

CHAPTER VI

CASE STUDIES

6.1. Introduction

The purpose of this chapter is to present a few case studies made with a view to highlighting the differences in significant aspects of development of vocationally mature and immature individuals. In all, ten cases are presented, out of which five are vocationally mature, and the other five are vocationally immature. Cases of six boys and four girls were selected for detailed study on the basis of their scores on the measures of vocational maturity. Of the six boys, two are from X grade, two from XI grade, and the remaining two are each from VIII and IX grades. The four girls selected for case studies are each from grades VIII through XI.

The inclusion of female cases made it possible to make sex-wise comparisons of patterns of development of

both mature and immature subjects. One more reason for their inclusion was that many parents show differential behaviour toward their sons and daughters. In our country, many orthodox people believe that son perpetuates the name of the family and looks after the parents in their old age. So, for many, son is preferable to daughter. In some communities, having a daughter is synonymous with having a heavy liability. In these communities, parents of girl have to keep on giving gifts to the son-in-law, besides fabulous dowry at the time of marriage. Even today, there are some families in which all the material requirements of the daughter-in-law^{are} provided by her parents. The husband or his parents do not have to spend anything for her. With this custom and the accompanying attitude of rejection, it is no wonder that in such communities girls are generally despised.

There are some communities in which this type of differential treatment is not found. This is particularly true of educated section of the society. In view of the fact that more and more girls are enrolled in schools and colleges every year, it could be said that there has been a gradual change in the attitudes of parents toward their daughters, who are becoming increasingly career oriented.

Each of the ten cases was individually interviewed by the investigator by asking broad questions, so as to obtain information regarding family background, curricular choices, vocational preferences, preparation for, and orientation toward future occupation, school achievement, co-curricular and extra-curricular activities.

The cases were interviewed in school. Available data about the cases were gathered from the school records. Wherever necessary, parents were also interviewed. The interviews were semi-structured in nature. Predetermined broad categories such as co-curricular and extra-curricular activities, use of leisure time, future plans, identification models, family cohesiveness, parental attitudes, and aspirations, extent of concern and involvement of parents in career plans of the subject, were kept in view, while interviewing the subjects.

The Case of Vocationally Immature Eighth Grade Boy

'M' was an eighth grade whose scores on all the tests of vocational maturity were the lowest in his group. His intelligence was low average. His school achievement was slightly below average. From his adjustment score, it appeared that he had difficulties in both family and social adjustments. From his identification test scores, it was clear that he had strong identification with his father and his peer. He was

high ~~scores~~ on the achievement value orientation, but was average on independence orientation. His scores are high on economic and aesthetic interests. From his scores on personality test, it appeared that he is submissive and introvert.

M's school teacher reported unsatisfactory progress in the school. He was very poor in Mathematics and Science. He had low average in languages and social studies. He did remarkably well in arts and crafts.

The boy when asked about his interests reported that he was interested in music. He used to participate in the musical evenings and other musical programmes arranged in his school. About his curricular interests, he reported interest in clay-modelling and painting. He said that he wanted to become an artist and in the same breath he said that he wanted to get into any suitable occupation as art may not provide him regular income for his maintenance. When he was asked in the interview about his parents and siblings, he said that his father was a semi-skilled worker in a factory and mother was a housewife. His father was literate while his mother was illiterate. He was the eldest child in the family. He had two younger brothers and a sister. He got along well with all the three siblings.

Asked about his parents' interest in his school work and career plans, he replied that his father never talked about this

and his mother had total lack of concern about his studies and his future occupation. M's mother was a sickly woman and frequently called upon M to take up entire responsibility of the household. Even when he pleaded for some time to prepare his lessons, his mother got furious and forced him to do household chores.

In the home, his mother had her way. His father could not persuade her to spare M from cumbersome tasks of the household. They were living in a low rent area, which was inhabited by industrial workers. The living area was very small with no adequate facilities. There was no open space for the children to play.

