

CHAPTER VII

SUMMARY, CONCLUSIONS AND SUGGESTIONS

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7.1. Introduction

The field of vocational development is relatively recent in origin. Yet its literature is so vast and varied that it cannot be dealt with exhaustively in a thesis concerning the specific aspects of vocational development. Numerous researches have been conducted in order to fully understand the process of vocational development and to predict it. The concept of vocational maturity as viewed by Super, is used to denote the individual's degree of development along the vocational development continuum. However, the major difficulty which a researcher faces is the lack of proper scales to measure vocational maturity. In our country, where vocational guidance has not moved much beyond trait-and-factor approach, studies concerning vocational development are an urgent need. The present investigation has been undertaken with this in view.

Vocational guidance movement started with the mechanical matching of men with jobs. When Parsons started his pioneer guidance centre, only Galton test and Binet and Simon test were available. During the World War I, group tests of intelligence were developed and used in the U.S. army. Taylor provided standardized work units by using time and motion study. This served as external criterion for validation of aptitude tests. Strong and Kuder provided objective tests for measurement of interests. Individual psychograph is a distinct contribution of Viteles. With these developments in vocational guidance, trait-and-factor approach was rooted firmly in vocational guidance.

Study of occupational mobility by Davidson and Anderson, and analysis of occupational histories of workers by Miller and Form made an impact on vocational guidance. Study of how people arrived at vocational choices by Buehler and by Lazarsfeld contributed a new approach and a methodology which generated theoretical formulations in vocational guidance.

Ginzberg and his associates propounded a theory of occupational choice in which they stated that it is a process rather than an event; that it is largely irreversible; and that compromise is an essential feature of every choice. Super in his self-concept theory of vocational development states that in entering an occupation, a person implements his self-concept.

He considered role playing as a potent factor in life satisfactions and work satisfactions. Super and his associates have described vocational developmental stages and tasks, and are currently testing them empirically. Super's ultimate aim is to understand and predict career patterns. Tiedeman's ultimate goal is same as Super's viz., prediction and understanding of the individual's career pattern or work history. Tiedeman and O'Hara consider vocational development as a series of decisions to be made by the maturing individual. They have used decisional model to explain vocational development. The stages of vocational decision making are reversible according to their theory. This is illustrated in a paradigm.

Roe's revised theory of occupational choice shows the influence of theories of Murphy and Maslow. According to Roe, the selection of vocation is influenced by both, genetic factors and need hierarchies of the individual. She maintains that the childhood experiences affect the development of patterns and strengths of the basic needs. According to her, adult choices are determined by parental attitudes and home atmosphere in early childhood. Holland, in his career typology theory, states that most individuals perceive the vocational world in terms of occupational stereotypes. Each individual develops his modal personal orientation in terms of six occupational environments to which he is required to adjust. This modal personal orientation and level hierarchy determine

the occupational environment from which he will choose his career.

Super attempted to specify the behavioural dimensions and quantitative indices to define the concept of vocational maturity in operational terms. Vocational maturity is defined by Super in two different ways. Actual life stage in relation to expected life stage provides one basis for judging vocational maturity (VMI). The second way of evaluating vocational maturity is based on the behavioural repertoire which is available to the individual for coping with the developmental tasks with which he is dealing, regardless of whether these tasks are appropriate for his age or the expected life stage (VM II). Crites has defined vocational maturity by behaviour and developmental tasks. Conceptually the procedure is (1) to identify an individual's developmental tasks and life ^{stage} from his chronological age, and then (2) to determine his degree of vocational development within the life stage from his behaviour. Crites has also combined the best features of the age scale and point scale in his measurement model for vocational maturity which results in quantification of degree and rate of vocational development.

The need to study vocational maturity is increasingly felt as vocational development is now being viewed as a dynamic and continuous process. Pupils can be helped to orient themselves

to life and work by providing opportunities for an adequate vocational development. In our country, vocational guidance is in its early stage of development. It has not reached the majority due to limited resources. In view of this, there is a strong need for highly comprehensive and coordinated programme of guidance so as to foster adequate vocational development. Pupils who are confronted with curricular choices from grades VIII through X and in some cases also in grade XI, need to be helped and guided for making choices.

