CHAPTER IV

ANALYSIS AND INTERPRETATIONS OF RESULTS - I

4.1. Introduction

Three measures of vocational maturity were obtained, as described in the previous chapter. The competence dimension was thought of as consisting of six components. The use of the term component in this investigation is synonymous with Super's index. The component has not been sub-divided into elements in this study since the subjects were asked to respond to the component items in a free narrative situation. The six components of the competence dimension were derived rationally by reviewing the relevant literature. Particularly, the author referred to the work of Super, Crites, Gribbons and Lohnes, and Vriend for the development of component items of competence. The scoring procedure was explained in the previous chapter. Accordingly, higher scores on competence were expected to correspond with greater maturity.

The dimensions of consistency of vocational preferences consisted of four components. The components of field level and family were directly adapted from Super's Career Pattern Study. The time component was added as it was considered appropriate by Crites in his construct of maturity. Discrepancy scores were derived for the components of consistency dimension. Lower scores on this dimension are expected to correspond with greater maturity. If the correlations between components of consistency and those of competence as well as choice attitude turn out to be negative, they imply positive relationship.

The choice attitude test constitutes another measure of maturity. No separate scores for the components of choice attitude were derived since all the items of this test were supposed to measure attitudinal and dispositional tendencies. Total score based on the entire test was available for each subject. The necessary procedure was followed for its standardization.

Thus, scores were computed for each component of competence and consistency dimensions as well as the choice attitude test. Gradewise and sexwise scores were also computed for each of the dimensions as well as components of these dimensions. These scores were then subjected to statistical analysis. Intercorrelations among components of

competence as well as consistency were calculated to examine the degree of cohesiveness among components of the respective dimensions. It was expected that there should be significant positive correlations among the components, if their grouping under a single dimension is to be considered appropriate. The intercorrelations among the dimensions of competence and consistency were examined separately for each grade and sex. Intercorrelations between the components of competence and of consistency were also computed so as to examine the relationship between them. It is expected here that the correlations should be positive and moderately high. Competence and consistency dimensions were also correlated with choice attitude, not with a view to construct and validate the dimensions, but merely with a view to examine their relative standing. The basic assumption in this was that the three dimensions were logically adequate and lack of relationship between them would not be taken to mean that they are inadequate or inappropriate as dimensions of maturity.

In this chapter, correlational analysis in respect of boys and girls of grades VIII through XI is presented in that order. First, the intercorrelations among the components of the competence dimension are taken up for discussion. This is followed by the examination of correlations of the components of competence with those of consistency and choice

attitude. Next, the intercorrelations among the components of consistency are discussed and this is followed by the examination of relationships of components of consistency with choice attitude. Though the sequential presentation and discussion may appear monotonous, it is followed for the sake of convenience and ease in making comparisons. Finally the results of the analysis of variance are discussed for six measures of maturity - total competence, four measures of consistency and a measure of choice attitude. For the analysis of variance, only the total competence score was considered. In the following lines, the various results are presented and interpreted.

4.2. Vocational Maturity of VIII Grade Boys

Table 5 : Intercorrelations among Six Components of competence along with the Total Competence for VIII grade Boys

	Sp.of Voc. choice	Reali-sm of curr. choice	Res.and factors in choi-ce	Job-know-ledge	Self know-ledge	Pla-nn-ing	Total comp-eten-ce
	1	2	3	4	5	6	7
1.Specificity of voc. choice	..	.29	.37	.43	.20	.14	.70
2.Realism of curr. choice		..	.54	.25	.23	.17	.69
3.Res. and factors in choice			..	.52	.32	.18	.74
4.Job-knowledge				..	.46	.33	.73
5.Self-knowledge					..	.39	.55
6.Planning						..	.44
7.Total competence							..

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

Specificity of vocational choice, as seen from the table, is significantly correlated with four components of competence. It is not significantly correlated with planning. However, the correlation between specificity of choice and the total competence is highly significant. Realism of curricular choice is also significantly correlated with all other components and the total competence, excepting planning. The component of resources and factors in choice is also significantly correlated with all other components and the total competence excepting planning, job-knowledge as well as self-knowledge is also significantly correlated with all the components and the total competence. Finally, planning is significantly correlated with the total competence. Thus, it can be seen that planning fails to correlate substantially with specificity of choice, realism of curricular choice, and resources and factors in orientation. These positive correlations though insignificant show some degree of relationship.