M had a friend who was kind and sympathetic to him. He used to help M in his studies. His friend's parents were also nice to him. M used to talk about his difficulties in school with his friends. 'M' was very pessimistic. He never felt confident in whatever he did and said.

Friends of M's father often suggested that M should be put as an apprentice in some factory. Thus, the expectation of his father which was never mentioned explicitly was that M should start at his level of occupation. 'M' though vacillating, aspired to be an artist or to enter any other suitable occupation.

M's resources for orienting himself to life's work were, thus, severely restricted. Lack of parental concern about school work and career plans of M made things all the worse for him. His mother's tendency of throwing the entire responsibility of the household on him resulted in M's apathy toward deciding about the curriculum and future occupation.

Owing to M's impoverished environment and fatalism, he could not use the available resources for orientation to the future occupation. He was also not aware of his strengths and weaknesses. His conceptions about occupational choice were rich in fantasy.

It can be concluded that M's low vocational maturity seems justified in view of his peculiar family background, his lack of confidence, and lack of parental concern about his school work and career plans and his below average intelligence.

= = = = =

A Case of Vocationally Immature Eighth Grade Girl

'K' studying at the time of interview in Standard VIII, was selected on the basis of her performance on maturity measures. She came from rural area to stay with her uncle for her high school education. Her father was a farmer in a village. He had his own land which did not yield enough

crop to maintain the family. Her uncle was a kind hearted man and was employed as a salesman in a leading manufacturing company. Her aunt was not much educated. 'K' had two cousin brothers and a sister all of whom were friendly with her. K's aunt was all the time insisting on her becoming proficient in household work with the belief that if she did not learn it she would be put to difficulty after marriage. Class work was secondary to her aunt and household work was of primary importance. 'K' comes from a family where girls' education is not considered very important. They were sent to school because education is considered important in matrimony. Since 'K' had no mother, her father thought to send her to her uncle's house with the intention that she might be groomed for becoming a housewife. The aunt was very harsh to her and therefore she could not concentrate on her studies. She could manage to get through the examination. She used to remain passive all the time and did not participate in any of the extracurricular activities. She, of course, used to get her difficulties solved from a few friends that she had. But even these friends were not very bright. She generally avoided talking about school and school - subjects. She was all the time anxious to go home earlier. When asked to mention her vocational preference she mentioned randomly a few which fell wide apart in fields and levels. She said that she did not like to serve anywhere but if circumstances

compelled her she would take up any suitable occupation. She had no adequate job knowledge nor even self-knowledge. She was also not aware of the factors which one should consider important while selecting an occupation. She was uncertain about going to college.

Thus, it was found in this case that her own family had failed to provide her adequate role models and stimulating environment, which are necessary for exploratory activities. Loss of mother in her young age coupled with the harsh nature of her aunt, created in her a kind of depression. Moreover, she used to remain busy all the while, having no time for meeting friends or going out. She further maintained that selection of an occupation is something which should not be decided at her age. It is necessary, she asserted, to consult elderly and experienced people and to follow their advice. She was found to be very meek and submissive. She was also found to be more or less reserved. Considering many odds in the midst of which she was living it is not surprising that she did not show any concern for choice. She did not receive any encouragement from her parents who did not value education and achievement strivings.

It is, thus apparent that 'K' had a very poor family background, she did not receive any encouragement from any source. She did not show any concern for choice and she lacked knowledge concerning her own interests and capabilities.

=====

The Case of a Mature Ninth Grade Boy

'G' was a ninth grader when he was interviewed. His manners were pleasing and he gave replies confidently.

'G' is son of a well educated, prosperous businessman. His mother has professional degree. He has elder sister and a younger brother. The family is highly sophisticated and lives in posh locality of Baroda city. G's mother helps her husband in his business. G's parents have provided enough freedom to their children to pursue their interests and hobbies. They have a good collection of books on varied subjects. G is a healthy young boy aged 14.

