

CHAPTER I

INTRODUCTION

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1.1. Introduction

The literature in the field of vocational development is so vast and heterogeneous that it cannot be dealt with exhaustively in a thesis concerning the specific aspects of vocational development. The purpose of the present investigation is to study the vocational maturity of high school students in relation to certain presumed predictor variables. In a study of this nature, it is necessary to present the major theoretical formulations in, at least, an outline form. The field of vocational development is of relatively recent origin. New theoretical formulations proliferate empirical studies in their wake. These various studies were carried out either to describe the process of vocational development or to predict this development from certain predictor variables. However, the major difficulty

which a researcher comes across in such studies is the lack of proper instrumentation and appropriate measurement techniques. Recently, Super has developed the concept of vocational maturity which is used to denote the individual's degree of development along the vocational development continuum. Some of the current researches are being carried out to specify the dimensions of vocational maturity and to identify its correlates. There has been some progress in the direction of preparing instruments for its measurement. Yet, these instruments are far from perfect. Moreover, in a country like ours, where vocational guidance has not moved much beyond the trait and factor approach, studies concerning vocational development are very much needed. It is with this purpose in mind that the present study has been undertaken. In the sections to follow, a brief historical review of vocational development and theories of vocational development are presented and the concept of vocational maturity is examined. Finally, a brief plan of the investigation is also given.

1.2. Vocational Development

Roe, Ginzberg, Super and Tiedeman, to name a few, brought to focus the dynamic nature of various aspects of vocational development. Interest of psychologists,

sociologists, economists and psychiatrists in vocational behaviour and career patterns has resulted in better understanding of psychological, sociological and economic factors affecting vocational development.

In the modern rapidly changing society, planning career development is a complicated process since numerous social factors affecting attitudes toward career development need to be carefully considered. Lipsett⁽¹⁾ has clearly brought out the importance of social factors such as social class, family influences, school, community, pressure groups and role perception in vocational development. Beilin⁽²⁾ has explained lack of social mobility in terms of certain undesirable attitudes toward education. Researches have shown that levels of aspiration are correlated with intelligence and intelligence, in turn, is positively correlated with social status of the family. Generally, the social class to which one belongs puts a limit to his upward occupational mobility as it determines his motivation.

Vocational development is also related to other aspects of development such as intellectual development, emotional development and social development. Vocational development is thought of as a continuum and vocational maturity refers to the position of the individual on this continuum. Vocational maturity varies along a number of dimensions. As yet, there

are no perfectly agreed upon criteria for the measurement of vocational maturity in different vocational developmental stages.

The relationship between vocational maturity and vocational development is very close. Theories of vocational development are an outgrowth of various studies on occupational choice, life stages and career patterns, impetus to which was provided by the changing concepts of vocational guidance.

In order to understand better these changing concepts in guidance consequent to shift in emphasis from trait-and-factor approach to developmental approach, it is necessary to review certain historical antecedents.

1.3. Landmarks in Vocational Guidance Movement

Frank Parsons, ⁽³⁾ pioneer of organised vocational guidance, has described vocational counselling as consisting of analysis of individual's capacities, interests and temperament, study of occupational information, and 'true reasoning' or counselling. This impact was so great that the National Vocational Guidance Association adopted his definition with very little modifications as its official definition. When Parsons started his work, no psychological tests were available except Galton test and Binet and Simon test.

Identification of workers as accident prone or inefficient with the help of psychological tests by Lahy and Clarapade⁽⁴⁾ in France and Germany respectively was a revolution in vocational guidance. Also Fredrick Taylor⁽⁵⁾ provided standardized work units by method of time and motion study which served as an objective external criterion for validation of aptitude tests. Munsterberg and other industrial psychologists contributed job worker description and occupational ability profiles. The U.S. Army psychologists by studying 'Studentship' as an occupation, provided criteria of scholastic success and made prediction possible. Pioneering work of E.K. Strong, Jr. and Frederick Kuder in objective measurement of interest is one more landmark in vocational guidance. Viteles developed an instrument known as individual psychograph which was later on adapted by Peterson in the Minnesota Employment Stabilization Research Institute. It was an important contribution to vocational guidance. With these signal contributions and breakthroughs in vocational guidance, new meaning and new techniques were given to Parsons' step three, 'true reasoning' about man and job.