The high positive correlation between planning and total competence indicates that planning does contribute to competence. The components of competence dimension of vocational maturity are thus internally consistent and therefore the grouping of these components is quite appropriate. The correlations of the components of competence with those of consistency are examined in Table No.6 on the next page so as to know whether they are closely associated.

Table 6 : Correlations between the Components of Competence and Consistency

Consistency	Specificity of Voc. choice	Realism of curr. choice	Res. and factors in choice	Job-knowl-edge	Self-know-ledge	Plann-ing	Total compet-ence
Fields	-.15	-.09	-.09	.03	.04	-.18	-.09
Levels	-.12	-.24	-.16	-.17	-.12	-.12	-.23
Families	-.18	-.24	-.08	-.12	-.07	-.20	-.23
Time	-.50	-.33	-.37	-.20	-.24	-.12	-.47

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

Out of 28 correlations between the six components of competence along with the total competence and four components of consistency, only 11 correlations meet the criterion of significance. Thus, consistency within fields, levels and families fails to correlate significantly with the components of competence. All correlations except one of consistency in time with the components of competence are significant. Consistency in time may, therefore, be regarded as a separate component of consistency dimension for VIII grade boys. Thus, most of the correlations are insignificant.

Table 7 : Correlations between Components of Competence and choice Attitude

	Specificity of the choice	Realism of curr. Choice	Res. and factors in choice	Job-knowledge	Self-knowledge	Planning	Total competence
Choice attitude	-.02	.39	.37	.35	.23	.06	.33

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

Correlations of the components of competence with those of consistency have been discussed in the preceding paragraph.

Table 7 shows the correlations of the components of competence with choice attitude as a dimension of maturity. Excepting the correlations of specificity of choice, and planning

with choice attitude, all other correlations are significant. Specificity of choice was shown to be significantly correlated with other components of competence in Table 5, while planning was shown to be correlated to some extent with three of the six components. Since the components of competence are internally consistent as shown in Table 5 and since five out of seven correlations of the components as well as the total competence are significantly correlated with choice attitude, it could be said that competence emerges as a dimension for the VIII grade boys.

Consistency of Preferences

Three components of consistency dimension viz., field, level, and family were incorporated to see whether they are internally consistent. Besides these three components, consistency in time was also considered as one of the components. Discrepancy scores for each of the components of consistency were derived.

Table 8 : Intercorrelations among Four Components of Consistency

Consistency	Consistency			
	Fields	Levels	Families	Time
Fields	..	.08	.62	.24
Levels	..	..	.84	.03
Families	..	..	..	.15
Time	..	..	..	..

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

Table 8 reports the correlations between the components of consistency. The correlation between field and level is only .08 which is insignificant. Since consistency within families is defined as a combination of field and level, the correlations of field and level components with consistency within families are expected to be quite high and positive. Correlations between field and family, and level and family are respectively .62 and .84, which show that level contributes more to the family component than the field. This can be explained in terms of the differences in the range of scores for field and level, with level having greater range than field. The scores for the field component range from 0 to 3, whereas, those for level range from 0 to 5.

Consistency in time correlates with consistency within fields to the extent of .24, which is significant at the .05 level. It also correlates with level and family to the extent of .03, and .15 respectively. Both these correlations are insignificant. Although the correlation of .24 between time and field components is significant only at the .05 level, the relationship is not very high. The other two correlations are quite insignificant. Thus, it appears that consistency within fields, levels, and families is not closely associated with consistency in time. From this it could be said that the components of consistency are not internally consistent.

Table 9 : Correlations between Components of Consistency and Choice Attitude

	Consistency			
	Fields	Levels	Families	Time
Choice attitude	.05	-.13	-.07	-.03

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

It can be seen from the above table that all the four correlations are insignificant. Also, as reported earlier, the components of consistency were not significantly intercorrelated. Moreover, out of 28 correlations between six components of competence as well as total competence and four components of consistency, only eleven were found to be significant. It could, therefore, be concluded that vocational preferences of the VIII grade boys are not fairly consistent.