His school records show that he is above average in Mathematics and Science. He is also good in languages. He is about average in Social Studies. When asked about the occupational choice, he replied that he wanted to become an electronics engineer and start his own business. He also reported that he was learning to assemble transistorized household equipments. His father had given him tool kit for pursuing his interest. He reads popular science magazines and assembles simple gadgets. He obtained high scores on theoretical and aesthetic interests. His personality scores indicate that he is extrovert and dominant. He has strong identification with his father.

Asked about the sources from which he got to know about his preferred occupation, he said that he read books and discussed about his choice with his parents. Parents gave him all encouragement. His father often took him to some good factories manufacturing electronic items. His uncle is an electronics engineer and he often visited him. G showed his amateur work to his uncle and discussed the problems which he came across in this work.

His information is quite intensive. His planning is also very realistic. He has also taken contingency factors into account to go about his preferred occupation. Though the parents are busy, they take some time out to be with their children. The family appears to be quite cohesive. His environment appears to be quite stimulating.

G is participating in extra-curricular activities. He plays indoor games. His relationship with peers is quite satisfactory. He is liked by his peers. Teachers also have good opinion about him. He takes part in debates and science exhibitions organised for high school students.

G has above average intelligence. He is aware of need to make choice. He has used several resources to orient himself to the world of work. He has taken some important factors into account in choosing the occupation. He realizes the importance of the needs for selecting an occupation and of the need for systematic planning.

In the case of 'G' it is clearly seen that the family background has helped him for the crystallization of his interest in the field of electronic engineering. Considering the facts that 'G' has stated about his occupational preference, there are all chances for him to become a successful electronics engineer.

=====

The Case of a Vocationally Mature Ninth Grade Girl

'S' is 14 year old girl. Her father is a grain merchant. Both the parents had high school education. Her mother is a house-wife. 'S' has only one younger sister. Both, mother and father are nice people and they understand the importance of education. Most of the relatives are in business. Two of her cousin brothers are in the medical profession. She often goes to them during the vacation. There is more or less a permissive atmosphere in her family. S's father believes that children should be left to themselves in matters pertaining to the selection of courses and future vocation. 'S' gets all the facilities for her study. Once she had an injury due to accident with a scooter and she had to remain in the hospital for about two months during which time she observed a number of patients being treated by the doctor. She used to mix freely with others and had no difficulty in getting along with them. She was very kind to her younger sister whom she was teaching habits of cleanliness. She was also helping her agemates both

in and out of school. She was fond of reading novels and stories. She was also interested in games and sports. She was very regular in all her work and advised others to do their work very regularly. She used to become upset whenever she found that things are not properly arranged or that the work is not done in a proper manner at a proper time. She was also very particular in using proper words in her conversation with others. She worked very hard and did not waste her time aimlessly. She liked to know more and more through reading and discussion. She knew many families largely through her father's contacts.

She was studying in IX grade at the time when she was interviewed. She liked her teachers and the whole school atmosphere. Her favourite subjects were Science, Mathematics, and Social Studies. She used to do well in other subjects too. She also used to participate in all the extra-curricular activities. She liked Science and Mathematics because she believed them to be necessary for becoming a doctor. She had a natural liking for medical profession and she believed that this liking was reinforced by her cousin brothers and neighbours. She also showed good awareness of the factors which are crucial in selecting an occupation. She could describe the type of activities in which a doctor is typically engaged and also the qualities which are essential for this profession. She was aware of the various successive steps to be followed in order to become a doctor. She realized the importance of an occupation. She also reported that selecting an occupation

requires systematic planning from the beginning of study and acquisition of information from a variety of sources. She emphasized the fact that ultimate decision for an occupation should be made by the person concerned and the judgment should be based on complete awareness of the external reality and one's own capacities, interests and temperament. She was found to be above average in intelligence. She strongly identified with her father and teachers.