From the foregoing lines, it can be said that vocational counselling is a process of helping the client or student understand his abilities and interests and finding

out suitable outlet for these abilities and interests in the world of work. This approach to vocational counselling is called actuarial method and its underlying theory is called trait theory in vocational guidance. This approach has given contributions of permanent significance. However, preoccupation with the development and use of the techniques for individual appraisal has resulted in failure to develop a supporting theory as well as failure to explore other theories and approaches which would supplement this approach.

With growing complexity of industrial organisations, psychologists, sociologists and economists focussed their attention on analysis of occupational histories of individuals, with a view to studying social status, intelligence, industrial change or in general the course of human life. This method is known as the life history method and the underlying theory is called the theory of life patterns.

Terman's⁽⁶⁾ study of gifted children illustrates one of the early attempts to describe the life patterns of individuals by this method. Since Terman was interested in the concomitants of superior intelligence, his study did not contribute to the development of a theory of life patterns.

Davidson and Anderson⁽⁷⁾ in their sociological study of occupational mobility obtained educational and occupational histories of a cross section of American men by questionnaire method. Their purpose was to plot careers and hence their study was limited to social and economic data.

Miller and Form⁽⁸⁾ in their Ohio survey, analyzed occupational histories of a larger number of workers in all occupational levels so as to obtain modal career patterns. They took into consideration intellectual and emotional factors which, they thought, might explain deviation from the norm of socio-economic group.

Miller and Form⁽⁹⁾ have given the five periods of work adjustment as Preparatory, Initial, Trial, Stable, and Retirement. In a full life, these five spans of work adjustment bridge the beginning and end of working. The initial, trial, and stable periods account for most of the work adjustments in the world, and are together referred to as the 'active work life.'

Buehler's⁽¹⁰⁾ *Der Menschliche Lebenslauf als Psychologisches Problem* and Lazarsfeld's⁽¹¹⁾ *Jugend und Beruf* were of more value to life pattern study. Though these Austrian studies have contributed little to description of vocational development outside Austrian context, they have

provided an approach and a methodology since in both the studies people were asked how they arrived at vocational choices. Buehler, in tracing the process of development throughout the entire life span, evolved a theory of life stages which includes the growth, exploratory, establishment, maintenance, and decline stages. This theory proved very useful for empirical studies in vocational development.

Ginzberg's study⁽¹²⁾, inspired by life pattern approach of Buehler and Lazarsfeld was dynamic in nature. But it was cross-sectional and had a small sample from the upper socio-economic groups. Moreover, it was restricted to vocational choice in adolescence.

Friend and Haggard⁽¹³⁾ studied work adjustment in relation to family background by case history method. The study was partly longitudinal and studied variables like parent-child relationship which were thought to be crucial in personal and vocational development. An important finding of the study is that patterns of childhood family adjustment are likely to recur in the work situation in adulthood, and that adult adjustment and success depend on satisfactory identification with at least one parent. However, it should be noted that these findings are based on a very small sample.

Controversy about trait and pattern theories^{and} about actuarial and developmental methods is a barrier to effective counselling as the latter depends on judicious use of both the theories and both the methods.

The critical significance of the two sociological studies and the two Austrian studies referred to above lies in the fact that they paved the way and provided the framework for vocational development theories. In the section to follow, some of the major theories of vocational development are outlined.

1.4. Theories of Vocational Development

(a) The Ginzberg, Ginsburg, Axelrad, and Herma Theory of Occupational Choice :

Ginzberg and his associates^{(14) (15) (16)} formulated a theory of occupational choice emphasizing the following three elements : (1) Occupational choice is a process rather than an event; (2) the process is largely irreversible; and (3) compromise is an essential feature of every choice.

Choice process spans the entire life span from birth to death. Choice process has been divided into three periods: fantasy choices before the age 11 ; tentative choices between the ages 12 and 17; and realistic choices from age 17 upto young adulthood, when final decision is made.

Four stages of the tentative period are the interest stage, capacity stage, value stage and finally the transition stage. Three stages in the period of realistic choices are the exploration stage, the crystallization stage and ultimately the specification stage. The patterns of choices and the time at which choice crystallizes show variations and in some cases deviations from the normal variation which supports their first contention.

Having committed to a choice, going back would mean a failure, in a way, and a threat to self-esteem. Thus the reality pressures which generally do not permit alterations in plans account for the irreversibility of the process.