On the whole, it appears that competence correlates significantly with choice attitude whereas it fails to correlate with consistency. Consistency fails to correlate with choice attitude and also with competence. The components of competence are internally consistent whereas those of consistency are not. It, thus, appears that consistency is not an appropriate measure of maturity so far as VIII grade boys are concerned.

4.3. Vocational Maturity of VIII Grade Girls

It can be seen from the Table 10 on the next page that specificity of vocational choice has significant correlations with four components of competence. Its relationship with self-knowledge is not significant. It correlates significantly with the total competence. Realism of curricular choice is significantly correlated with all other components and the total competence. The component of resources and factors in choice is also significantly correlated with all other components as well as the total competence. Job-knowledge has significant correlation with self-knowledge as well as the total competence, but its correlation with planning is not significant. Self-knowledge correlates significantly with planning and the total competence. Finally, planning is correlated at the .01 level of significance, with the total competence. Out of 21 intercorrelations among components and total competence, only 2 are insignificant. The 19 positive significant intercorrelations show that the components of competence dimension of vocational maturity are thus internally consistent and therefore their grouping is appropriate.

Table 11 :

Out of 28 correlations examined in Table 11, 24 are statistically significant and indicate positive relationship. Correlations of level component with specificity of vocational choice, resources and factors in choice, and planning show

Table 10 : Interforrelations among Six Components of Competence along with the Total Competence for VIII Grade Girls

	Specificity of voc. choice	Realism of curr. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
1. Specificity of voc. choice	..	.27	.38	.19	.13	.24	.65
2. Realism of curr. choice	..	..	.34	.51	.31	.28	.73
3. Res. and factors in choice	..	..	..	.36	.27	.19	.66
4. Job-knowledge	..	..	..	..	.41	.17	.70
5. Self-knowledge	..	..	..	..	..	.40	.56
6. Planning	..	..	..	..	..	..	.51
7. Total competence	..	..	..	..	..	..	..

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

Table 11 : Correlations between the components of competence and Consistency

Competency	Specificity of voc. choice	Realism of curr. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
Fields	-.22	-.47	-.32	-.42	-.22	-.19	-.49
Levels	-.11	-.23	-.12	-.23	-.19	-.14	-.26
Families	-.21	-.45	-.28	-.42	-.26	-.21	-.49
Time	-.41	-.19	-.30	-.21	-.07	-.22	-.39

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

positive relationship, though low. Only self-knowledge fails to correlate sufficiently with consistency in time. Three barely significant correlations are between planning and field, self-knowledge and level, and realism of curricular choice and time. Since all the correlations are positive and since most of them are significant, it could be said that those who are competent tend to make consistant choices in field, level, family, and time. Competence is thus closely associated with consistency dimension in this group.

Table 12 : Correlations between components of Competence and Choice Attitude

	Specificity of Choice	Realism of curr. choice	Res. & factors in choice	Job-know-ledge	Self-know-ledge	Pla-nn-ing	Total comp-eten-ce
Choice attitude	.05	.37	.32	.37	.23	.10	.37

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

Competence as a dimension of vocational maturity is examined in terms of intercorrelations among its components and its correlations with other dimensions of maturity. Correlations of its components with components of consistency have been discussed in the preceding lines. Table 12 shows the correlations of its components with choice attitude as a dimension of maturity. All other correlations, except the ones

of specificity of choice, and planning with choice attitude, are significant statistically. It was pointed out, while discussing intercorrelations among the components of competence that specificity of choice, and planning had all but one significant correlations (Table 10). Again, both these components fail to have significant correlation with consistency within levels (Table 11). Moreover, they have failed to correlate with choice attitude. These three observations together obviously cast some doubt as to adequacy of specificity of choice and planning as components of competence. However, overwhelming majority of their significant correlations with other components of competence, justify their inclusion as components of competence. Thus, these six components could be regarded as forming a competence dimension of maturity for VIII grade girls.