These observations lead to the conclusion that 'S' was quite mature in terms of curricular choices, factors and resources in choice, job-knowledge, self-knowledge, and value orientation. She mentioned only one occupation the preference of which may be more appropriate in terms of the kind of awareness which she showed but it may be worthwhile to tryout other allied occupations since she is in an exploratory stage of vocational development. She also showed an awareness concerning environmental accessibility. In view of this, there ^{doctor} is no wonder if 'S' turns out to be a very successful_A in future.

= = = = =

The Case of an Immature Tenth-Grade Boy

This is the case of a tenth-grade boy who was asked to leave two schools successively because of consistent educational backwardness. This boy 'A' was 18 years old when interviewed. He was looking much older than the other students of his class.

His behaviour was quite mannerly and he appeared to be well accepted by his class-mates.

His teachers reported that after joining this school - the third in the series, he had shown some progress in his studies. He was very good at games. He was energetic and cheerful. He was mixing well with others. His father was an executive in a fertilizer factory. He was the only son of his parents. His mother had high school education. She was a nice woman who always showed affection and concern for A. His father was firm in handling A, but the mother's inconsistent behaviour in handling A nullified his father's efforts at instilling good habits. Gradually, father gave up his efforts and A was left to the care of the mother. When A went to high school, he started squandering money. His mother always acceded to his demands for money without the knowledge of his father. A started bunking classes to see movies, and began entertaining his friends in restaurants.

From the beginning, he was an average student and with this truancy his performance started deteriorating. When he was asked to give his vocational preferences, he mentioned salesman, pilot and artist as his preferences. This shows inconsistency in his vocational preferences. When asked about the information and resources through which he obtained this information, he said that he had met his father's friends in these occupations and they were doing very well. His information

was very limited. He did not even know what preparation and planning were necessary to get into these occupations. His father showed least concern about A's studies as well as his career plans.

His intelligence was low average. He did not have any specific interest. His personality scores showed that he had slight neurotic as well as submissive tendencies. He strongly identified with the peer group. He also scored high on family adjustment inventory which indicated maladjustment.

Thus, his low scores on all the measures of maturity indicated lack of information about occupations; orientation to resources and factors in choice; and planning. He also showed lack of self-knowledge. Coupled with these inadequacies were his slightly below average intelligence and successive failures in the ninth grade. His father is now thinking to educate him only upto the S.S.C. and then to put him in some appropriate job. Even now he does not read thinking that it will not be possible for him to understand. He has started taking interest in household affairs and helps his mother in her work. The mother's argument is that they have enough money reach and, therefore, it does not matter even if 'A' fails to_{reach} upto the S.S.C.

As slightly below average intelligence, his successive failures, family maladjustment, strong identification with peers, lack of concern for the future occupation, inability to think

independently and lack of job-knowledge as well as self-knowledge amply justify his vocational immaturity.

= = = = =

The Case of a Vocationally Mature Tenth Grade Boy

'H' was the son of an eminent lawyer. He had two brothers and two sisters younger to him. He was born just at the time when his father started independent practice. H's father had a brilliant record of achievement throughout his career. He believed in the enforcement of strong discipline which he used in regulating the behaviour of his children in a manner which took into account his children's view points too. Hard work, honesty and intellectual pursuits were among some of the good things which he emphasized most. He believed in promoting intellectual growth of his children by exposing them to a wide variety of situations and allowing them to do the things on their own. H's father was himself very regular and punctual in all his work and he tried to instill these habits in his children. 'H' was very co-operative and loved his father intensely. 'H' had an opportunity to meet variety of people who used to come to his father. H's father used to take him to social gatherings where he had an opportunity to mix with many people. H's good manners and co-operative behaviour won for him the love and admiration of not only the people with whom he came into contact but also of his teachers and friends. Two of

his best friends came from well-to-do families. They were also quite intelligent and well mannered. H's brothers and sisters were all brilliant in their performance in schools. H's mother was a social worker. Although she was busy most of the time, she used to spare some time for discussion with her children on a variety of topics. H had ample of opportunities to read scientific journals which his father subscribed.