An individual has to weigh his opportunity and consider the limitations imposed by the environment in choosing an occupation that will provide him maximum possible satisfaction in work and life. Thus, the fact that an individual strikes a compromise in choosing an occupation, supports the third element of their theory.

(b) Super's Theory of Vocational Development :

Super^{(17) (18)} emphasizes the significance of individual differences in abilities, interests and values for vocational development. He also advocates the concept of occupational multipotentiality of the individual implying that each individual

has the potential for success and satisfaction in a number of occupations. According to Super¹, ' each of these occupations requires a characteristic pattern of abilities, interests, and personality traits with tolerances wide enough, however, to allow both, some variety of occupations for each individual and some variety of individuals in each occupation.' Time and experience bring about changes in vocational preferences and competencies; the situation in which people live and work ; and consequently in their self-concepts, thus making choice and adjustment a continuous process. However, the self-concepts are fairly stable from late adolescence until late maturity. Vocational development process can be understood in terms of five life stages, namely, growth, exploration, establishment, maintenance, and decline. The exploratory stage is divided into the fantasy, tentative, and realistic phases and the establishment stage is divided into the trial and stable phases. The socio-economic level of individual's parents, his mental ability, his personality characteristics and opportunities to which he is exposed determine the nature of the career pattern. The individual's development could be guided by helping the process of maturation of abilities and interests and to some extent by helping in reality testing and in the development of self-concept. The processes of self-concept are formation, translation and implementation. Super views the career as

¹Super, et al. 'Vocational development: a framework for research', New York: Teachers College, Columbia University, 1957, p.14.

man's implementation of self-concept.¹

In expressing a vocational preference, a person puts into occupational terminology, his idea of the kind of person he is; ... in entering an occupation, he seeks to implement a concept of himself; in getting established in an occupation, he achieves self-actualization. The occupation thus makes possible the playing of a role appropriate to the self-concept.

Compromise between individual and social factors, between self-concept and reality is in terms of role playing. The degree to which role played by the individual is congenial and appropriate determines life satisfactions and work satisfactions. These are, in brief, the important features of Super's self-concept theory of vocational development.

(c) Tiedeman's Theory :

Like Super, Tiedeman (19)(20) considers prediction and understanding of the individual's career pattern or work history as his ultimate goal. According to Tiedeman⁽²¹⁾, the kinds of positions chosen; their sequence, and the duration of stay in each are the three important elements of a work history. Although Tiedeman emphasized the need to see careers as criteria and subordinated the theoretical matters to the problem of predicting careers in his earlier formulations, he has emphasized 'theory above^{all} else,'⁽²²⁾ more recently. At present, Tiedeman is exploring all the theoretical models so

¹D.E. Super, et. al. 'Career development. Self-concept theory. New York: College Entrance Examination Board Research Monograph No.4, 1963.

as to evolve a single comprehensive model of vocational development. He has also emphasized the need for appropriate statistical technique to predict career patterns.

Vocational development is viewed by Tideman and O'Hara as a series of decisions to be made by the maturing individual. The dynamics and stages of decision making are discussed and presented symbolically in a paradigm.

Vocational decision making is divided into two stages : a period of anticipation and a period of implementation and adjustment. These two stages are further sub-divided into a number of sub-stages which are carefully defined by Tideman and O'Hara⁽²³⁾. Although the stages suggested by Tideman and O'Hara are similar to Super's formation, translation and implementation, they are of varying length, are reversible and can occur simultaneously with other processes of thought. In comparison to Super's model, the one proposed by Tideman and O'Hara is more dynamic and useful.

(d) Roe's Theory of Occupational Choice :

Roe⁽²⁴⁾ views the choice process as an outgrowth of interests whose origin is in early childhood. According to her interests are crystallized by the age of eighteen and are generally stable by the age of twenty-five. Due to importance and persistence of interests she has attempted to trace their origins in childhood. In her theory of vocational choice, she emphasizes the importance of parental attitudes and home

atmosphere in early childhood as determinants of adult choices.

Roe's⁽²⁵⁾ revised theory shows the influence of theories of Gardner Murphy, and Maslow and of the notion of genetic influences on the development of need hierarchies and vocational decisions. The selection of vocation is influenced by both, genetic factors and need hierarchies of the individual. The theory also makes explicit the effects of childhood experiences on the development of patterns and strengths of the basic needs. Roe proposes that the kinds of needs satisfied and the delay in their gratification are both determined by the child-rearing practices.