Table 13 : Intercorrelations among four Components of Consistency

Consistency	Consistency			
	Fields	Levels	Families	Time
Fields	..	.18	.75	.36
Levels	..	..	.78	.24
Families			..	.39
Time				..

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

The correlations between the components of consistency are reported in Table 13. The correlation between field and level is .18 which is just below the .05 level of significance. All the other intercorrelations are statistically significant. It can be seen from the table, that all the three components of consistency are significantly correlated with time. It can, therefore, be inferred that the four consistency components comprise the dimension of consistency. Correlation coefficients of .75, and .78 between field and family, and level and family respectively suggest that field in spite of narrow range of scores contributes considerably to the family component. Comparison of correlations of time with field, level, and family also indicates that field, and not level, contributes more to the family component.

Table 14 : Correlations between Components of Consistency and Choice Attitude

	Consistency			
	Fields	Levels	Families	Time
Choice attitude	-.44	-.20	-.41	-.34

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

Correlations between components of consistency and choice attitude are presented in Table 14 above. It is clear

from the table that all the correlations are statistically significant which means that the components of consistency are highly associated with choice attitude. Surprisingly, the correlation of choice attitude with field component is higher than that with family and level. In this case, it can be said that level contributes little to the family component as compared to field. Significant correlations of the four components of consistency among themselves, ... large number of their significant correlations with components of competence and with choice attitude indicate that these four components of consistency constitute the dimension of consistency. It can also be said from this that consistency of preferences can be considered a dimension of maturity so far as the eighth grade girls are concerned.

On the whole, it appears that the relationship of competence with consistency as well as choice attitude is very close. Consistency is also significantly correlated with choice attitude. The components of competence are internally consistent. This is also true for the components of consistency.

4.4. Vocational Maturity of IX Grade Boys

It can be seen from Table 15 on the next page that the correlations of specificity of choice with all other components are not statistically significant. However, specificity of choice is significantly correlated with the total competence. All the components of competence, except specificity

Table 15 : Intercorrelations among six components of competence along with the total competence for IX Grade Boys

	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
1. Specificity of voc. choice	..	.05	-.02	.04	.12	.05	.33
2. Realism of curri. choice		..	.34	.31	.34	.35	.68
3. Res. and factors in choice			.	.22	.33	.26	.59
4. Job-knowledge				..	.44	.44	.65
5. Self-knowledge					..	.56	.73
6. Planning						..	.71
7. Total competence							..

Table 16 : Correlations between the Components of Competence and Consistency

Consistency	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
Fields	-.23	-.10	.04	-.08	-.24	-.16	-.20
Levels	.19	-.23	-.09	-.01	.16	-.02	-.02
Families	-.02	-.22	-.04	-.06	-.05	-.12	-.15
Time	-.48	-.12	-.26	-.19	-.23	-.06	-.36

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

of choice, are intercorrelated significantly. Their correlations with the total competence are all statistically significant. In view of this, it can be said that except specificity of choice other components of competence are consistent internally. The grouping of these components to comprise the dimension of competence, therefore, seems appropriate.

It would be worthwhile to study the correlations of the components of competence with those of consistency so as to examinetheir interrelationships. These correlations are presented in Table 16 on the previous page.

Table 16 :

On examining correlations between components of competence and components of consistency, it is found that time component is significantly correlated with four components of competence and the total competence whereas the other three consistency components have together four significant correlations with components of competence. Consistency within fields is significantly correlated with specificity of choice and self-knowledge. It also correlates significantly with the total competence. Consistency within levels is significantly correlated with realism of curricular choice but its significant correlation with specificity of choice is negative. Its correlation with self-knowledge is negative but not significant.

It does not correlate significantly with the total competence. Consistency within families is significantly correlated with only realism of curricular choice. Its correlations with the other competence components and the total competence are insignificant. There is some indication from these correlations that consistency seems irrelevant as a dimension of maturity for the IX grade boys. However, consistency in time, because of its greater number of significant correlations with components of competence, may be regarded as a separate component of consistency. Excepting the two negative correlations of the level component with specificity of choice and self-knowledge, all other correlations are positive. These correlations do indicate some degree of relationship, however, small.