The present investigation is an attempt made by the author to develop tools for the measurement of vocational maturity of boys and girls in grades VIII through XI, and to correlate measures derived from these tools with some of the presumed predictor variables like intelligence, achievement, adjustment, personality, identification, and independence orientation. It is felt that the study of this type may help avoid wastage and stagnation in secondary and higher education.

7.2. Review of Literature

Literature related to the present study has been reviewed by classifying it into two groups viz., studies concerning factors in vocational development and studies concerning measurement of vocational maturity. It can be generalized from the findings of the studies reported that vocational choice is not an event but a process spanning the period between childhood and adolescence. There are many factors that influence vocational

choice. Vocational preferences can be predicted with fair accuracy, from certain predictors, at an early stage of development. The finding of one study is that early adjustment is predictive of later adjustment and that it is also related to both educational achievement and vocational maturity. The finding of another study is that vocational maturity measures obtained in the eighth grade were better predictors of later educational and vocational planning than those obtained in the tenth grade. Super, in his pioneering investigation to measure vocational maturity of ninth grade boys found that behaviour preparatory to vocational choice, as well as planning and looking ahead comprise the vocational maturity of ninth grade boys. He also found that the structure of vocational maturity in the twelfth grade is similar to that in the ninth grade. Super concluded that the exploratory behaviour rather than the preparation for an occupation characterizes vocational maturity in ninth and twelfth grades.

7.3. Sample

The sample of the present study consisted of 600 high school students selected at random from each of the grades VIII through XI of the Gujarati medium high schools in Baroda city. The total sample of 600 subjects comprised of 75 boys and 75 girls from each of the grades VIII through XI as shown below :

Subjects							
:							
600							
:							

:							
:	:	:	:	:	:	:	:
75	75	75	75	75	75	75	75
VIII	IX	X	XI	VIII	IX	X	XI

Baroda has varied industries and institutions of higher education and hence the study was restricted to the sample of boys and girls selected from high schools in Baroda city.

7.4. Instruments

The tools or tests used in this investigation have been grouped into two categories, viz., tools for the measurement of vocational maturity and tools for the measurement of the presumed predictor variables. Three dimensions of maturity were included in this study. Competence dimension consisted of six components, and consistency dimension consisted of four components. Choice attitude test consisted of 43 items which were selected on the basis of grade and age analyses. The presumed predictors of vocational maturity included in this study are intelligence, school achievement, adjustment, personality, interests, identification, and independence orientation.

An open-ended questionnaire was developed, by reviewing literature, for measurement of competence. Weights ranging from 1 to 3 were assigned to the responses to the questionnaire,

according to the increasing degree of specificity, clarity, and relevance of the response. Thus, the higher score on competence test corresponds with higher maturity. The maximum possible score on this test is 18 and the minimum is 6, since responses to each item were given weights from one to three. Consistency in fields, levels, families, and time has been measured and studied in this investigation. Subjects were asked to mention upto four vocational preferences. The measurement rationale was adopted from Super's Career Patterns study. Scores for all the four consistency measures were discrepancy scores. Eight fields as modified by Moser, Dubin and Shelsky were used in this study. The sum of the number of different fields preferred by each subject was computed. The score for consistency within fields was obtained by subtracting one from the sum. The highest possible score was 3 and lowest possible was zero. For the purpose of this study, six levels as modified by Moser, Dubin, and Shelsky were used. The difference between the level number of highest preference and that of lowest level preference constituted the score for this component. The score for consistency within families was based on the summation of field and level scores. For the time component of consistency, subject was given a score of zero if he mentioned the same occupation at two different occasions. In case, the subsequent choice

differed in respect of field, level or family, he was assigned a score of one. The score on choice attitude test was the SUM of correct responses given by the subject.

For the measurement of adjustment, personality and interests, standardized tests were used. Higher scores on adjustment inventories indicated maladjustment whereas higher scores on personality inventory indicated the first named characteristic of bipolar trait. Higher scores on interest inventory indicated higher degree of interest.