Many empirical studies carried out to test Roe's theory have reported negative findings. One of the shortcomings of this theory is to be found in the judgments concerning the nature of early parental behaviours toward children, from retrospective data. Besides, the samples studied were either small or consisted of occupational groupings of such a specific nature as to make generalizations difficult, if not impossible. The theory also fails to take account of the parental inconsistencies in child-rearing and changes in attitudes toward growing children, on later development. In the light of research evidences, it could be said that Roe's theory is highly inadequate since it fails to make an adequate representation of the essential features of the theory of vocational development.

There are other theoretical formulations besides the ones outlined in the preceding lines. Of particular significance

is the theory of Holland.⁽²⁶⁾ In his theory of career typology Holland emphasizes that most individuals perceive the vocational world in terms of occupational stereotypes. In this theory he states that there are six occupational environments to which everyone is required to adjust. The most typical way in which an individual responds to his environment constitutes his modal personal orientation. With such a modal personality orientation, and the level hierarchy^{that} the individual has developed over the years he moves toward a career within the appropriate occupational environment whose skill level is consistent with his abilities and accomplishments. His knowledge about himself and the world of work will determine the soundness of his decision.

Psychoanalytic formulations by Bordin, Nachmann and Segal⁽²⁷⁾ about vocational choice emphasize the importance of the process of identification and ego strength. Segal⁽²⁸⁾ has tested several hypotheses about personality and behaviour on a small sample consisting of students from accounting and creative writing. He concluded that the results were generally consistent with the psychoanalytic model of vocational choice devised by him.

Hershenson⁽²⁹⁾ has proposed a life-stage vocational development system which according to him, is amenable to empirical research and relevant to vocational counselling practice. His life stages are sequential rather than

chronological.

LoCasio⁽³⁰⁾ has proposed a theory that includes continuity and discontinuity in vocational development, using a common pool of constructs. In his formulation which is elaboration of Super's theory, he postulates three vocational development units, each of which represents varying degrees of continuity in vocational development. The three units are continuous, delayed, and impaired developmental units. These units are distinguished in terms of the differences in the adequacies of individual's repertoire, relevant vocational learning, and the incorporation of this learning.

Having briefly reviewed these theories and theoretical formulations, comparison of at least the major theories seems to be in order. Roe and Ginzberg limited themselves to occupational choice which is an aspect of vocational development. Both of them have used psychoanalytic concepts but their theories are broader than the psychoanalytic formulations. Ginzberg's study was largely cross-sectional whereas Roe's study was based on retrospective data. Super and Tiedeman, as pointed out earlier, have common goal of understanding and predicting career pattern or work history of the individual. Super uses developmental model to explain vocational development through various life stages whereas

Tideman uses developmental model specifically to explain decision-making in vocational development.

All the theories are constructive in the explanation of career behaviour. Roe's theory is reductionistic in explanation since it is based on Maslovian need hierarchy. All theories except Roe's have gained empirical support to varying extent. Super's theory is best suited to longitudinal research whereas Roe's and Ginzberg's theories are difficult to implement in research terms. Roe's and Ginzberg's theories have problems of internal inconsistencies. Of all the theories, Super's self concept implementation theory of vocational development has stimulated a good deal of research during the last fifteen years. According to Super vocational behaviour matures along five dimensions viz., orientation to vocational choice, information and planning, consistency of vocational choice, crystallization of traits and wisdom of choice. Crites has reduced these five dimensions to consistency of choice, wisdom of choice, choice competencies and choice attitudes, which according to him include all the dimensions proposed by Super. Besides, Crites has also proposed a model for the measurement of vocational maturity.

1.5. Vocational Maturity

The concept of vocational development and vocational maturity are relatively new in the field of vocational psychology. There is no mention of these concepts in most of the earlier text-books. However, one frequently comes across the terms vocational choice and vocational adjustment in the literature on guidance. This may be so because vocational guidance has drawn heavily from differential but little from developmental psychology.