Table 17 : Correlations between Components of Competence and Choice Attitude

	Specificity of choice	Realism of curricular choice	Res. and factors in choice	Job-knowledge	Self-knowledge	Planning	Total competence
Choice attitude	-.13	.23	.18	.23	.24	.21	.27

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

The intercorrelations among the components of competence and correlations between its components and those of consistency have been examined earlier. In Table 17, correlations between

components of competence and choice attitude are presented. Four components of competence, and the total competence are significantly correlated with choice attitude. The correlation between resources and factors in choice and choice attitude is slightly below the .05 level of significance. Specificity of choice has negative correlation with choice attitude, but it is not significant. Correlations of specificity of choice with other components were not significant. (Table 15). Its correlation with consistency within levels is negative. Considering these observations about specificity of choice, its adequacy as a component of competence is doubtful. It can, therefore, be concluded that all the components excluding the specificity of vocational choice, are appropriate and adequate in constituting the competence dimension of maturity of ninth grade boys.

Table 18 : Intercorrelations among Four Components of Consistency

Consistency	Consistency			
	Fields	Levels	Families	Time
Fields	..	-.07	.73	.20
Levels		..	.74	.23
Families			..	.29
Time				..

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

The intercorrelations among four components of consistency are presented in Table 18. The correlation between the field and level components is very low but negative. All other correlations are positive and statistically significant. Significant correlations between field and family, and level and family, are expected in view of the fact that the family component is based on the sum of the two components of field and level.

Consistency in time is significantly related with consistency within fields, levels, and families. Thus the grouping of consistency components of fields, levels, and families do not seem to be appropriate. Consistency in time may be regarded as a separate component of consistency, in view of its significant correlations with the other components of consistency, four components of competence, and the total competence.

Table 19 : Correlations between Components of Consistency and Choice Attitude

	Consistency			
	Fields	Levels	Families	Time
Choice attitude	-.14	-.08	-.15	-.07

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

Table 19 shows that all the correlations between the components of consistency and choice attitude are statistically

insignificant.

The grouping of field, level and family components does not seem justifiable even in terms of these correlations with choice attitude. The low and insignificant correlations of the components of consistency between themselves, with the components of competence and choice attitude, cast some doubt as to the appropriateness of consistency as a dimension of maturity in the case of IX grade boys. On the whole, it appears that the components of competence are internally consistent. The relationship between competence and consistency is not very close, although most of the correlations are low positive. Competence is closely related with choice attitude. The components of consistency are not internally consistent. However, consistency in time is regarded as a separate component in view of its significant correlations with the other components of consistency. Consistency is not related with choice attitude.

4.5. Vocational Maturity of IX Grade Girls

It can be seen from the Table 20 on the next page that specificity of choice is not correlated significantly with the other components of competence, but it is significantly correlated with the total competence. Realism of curricular

Table 20 : Intercorrelations among Six Components of Competence along with the Total Competence for IX Grade Girls

	Specificity of Voc. Choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
1. Specificity of voc.choice	..	.16	.03	.07	-.09	.07	.34
2. Realism of curri. choice		..	.25	.41	.33	.31	.70
3. Res. and factors in choice			..	.17	.20	.16	.52
4. Job - knowledge				..	.39	.29	.55
5. Self - knowledge					..	.63	.57
6. Planning						..	.54
7. Total competence							..

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

Table 21 : Correlations between the Components of Competence and Consistency

Consistency	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
Fields	-.11	-.13	-.32	-.13	-.06	-.20	-.16
Levels	-.07	-.09	-.01	-.15	-.10	-.23	-.05
Families	-.10	-.12	-.18	-.16	-.09	-.24	-.12
Time	-.35	-.21	-.07	-.25	-.04	-.31	-.25

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

choice is correlated significantly with all the components except specificity of choice. Resources and factors in choice is correlated with realism of curriculum choice, self-knowledge, and the total competence. Its correlations with job-knowledge and planning are slightly below the .05 level of significance. Job-knowledge is significantly correlated with self-knowledge, planning and the total competence. Self-knowledge is significantly correlated with planning and the total competence. Correlation of planning with the total competence is statistically significant at the .01 level.