For the measurement of identification and independence orientation, teacher-made tests were used. Higher scores on these tests indicated higher degree of identification and independence orientation respectively.

7.5. Analysis of Results

Intercorrelations among the components of competence as well as consistency were computed for each grade as well as sex. This was done to examine the adequacy of grouping the components to form the respective dimensions. The correlations between the components of competence and of consistency were also computed so as to examine the relationship between the two dimensions. Competence and consistency were correlated with choice attitude to examine their adequacy and appropriateness as dimensions of

vocational maturity for each grade as well as sex. Differences due to grade, and sex, and interaction between grade and sex were studied through analysis of variance, using six measures of vocational maturity, viz., total competence, four components of consistency and choice attitude.

In order to examine the relationship between the measures of vocational maturity and the predictor variables, correlations were computed. Nineteen measures of the seven predictor variables were correlated with each of the six measures of vocational maturity.

7.6. Conclusions

Based on the analyses of results, the following conclusions are drawn :

1. In the VIII grade boys, there is no internal consistency among the components of consistency. Consistency also fails to correlate with competence as well as choice attitude. Choice attitude and competence are closely associated; Vocational maturity of the VIII grade boys is thus, characterized by competence as well as choice attitude and not by consistency.
2. In the VIII grade girls, the components of competence are internally consistent. Competence is correlated with both choice attitude and consistency. Consistency is also correlated with choice attitude. Competence, consistency and choice attitude are thus closely associated.

3. All components except specificity of choice are internally consistent. Competence is not related with consistency which in turn is not related to choice attitude whereas competence is related with choice attitude. Competence and choice attitude are thus closely associated, in the case of IX grade boys.
4. In the case of IX grade girls, except for specificity of choice and planning, other components are internally consistent. Competence is neither correlated with consistency nor with choice attitude. Consistency is uncorrelated with choice attitude. The components of consistency are internally consistent. The three dimensions are thus relatively independent of one another.
5. In the case of X grade boys, the components of competence are internally consistent in view of greater number of significant correlations. Competence is neither correlated with consistency nor with choice attitude. Consistency and choice attitude are closely associated, whereas competence seems relatively independent of these two dimensions.
6. In the case of X grade girls, the components of competence are internally consistent. Consistency is not correlated with choice attitude, though its components are internally consistent. Competence is somewhat correlated with both consistency and choice attitude.
7. In the case of XI grade boys, competence is related to some extent with both consistency and choice attitude. Consistency is also related with choice attitude. Thus, competence, consistency and choice attitude have some degree of association with one another.

8. In the case of XI grade girls, competence is highly correlated with both consistency and choice attitude. There is a very close relationship between consistency and choice attitude. These three dimensions of vocational maturity are thus very closely associated with one another.
9. Competence and choice attitude seem to be the appropriate dimensions of vocational maturity of VIII and IX grade boys, and of VIII, IX and X grade girls. All the three dimensions appear to be adequate for XI grade boys and girls.
10. Consistency as a dimension of vocational maturity generally seems to be inappropriate for VIII, IX and X grade boys and girls in view of internal consistency among its components and its correlations with other dimensions of maturity.
11. Girls have higher consistency within fields than boys whereas boys have higher consistency within levels and families than girls.
12. For consistency within levels, F ratio for sex is highly significant at the .01 level.
13. Interaction between grade and sex is significant in respect of field, level and family components as well as choice attitude.
14. The F ratios for grade are significant in respect of competence, consistency within fields, families and time, and choice attitude.
15. The F ratios for grade alone turned out to be significant in respect of competence and field and time components of consistency.

