not seem to be associated with achievement. All the measures of consistency are positively correlated with achievement in the case of IX grade girls.

Choice attitude is closely associated with achievement in all the grades. Achievement is also positively associated with all the measures of maturity in XI grade girls. In this group too, there seems to be some positive relationship between achievement and measures of maturity.

On the whole, it appears that achievement is positively correlated with overall maturity in the case of IX and XI grade boys and girls. Choice attitude is also positively and significantly correlated with achievement in all the grades. In general, achievement seems to be associated with overall maturity in all other groups, excepting X grade girls. These results are also in agreement with those reported by Super⁽²⁾ and Crites.⁽³⁾

(c) Adjustment and Vocational Maturity :

(i) Social Adjustment and Vocational Maturity :

Social adjustment seems to be closely associated with overall maturity in the case of IX grade boys and girls. Surprisingly five of the six correlations in the case of X grade girls are negative. Also, choice attitude is related with social adjustment in boys and girls of all the grades. Most of the correlations are very low which indicate that social adjustment is not a predictor of overall maturity. This finding also seems to be in agreement with that reported by

Super⁽⁴⁾ who obtained an insignificant correlation between vocational maturity and personal adjustment in the ninth grade. Crites⁽⁵⁾ ~~also~~ obtained positive correlation between adjustment ratings made by teachers and counsellors and vocational maturity as measured by Vocational Development Inventory. The finding of this investigation is also in agreement with that of Crites so far as choice attitude is concerned.

(ii) Family Adjustment and Vocational Maturity :

There seems to be positive relationship between family adjustment and overall maturity in IX grade boys and IX and XI grade girls. Choice attitude seems to be more closely associated with family adjustment in girls of all the grades than in boys. Surprisingly, family adjustment is ~~inversely~~ ~~correlated~~ with competence and all the components of consistency in X grade girls. Thus, both family and social adjustment seem to correspond with low maturity in the case of X grade girls.

(d) Personality and Vocational Maturity :

(i) Neurosis and Vocational Maturity : It ~~should~~ be noted that higher scores on neurosis scale indicate neurotic tendency.

Neurosis seems to be significantly correlated with competence and time component of consistency in VIII grade boys. It is also significantly correlated with choice attitude in IX and XI grade boys. All other correlations are quite low and insignificant.

In the case of IX grade girls, level and family components of consistency as well as choice attitude are significantly correlated with neurosis. All other correlations are quite low and insignificant. Except for some stray correlations, all other correlations are insignificant. Thus, there seems to be no relation between neurosis and measures of maturity.

(ii) Self-Sufficiency and Vocational Maturity : Higher scores on Self-Sufficiency Scale indicate self-sufficiency. Level and family components of consistency are significantly correlated with self-sufficiency in the case of IX grade boys. It is also significantly correlated with field, level, and family components of consistency in respect of X grade girls. All other correlations are insignificant. There seems to be no association between self-sufficiency and measures of maturity.

(iii) Introversion - Extraversion and Vocational Maturity: Higher score on Introversion-Extraversion scale indicates introversion and lower score indicates extraversion.

Introversion-extraversion is significantly correlated with competence and time component in VIII grade boys, with level and family components in IX grade boys, and with field, family, and time components as well as choice attitude in IX grade girls. In view of this small number of significant correlations, it can be said that there is no relationship between introversion-extraversion and measures of maturity in boys and girls of all the grades.

(iv) Dominance-Submission and Vocational Maturity :

Higher scores on Dominance-Submission scale indicate dominance. Not a single correlation meets the criterion of significance in the case of boys, ^hwhereas, excepting a few significant correlations, most others are low and insignificant. Thus, there seems to be no relationship between dominance-submission and measures of maturity.

All the aspects of personality measured by the four scales fail to show any consistent relationship with measures of maturity.

(e) Interests and Vocational Maturity :

(i) Theoretical Interest and Vocational Maturity : It appears that competence is positively correlated with theoretical interest in IX and XI grade boys, and in IX, X, and XI grade girls. Also, choice attitude seems to be associated with theoretical interest only in X and XI grade boys, and VIII and

XI grade girls. In view of the greater number of insignificant correlations, it can be inferred that there is no relationship between theoretical interest and measures of maturity in both boys and girls. However, there seems to be positive relationship between them in the case of XI grade girls.

(ii) Economic Interest and Vocational Maturity : The correlation between competence and economic interest is significant in the case of IX grade boys. Also, ^{coefficient} ~~correlation~~ of correlation of economic interest with choice attitude is significant in the case of XI grade boys. All other correlations are insignificant. Except one significant correlation in the case of XI grade girls, all other correlations are very low. Thus, economic interest does not seem to be correlated with measures of maturity.