H strongly identified with his father and mother as well as his teachers. He liked science and mathematics very much. He was a leader in his group. He also participated in debates, sports and games very actively. He wanted to follow his father's occupation. Upon inquiry it was found that this was not an imposition of his father's desire to make him a lawyer. He did realise the importance of making the decision for an occupation and of the relation between curricular choices and the selection of an occupation. He did show an awareness of the successive stages through which he was expected to pass and the type of preparation he has to make at all these stages. He liked to help the people and to work for them. He used to guide his friends in all the matters whenever they sought his advice. On the dominance - submission scale his score was higher on dominance. He was also aggressive to a certain extent and forceful in his talk with others. He also revealed the importance of studying the problems thoroughly before any decision is taken. He scored high on scientific and economic interests. He was found to be more or less independent in his thinking and decision

making. He did not possess neurotic symptoms. He was an extravert. He was quite aware of his potentialities and capabilities.

Considering the facts that have been presented so far, it appears that 'H' seems to be quite mature. He had enough opportunities to explore the occupational fields. He possessed adequate job-knowledge and self-knowledge. He did show planning ability and awareness of the successive steps to be followed to reach the goal. He also possessed qualities which are essential for becoming a lawyer. In view of this, there are all the chances for H. to become a successful lawyer.

= = = = =

The Case of a Vocationally Immature Tenth Grade Girl

'L' was hardly five years old when she lost her mother. L's father was serving as a clerk. She had an elder brother and younger sister. Father used to remain busy all the time and the elder brother looked after his siblings. He was not treating them well. He was very quarrelsome and used to harrass them. 'L's' father did not pay any attention to that. Her elder brother was very poor in his studies and had failed twice. Father was simply a matriculate. His income was very meagre. He used to do part-time job over and above the regular work in the office. 'L' was just an average student and managed with

great difficulty to pass the examination. She stayed in a locality where most of the persons were labourers. Many of the children in her own street were not going regularly to the school. Their parents did not bother much about their education. She was also forced to do the household work by her elder brother. Her father was a very aggressive person. He always threatened his children for no fault of theirs. 'L' had developed fear of her father. When she came to X grade, her brother discontinued his study. His father wanted him to take up some job^{so} as to be helpful to the family. 'L' thus lived in the midst of difficulties. Her living in a highly intellectually impoverished environment appears to be the cause of her low achievement. In the school she was remaining listless and passive. She was from among the isolates in the group. She never took any initiative in any matter. She refrained from participating in extra-curricular activities. She was afraid of her teacher and, therefore, she did not try to approach him. Father used to receive the report of her poor performance which made him more aggressive. Often he went to the extent of beating her severely. This behaviour of her father intensified fear which was there in her and consequently her performance deteriorated further. Upon inquiry her father revealed that he was not in favour of educating the daughter but he was compelled to do so because

if she did not study it would be difficult to find out a suitable match for her. 'L' was also indifferent to her studies. She thought that her mind was not working. This belief was reinforced by her poor performance. She did not show any concern for choosing an occupation. She said nothing about planning and the importance of selecting the future occupation. She did not show any awareness for job or for her own self. She was found to be very submissive and she scored high on neurotic inventory which indicated the presence of neurotic symptoms. She was also found to be introvert and did not try to do anything on her own. She was slightly higher on religious scale of interest inventory. She was found to be socially maladjusted. She did not provide any information which could be considered relevant from the point of view of maturity. Thus, her immaturity could be understood in terms of her lack of concern for choice, information about the occupation and planning.

= = = = =

The Case of a Vocationally Immature Eleventh Grade Boy

'S' the son of a secondary school teacher was interviewed in order to probe deeper into his developmental history which might provide clues as to his relative immaturity revealed by the tests. S's father was a very successful and an able teacher.