16. The mean scores of competence and consistency within fields, families and time do not show consistently increasing trend from grades VIII through XI.
17. The mean scores for IX grade are higher compared to those of other grades in respect of all measures of vocational maturity except choice attitude.
18. The mean scores yielded by choice attitude show generally increasing trend from grades VIII through XI.
19. Intelligence is associated with overall vocational maturity in IX and XI grades. It is also associated with choice attitude in all the grades. In general, intelligence is related with the measures of vocational maturity.
20. Achievement is positively correlated with overall vocational maturity in IX and XI grades. Choice attitude is positively and significantly correlated with achievement in all the grades. In general, achievement is associated with overall vocational maturity in all other groups, excepting X grade girls.
21. Social adjustment is closely associated with overall vocational maturity in the case of IX grade boys and girls. Also, choice attitude is related with social adjustment in boys and girls of all the grades.
22. Family adjustment is closely associated with overall vocational maturity in IX grade boys and IX and XI grade girls. Choice attitude is more closely associated with family adjustment in girls of all the grades. Family adjustment is negatively correlated with competence and all the components of consistency in X grade girls. Family and social adjustment, thus, correspond with low maturity in the case of X grade girls.

23. The four aspects of personality, viz., neurosis, self-sufficiency, introversion-extraversion, and dominance-submission fail to show any consistent relationship with the measures of vocational maturity.
24. In XI grade girls, the correlations of theoretical interest with the measures of vocational maturity are positive and significant whereas those of religious interest with the measures of vocational maturity are significant but negative. Except for this, all other measures of interest are not correlated with the measures of vocational maturity.
25. There is a consistent trend of association between mother identification and the measures of vocational maturity in XI grade girls. Father identification is correlated to some extent with all the measures of maturity, in VIII grade ^{boys} and XI grade girls. There is a trend of association between teacher identification and all other measures of vocational maturity except choice attitude in X and XI grade girls. Also, there is a trend of association between peer identification and the measures of vocational maturity in IX grade boys and XI grade girls. Thus all the four measures of identification show consistent trend of association with measures of vocational maturity in XI grade girls. Overall vocational maturity is not closely associated with measures of identification in all other groups except XI grade girls.
26. There is a trend of association between independence orientation and the measures of vocational maturity in the case of VIII grade boys. In all other groups, independence orientation fails to correlate with the measures of vocational maturity.

27. Of the seven predictor variables, only intelligence and achievement are associated with the measures of vocational maturity.

7.7. Suggestions for Research

The present investigation was carried out with a view to studying vocational maturity of high school adolescents, using cross-sectional method. The components of competence and consistency included in this study were adopted from similar investigations on the measurement of vocational maturity conducted in the United States. Moreover, the study was restricted to high school boys and girls selected from the city of Baroda. Since vocational maturity is a developmental variable, instruments are needed to measure its development through various stages. Studies have indicated that the development of vocational maturity may not be consistently increasing with age or grade. It is not known what significant behavioural changes should be taken into account while studying vocational maturity. In view of this, a more systematic and comprehensive approach is needed to study vocational maturity, in our country. The study of this nature should be carried out by using both longitudinal and cross-sectional methods.

Havighurst defined and specified developmental tasks for different stages of development. Every individual is

confronted with different developmental tasks at different stages of development. The developmental tasks to be accomplished vary not only with a person from time to time but also from one stage of development to the other according to changes in the demands of the society. Vocational maturity has been defined by Super as the accomplishment of developmental tasks which are appropriate for the life stage in which the individual finds himself. Since the developmental tasks are generally determined by social and cultural demands, it is necessary that the specific developmental tasks be identified in our culture. For the identification of developmental tasks, a comprehensive longitudinal research is very much needed in our country, so as to understand vocational maturity and its development.

Vocational maturity has often been correlated with a number of presumed predictors which themselves do not determine maturity but they do help in understanding the concept of vocational maturity. Findings concerning the relationship of some predictor variables with vocational maturity show some contradiction. It is quite probable that certain predictor variables are highly associated with vocational maturity than certain other variables. It is, therefore, necessary that a large number of logically relevant predictor variables be identified and their relationships with vocational maturity

be examined thoroughly.

Studies are also needed to determine the appropriateness of the dimensions of vocational maturity for different grade levels as well as age levels. Such studies will prove to be valuable in development of curricula which would be appropriate for the needs and demands of our society.