In view of this, it can be said that the components of competence except specificity of choice are internally consistent, and that their grouping to constitute the dimension of competence is justified.

Table 21 :

Table 21 on the previous page shows the correlations between the components of competence and consistency. Consistency within fields is correlated significantly with resources and factors in choice, and planning. Planning is significantly correlated with both consistency within levels, and families. Remaining correlations are positive but low. Correlations of consistency within fields, levels, and families with the total competence are not significant

statistically. Consistency in time is significantly correlated with the components of competence other than self-knowledge, and resources and factors in choice. It is also significantly correlated with the total competence. It turns out that out of 28 correlations between the six components as well as total competence, and field, level, family and time components of consistency, only 9 are statistically significant. It must be noted that planning is correlated significantly with the four consistency components. Although most of the correlations are insignificant, they all are positive. These positive correlations do show slight relationship between the two dimensions. Thus, competence is not closely associated with consistency.

Table 22 : Correlations between Components of Competence and Choice Attitude

	Speci-ficity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Pla-nn-ing	Total comp-eten-ce
Choice attitude	-.02	-.04	.15	-.04	.10	.07	.09

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

It can be seen from Table 22, that correlations of all the components of competence with choice attitude are insignificant

and very low. Competence is thus neither correlated with consistency nor with choice attitude.

Table 23 : Intercorrelations among four components of consistency

Consistency	Consistency			
	Fields	Levels	Families	Time
Fields	..	.55	.88	.39
Levels		..	.88	.19
Families			..	.33
Time				..

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

As seen from the above table, the correlation between field, and level components is .55 which is highly significant at the .01 level. This suggests that field contributes more to the family component.. Correlations between field and family, and level and family components are also high which are expected in view of the significant relationship between field and level components. Consistency in time is significantly correlated with all other components of consistency. It can, therefore, be said that the components of consistency are consistent internally and constitute the dimension of maturity for IX grade girls.

Table 24 : Correlations between Components of Consistency and Choice Attitude

	Consistency			
	Fields	Levels	Families	Time
Choice attitude	-.17	.01	-.10	-.11

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

It can be seen from the above table that none of the components of consistency is correlated significantly with choice attitude. However, correlation of field component with choice attitude is slightly below the .05 level of significance. Also, the correlations of consistency within families and time are very low but they are in the expected direction. Consistency, thus, fails to correlate with choice attitude. It has also failed to correlate significantly with competence.

4.6. Vocational Maturity of X Grade Boys

It can be seen from Table 25 on the next page that specificity of choice is significantly correlated with realism of curricular choice, resources and factors in choice and the total competence. Realism of curricular choice

Table 25 : Intercorrelations among Six Components of Competence along with the Total Competence for X Grade Boys

	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
1. Specificity of voc. choice	..	.35	.19	.08	.05	-.07	.53
2. Realism of curri. choice		..	.45	.11	.25	.05	.65
3. Res. and factors in choice			..	.42	.46	.26	.76
4. Job-knowledge				..	.34	.22	.58
5. Self-knowledge					..	.47	.62
6. Planning						..	.45
7. Total competence							..

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

Table 26 : Correlations between the Components of Competence and Consistency

Consistency	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
Fields	-.14	.00	-.08	-.10	-.01	.07	-.08
Levels	-.02	.01	-.09	-.07	-.06	-.02	-.07
Families	-.09	.01	-.10	-.10	-.05	.03	-.09
Time	-.66	-.38	-.25	-.03	-.13	00	-.45

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

is significantly correlated with resources and factors in choice, self-knowledge and the total competence. Resources and factors in choice is correlated with all the components as well as the total competence. Out of 21 correlations, only five are insignificant. It can, therefore, be said that the components of competence are internally consistent and adequate for constituting competence dimension of maturity for tenth grade boys.

The correlations between components of competence and consistency are shown in Table 26 on the previous page. This is done to examine the relation, if any, between the two measures of maturity.