Much of his time was devoted to teaching and reading books on varied subjects. 'S' was his only son yet he could devote very little time to look after his education. S's father was a very ambitious man and he wanted his son to become a teacher in a secondary school or college. 'S' was quite friendly with his peers and obedient to his parents. Mother was a housewife and was very religious minded. 'S' was studying in S.S.C.II when he was interviewed. He was found to be keenly interested in physics, chemistry and mathematics in which he used to do well in the examinations. He did not like languages and social studies although he could manage to pass in these subjects. His previous records in languages and social studies were not very satisfactory. He was very much interested in games and sports and had joined sports club. His father repeatedly insisted on his improving the performance in languages and social studies and at times also forced him to devote more time to prepare these subjects. When asked to mention the occupation he would like to enter in future, he replied by saying that he had not decided. Upon further questioning he said that atleast he would not like to become a teacher. He did not know clearly what type of person he would like to be. When asked to know whether he would like to work with young children, adults,

or tools and other objects, he at once replied by saying that he would like to work with tools and objects. To the question 'wouldn't you like to become an engineer' he replied by saying that he was not sure. He also said that the selection of subjects and of the faculty would depend upon his success at the S.S.C. Examination. He was found to be very much confused about his interests, strengths and capabilities. When he was asked to describe the work of a person who is presently employed in the same field in which he might enter, he said that he did not know what he would like to be. He also maintained that he would decide the occupation much later i.e., after completing college education. It thus appears that 'S' does not show any concern for choice. He has no planning about his future occupation. He is not able to know his strengths and weaknesses. He believes in deciding about the future occupation only after completing college education about which he is highly uncertain. Parents did value education and achievement strivings. He was found to be very submissive but he had no difficulty in getting along with others. He did not show any interest in matters pertaining to planning and tapping resources for future occupation. He maintained that the selection of an occupation is not so serious as it is ordinarily thought to be, by many. It is just a matter of chance that a

particular person enters a particular occupation. Thus, his immature behaviour is characterized by his indecision and belief that entering an occupation is a matter of chance coupled with lack of knowledge about his own strengths and capabilities.

=====

The Case of Vocationally Mature Eleventh - Grade Boy

'C' was studying in XI grade when he was interviewed. He has superior intelligence. He has excellent grades in all the subjects. He was regarded as the best student in his class. His performance on all the three measures of vocational maturity is fairly high. 'C' is very studious and serious minded. He does lot of reading. He does not have particular interest in extra-curricular activities. However, he enjoys participating in debates and discussions. He reads many popular science journals. He does not mix freely with his class mates.

'C's father is an accomplished scientist. His mother is also fairly educated. He has only one sister and she is elder to him. She is also a brilliant student and is pursuing a professional degree course. 'C' gets along very well with her. C has strong liking for Mathematics and Physics. When asked about the occupation of his choice, he stated that he

wanted to become nuclear physicist. He was able to narrate the factors in choice he took into consideration. He was able to mention the sources from which he had obtained information. He was able to give the planned sequence of activities required to become a nuclear physicist. He had also taken into account contingency factors. He was preparing himself for National Science Talent Search scholarship. His social adjustment scores showed that he is a socially welladjusted person. His score on introversion-extraversion scale was slightly high which indicated that he was an introvert. His score is high on theoretical interest.

All this clearly indicated that his single choice of occupation was consistent with his abilities. His knowledge about the job, its physical, intellectual and psychological requirements, preparation and planning did indicate that he was a very mature boy vocationally.