Despite the fact that the concept of vocational maturity is a recent addition to the literature on vocational guidance, it has antecedents in the early work on the measurement of interest and theory construction on vocational development. Carter's⁽³¹⁾ original work on the patterning of interests in adolescents is significant because it emphasized the fact that the development and patterning of interests is a part of general maturational processes. Another evidence for the fact that vocational behaviour undergoes a systematic change is provided by the numerous studies on Strong's Interest Maturity Scale. Dysinger⁽³²⁾, while offering his comments on the philosophy of guidance, pointed out that emphasis needs to be placed on developmental and processes and not on vocational decision or vocational choice since these terms denote a single decision at a particular time. Ginzberg,

Ginsburg, Axelrad, and Herma also referred to the fact that how an individual handles his choice problems is more important than studying or concentrating on the problems themselves.

The credit for making the concept of vocational maturity explicit goes to Super who attempted to specify the behavioural dimensions and to specify quantitative indices for the the purpose of defining the concept of vocational maturity in operational terms. Vocational development is regarded by Super as an aspect of an individual's development. Vocational development continuum is viewed by him in terms of life stages involving growth, exploration, establishment, maintenance and decline. Each of the vocational life stages is further subdivided into substages. The concept of vocational development is intimately related to the concept of vocational maturity which denotes the degree of development along the vocational development continuum. According to Super, vocational behaviour matures along the following five dimensions which could be adequately described and measured :

- (a) Orientation to vocational choice, (b) Information and planning, (c) consistency of vocational choice (d) crystallization of traits, and (e) wisdom of vocational choice.

Orientation to vocational choice is described in terms of concern for choice and use of resources in planning. Similarly,

information and planning dimensions is described in terms of specificity of information and of planning in relation to selected occupation. Consistency of vocational choice refers to stability^{of} choice in time and agreement of choices in field, level and family. Crystallization of traits dimension refers to the extent of development of aptitudes and personal dispositions relevant to the occupation chosen. Wisdom of vocational choice is described in terms of agreement between vocational choices and abilities, activities, interests and socio-economic background.

This description of the dimensions indicates that the concept of vocational maturity is more comprehensive than the concept of vocational choice. Vocational maturity has been defined by Super in two different ways. The first is concerned with the person's chronological age, which indicates the life stage in which, on a normative basis, he should be found and hence the developmental tasks with which he should be dealing. Actual life stage in relation to expected life stage provides one basis for judging vocational maturity (Vocational Maturity I). 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 and expected life stage. This second criterion (Vocational Maturity II) focusses on the methods of

handling the developmental tasks rather than on the appropriateness of the tasks for his age and expected life stage.

Crites⁽³³⁾ 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.

1.6. The Need for Studying Vocational Maturity

The study of vocational maturity is important for several reasons. For nearly half a century vocational guidance was considered to be a static process since it was concerned with mechanical matching of individual's characteristics with the requirements of job. With dynamic approach emphasising continuity in development, the need for studying vocational maturity has been increasingly felt. Since vocational maturity is intimately related with vocational development, the latter could be understood by studying vocational maturity. Providing opportunities for an adequate vocational development by

orienting the pupils to life and to work is a major responsibility of educational institutions. Identification and utilization of the potentials of human resources is a major goal of all social institutions. If vocationally less mature individuals are located in an early stage of their development, they could be helped by guidance specialists and educationists for an adequate vocational development. Thus, with the knowledge of vocational maturity, floundering can be avoided by giving timely help to the individual.

In our country, vocational guidance is in its early stage of development. It has not reached the majority due to limited resources. In a situation like this, there is a strong need for highly comprehensive and coordinated programme of guidance so as to foster adequate vocational development. Equipping our counsellors and guidance specialists with first hand information about various aspects of vocational development relevant to Indian setting is very much necessary at present when most of the individuals who have to make choices are in a confused state of mind. A highly comprehensive and integrated programme for vocational development has thus obvious guidance implications. 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 these choices. This could be done only when the guidance workers are thoroughly equipped with adequate information concerning

vocational development and tools for measuring this development. Understanding vocational development is one thing and developing tools for its measurement is another. Some efforts have been made by our psychologists in this direction but it is just a beginning and much more remains to be accomplished. Research is necessary to study vocational life stages in our country. Research is also necessary to measure vocational development of individuals differing in age, sex and other characteristics. Identification of the various correlates of vocational maturity is also necessary for promoting vocational development. The present research 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 variables like intelligence, achievement, adjustment and identification to name a few. With studies of this type in vocational maturity, much of the avoidable wastage and stagnation in secondary and higher education could be prevented.