(iii) Aesthetic Interest and Vocational Maturity : Except for one correlation of field component with aesthetic interest, all other correlations are either negative or insignificant. In the case of girls too, all the correlations are either insignificant or negative. Aesthetic interest, thus, seems to be uncorrelated with all the measures of maturity.

(iv) Social Interest and Vocational Maturity : Most of the correlations of social interest with the measures of maturity are either insignificant or negative in the case of

boys of all the grades. In the case of X grade girls, the correlations of social interest with competence and field, level, and family components are negative. In the case of IX grade girls, social adjustment seems to be positively correlated with field and time components of consistency and choice attitude. All other correlations are very low and insignificant. On the whole, it could be said that there is no relationship between social adjustment and measures of maturity.

(v) Political Interest and Vocational Maturity : Of all the correlations between political interest and measures of maturity, only one in respect of time component is significant in the case of XI grade boys. There is, thus, no relationship between political interest and measures of maturity. There seems to be a consistent trend of association between political interest and measures of maturity in the case of XI grade girls. In view of the large number of insignificant or negative correlations it can be said that there is no relationship between political interest and measures of maturity.

(vi) Religious Interest and Vocational Maturity : In the case of IX grade boys, there seems to be a close relationship between competence and religious interest. All other correlations are either low or negative. There is, thus, no relationship between religious interest and measures of maturity.

In the case of X grade girls, the field, level and family components of consistency are positively and significantly correlated with religious interest. All the correlations of choice attitude with religious interest are negative, indicating that more mature persons have a low religious interest.

Surprisingly, all the correlations of religious interest with measures of maturity are significant and negative in the case of XI grade girls, indicating that more mature XI grade girls have low religious interest. Reference may be made to the finding concerning the relationship between theoretical interest and measures of maturity in the case of XI grade girls, reported earlier. Accordingly, there was a significant positive association of theoretical interest with the measures of maturity. Thus, religious interest is inversely related with maturity whereas theoretical interest is positively correlated with maturity in XI grade girls.

Except for the significant relationships of theoretical and religious interests with measures of vocational maturity in XI grade girls, all other interest measures are not correlated with measures of maturity.

(f) Identification and Vocational Maturity :

(i) Mother Identification and Vocational Maturity : In the case of VIII grade boys, field, family and time components of consistency seem to be positively correlated with mother

identification. There is only one correlation in respect of time component which ^{is} significant in the case of X grade boys. All other correlations are either low or negative. Thus, there seems to be no relationship between mother identification and the measures of maturity in boys.

In the case of XI grade girls, there appears to be a consistent trend of association between mother identification and the measures of maturity, although the consistency measures except time have low but positive correlations. All other correlations are either low or negative. On the whole, it appears that there is no relationship between mother identification and the measures of maturity in both boys and girls.

(ii) Father Identification and Vocational Maturity :

Father identification is somewhat correlated with all the measures of maturity in respect of VIII grade boys and XI grade girls. All other correlations are very low and insignificant. Father identification is, thus, not associated with measures of maturity in view of most of the low and insignificant correlations.

(iii) Teacher Identification and Vocational Maturity: Of

all the correlations of teacher identification with measures of maturity, very few are significant. This is also true in the

case of girls. However, in X and XI grade girls, there appears to be trend of association between teacher identification and all other measures of maturity except choice attitude.

(iv) Peer Identification and Vocational Maturity : There is a trend of association between peer identification and measures of maturity in the case of IX grade boys and XI grade girls. All other correlations are either low or negative. On the whole, there appears to be no relation between peer identification and the measures of maturity in boys and girls.

In general, it is observed that none of the four measures of identification is associated with measures of vocational maturity.

(g) Independence Orientation and Vocational Maturity :

The trend of association between independence orientation and the measures of vocational maturity emerges in the case of VIII grade boys. The correlations in boys and girls of all other grades are either low or negative. In general, there is no relationship between independence orientation and the measures of maturity.

5.4. Summary

Seven predictor variables which appeared to be relevant logically are included in this study. These seven presumed predictors yielded nineteen measures which were correlated with each of the six measures of vocational maturity. Intelligence was found to be associated with measures of maturity in both boys and girls. Achievement was found to be associated with the overall maturity in all other groups excepting X grade girls. It was also found that family and social adjustments were inversely related with the measures of maturity only in the case of X grade girls. The four aspects of personality viz., neurosis, self-sufficiency, introversion-extraversion, and dominance-submission failed to show any consistent relationship with the measures of vocational maturity. It was also found that all other interest measures were not correlated with measures of maturity except the significant relationships of theoretical and religious interests with the measures of vocational maturity in XI grade girls. In general, it was observed that none of the four measures of identification was associated with measures of vocational maturity. Independence orientation was found to be unrelated with all the measures of maturity in all other groups, except in case of VIII grade boys. Of all the nineteen measures, only two viz.

intelligence and achievement were found to be associated with the measures of vocational maturity.

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