=====

The Case of a Vocationally Mature Eleventh Grade Girl

'P' was a girl aged 16, studying in XI grade when she was interviewed. Her performance on all the measures of vocational maturity was quite high. 'P' has taken higher Mathematics, Physics and Chemistry for her matriculation examination. 'P' as reported by teachers is above average in Mathematics and Science, but just about average in languages

and social studies. She has flair for painting. She is a good badminton player. She is an outgoing type of person and has cordial relations with her class mates. She is quite, cheerful, enthusiastic, and energetic. Teachers consider her to be a dependable student. She is an active member of students union. 'P' has above average intelligence and her teachers rate her in the top 20 percent of the class. She has high scores on theoretical and economic interests. Her personality scores indicated that she was both extravert and dominant. She did not have neurotic tendency.

'P's father is a businessman. Her mother is a doctor. Both the parents are highly educated and they belong to upper socio-economic class. 'P' has one brother who is younger to her. She gets along well with him. From the interview, it was revealed that the two were more of playmates than siblings, due to parental restrictions on mixing with unknown children. They were provided enough facilities for playingⁱⁿ their palatial villa. There was an old ayah who was living with the family since the time 'P' was born. 'P' is very much attached to her. Both the children do not feel the absence of their busy parents because of this affectionate ayah.

P's parents spare Sunday for them. They go out for long drive or picnic on Sundays. Often, they go to movie

together. During their leisure, P's parents chat informally with their two children. Their chats also are informative and enlightening. P's parents subtly inquire about their children's school work and try to know their career plans.

'P' wants to become a doctor. Her mother and uncle are in the medical profession. She gets to know more about medical profession from them. She also reads popular articles on medical science. She understands the importance of choosing an occupation. She is also aware that the choice should be made by the individual himself by taking into account various personal and environmental factors. On questioning, she was able to mention her strengths and weaknesses which were quite appropriate for her chosen occupation. In view of her achievement in Mathematics and Science and her above average intelligence, her choice of occupation seems to be wise. She has also knowledge about the preferred occupation. She knows how to go about for entering her preferred occupation. Her vocational maturity is thus characterized by wisdom of choice, use of resources in orientation, factors in choice, occupational information and planning. With such a high level of vocational maturity, future holds promise for her becoming a doctor.

6.2. Summary

The case studies made in this chapter have revealed certain important factors with respect to which vocationally mature and immature individuals could be differentiated. It has been observed that family background and stimulating environment of which family background is of course a part, are crucial factors in promoting vocational development along proper lines. In the case of mature boys and girls mostly parents were found to value education and achievement strivings. They did assume the responsibility of providing suitable environmental opportunities so as to make thorough exploration of the world of work possible. They have also been found to show an increasing concern for promoting vocational growth and development. In contrast the parents of vocationally immature subjects have not only been found to remain indifferent but their behaviour in relation to their children appeared to hinder the effort of their children to explore the environment. Children brought up in this manner were generally found to be maladjusted. It is an established fact that parents provide role models for the children to pattern their behaviour on them. To a certain extent, normal healthy relationship among the siblings is a factor in vocational development. In the case of mature subjects this was generally found.

Vocational development is also influenced by the teacher and peers. The relevance of the curricular subjects to the preferred occupation is also an important factor in vocational development. Vocationally mature and immature subjects also differed in respect of interests and personality characteristics. There should be agreement between the interests and preferred occupation on the one hand and also between the personality characteristics and the preferred occupation on the other. Such agreement was observed in case of the mature subjects.

Mature girls differ from immature ones in certain important respects. It has been observed that poverty, loss of mother, parental indifference, step-motherly treatment, enforcement of strict discipline by the parents, and rejection are the factors, some of which have been found to be operating in the immature cases of girls. Immature girls were also found to be passive and indifferent to school activities. In contrast, the mature girls appeared to have congenial home climate necessary for adequate vocational development.

In some cases the relatives were found to have played a part in crystallizing their vocational interests. Vocational Maturity, as observed in these cases, is characterized by awareness of the need for making choice,

factors and resources in choice, adequate job-knowledge as well as self-knowledge, and planning in varying degrees. The significance of observations made in these case studies lies in the fact that they have obvious implications for educational and vocational counselling and also for promoting normal vocational development.