1.7. Plan of the Investigation

The present investigation is planned to study the vocational maturity of high school students. It is designed to examine the concept of vocational maturity in view of its

diversified interpretations and practical utility for guidance in career development. It aims at studying the vocational maturity of school going boys and girls of grades VIII through XI, in terms of well defined dimensions. It examines the interrelationship between the dimensions of vocational maturity. It also tries to identify correlates of vocational maturity.

In brief, the study is mainly concerned with the measurement of vocational maturity of high school adolescent boys and girls.

Sample

The sample of study consists of 600 adolescents - 300 boys and 300 girls - selected at random from various schools in the city of Baroda from grades VIII through XI. This was done so as to make gradewise analysis of the results. Moreover, the inclusion of both boys and girls enabled the investigator to study the sex differences in vocational maturity.

Tools used

Preparing tools for the measurement of a relatively more comprehensive concept like vocational maturity is a task by itself. Tools were constructed to measure three dimensions of vocational maturity viz., consistency of vocational choice, choice competencies and choice attitudes.

The choice competencies were measured by an open-ended questionnaire pertaining to vocational and curricular choices, factors and resources in choice, job-knowledge, self-knowledge and planning. The measure for consistency of vocational choice was derived from the responses made by the subjects when asked to mention occupations in order of their preference. The derivation of consistency scores was in line with Super's Career Pattern study. Vocational choice attitudes were measured in terms of responses to 43 statements pertaining to the vocational choice process. These 43 statements were carefully selected by combining the empirical and rational approaches to measurement. Standardized tools were used to obtain scores for family adjustment, social adjustment, personality, interests, intelligence, achievement ~~values~~, identification patterns and independence orientation. Each test yielded scores which were used for statistical analysis.

Analysis of Results

Results were analyzed to study the intercorrelations between the three measures of vocational maturity for each grade and sex taken separately. These correlations were interpreted and discussed. Sex differences were studied by comparing maturity of boys and girls. The correlations were

computed between measures of vocational maturity and other variables like adjustment, intelligence, achievement etc. Finally ten cases identified as vocationally less mature and more mature were studied exhaustively. Intercorrelations between dimensions of vocational maturity were computed so as to examine vocational maturity as a construct. Comparison between vocational maturity scores of boys and girls was made in view of the fact that more and more girls are becoming career oriented in recent times in our country. The correlations between measures of vocational maturity and other variables served the purpose of identifying the correlates of vocational maturity, thereby making the concept of vocational maturity sufficiently more comprehensive.

The whole thesis can be divided into three sections. Section I includes introductory remarks, critical examination of the concept of vocational maturity in light of some of the more recent approaches and theoretical models for research on vocational maturity as well as a thorough review of literature on the concept of vocational maturity. Section II deals with the rationale for the measurement of vocational maturity, pilot study, preparation of tools, selection of tests, methods of administration and procedures for scoring. Section III is devoted entirely to the analysis and

interpretations of the various results. In this section, emphasis is placed on the measurement of the concept and examination of sex differences in vocational maturity in grades VIII through XI. It also tries to identify the correlates of vocational maturity by examining the correlations between measures of vocational maturity and the presumed correlates. Finally, some significant case studies are presented so as to understand more fully the nature of what is known as vocationally mature and immature behaviour.

1.8. Summary

The field of vocational development is relatively recent in origin. The major difficulty which a researcher comes across is the lack of proper instrumentation and appropriate measurement techniques. In our country, where guidance has not moved beyond the trait-and-factor approach, studies concerning vocational development are very much needed. The relationship between vocational development and vocational maturity is very close.

The examination of the history of guidance movement has revealed the fact that, the shift in emphasis from the mechanical matching of men with jobs to the consideration of a wide variety of factors in vocational choice was very gradual. As a result of this shift many theories of vocational

development emerged. These theoretical formulations have tried to pinpoint some of the crucial factors which operate throughout the period of development. Some of the more recent theories have developed the concept of vocational maturity which is defined as the degree of development on a vocational development continuum. The measurement of vocational maturity is very useful in many ways not only to guidance workers but to all those who are concerned with making a choice. The present investigation is an attempt to study vocational maturity of high school boys and girls from grades VIII through XI. This requires the measurement tools and tests to study its various aspects.

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