Table 26 :

Correlations of field, level and family components with components of competence as well as total competence are not significant. Time component has significant correlations with three components of competence as well as the total competence. From these large number of insignificant correlations, it could be said that the two dimensions are not closely associated in the X grade boys. Most of the correlations, though low, are in the expected direction.

The relationship of the components of competence with choice attitude is examined in Table 27 so as to know the extent to which they are correlated with choice attitude.

Table 27 : Correlations between Components of Competence and Choice Attitude

	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-knowl-edge	Self-knowl-edge	Pla-nning	Total comp-etenee
Choice attitude	.34	½.08	-.15	-.10	-.06	-.14	.02

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

It can be seen from the above table that only specificity of choice has significant correlation with choice attitude. All the remaining components of competence as well as the total competence do not have significant correlations with choice attitude. Thus, competence fails to correlate significantly with consistency, yet the correlations however low are in the expected direction. Surprisingly, competence fails to correlate with choice attitude. Except one correlation all other correlations are very low and most of them are negative. Competence is thus not significantly correlated with choice attitude.

Table 28 : Intercorrelations among Four Components of consistency

Consistency	Consistency			
	Fields	Levels	Families	Time
Fields	..	.36	.81	.33
Levels		..	.84	.26
Families			..	.35
Time				..

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

It is quite clear from Table 28, that all the four components of consistency are significantly intercorrelated. Correlations of field, and level with family component are .81 and .84 respectively, which indicate that field contributes almost equally to the family component. All the significant intercorrelations among the components of consistency show that these components are internally consistent and that their grouping is quite appropriate for the X grade boys.

Table 29 : Correlations between Components of Consistency and Choice Attitude

	Consistency			
	Fields	Levels	Families	Time
Choice attitude	-.34	-.12	-.28	-.28

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

It is seen from the table that all the components of consistency except the level component are significantly correlated with choice attitude. Although consistency fails to correlate with competence, it has a significant positive relationship with choice attitude. Moreover, the components of consistency are also internally consistent as shown in Table 28.

On the whole, it appears that competence is neither correlated with consistency nor with choice attitude. Consistency is significantly correlated with choice attitude.

4.7. Vocational Maturity of X Grade Girls

Table 30 :

Correlations of specificity of choice with realism of curricular choice, resources and factors in orientation, job-knowledge and the total competence are statistically significant as it could be seen in Table 30 on the next page. Its correlations with self-knowledge and planning though insignificant are positive. All the other correlations are statistically significant. These large number of significant correlations show that the components of competence are internally consistent and adequate for comprising competence dimension of maturity of tenth grade girls.

Table 31 :

Referring to Table 31 on the next page, it is seen that specificity of choice correlates significantly with all the components of consistency. Realism of curricular choice has significant correlations with level, family, and time components. Resources and factors in choice is correlated significantly with field, family, and time components. Job-knowledge has significant correlation with only the time component. Self-knowledge has significant relationship with field, and time components. Planning fails to correlate with field, level, and family components. Total competence has significant correlations with all the four components of consistency. All these significant correlations of components of competence with those of consistency support the adequacy of the six components to constitute the competence dimension

Table 30 : Intercorrelations among Six Components of Competence along with the Total Competence for X Grade Girls

	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
1. Specificity of voc. choice	..	.41	.40	.41	.14	.16	.69
2. Realism of curri. choice		..	43	.50	.46	.42	.79
3. Res. and factors in choice			..	.32	.45	.43	.71
4. Job-knowledge				..	.31	.25	.67
5. Self-knowledge					..	.68	.64
6. Planning						..	.64
7. Total competence							..

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

Table 31 : Correlations between the Components of Competence and Consistency

Consistency	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
Fields	-.41	-.15	-.25	-.03	-.19	-.12	-.30
Levels	-.46	-.27	-.15	-.16	-.05	.00	-.31
Families	-.48	-.23	-.23	-.10	-.14	-.07	-.34
Time	-.71	-.32	-.37	-.27	-.24	-.30	-.57

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

of maturity for X grade girls.

Table 32 : Correlationsbetween Components of Competence and Choice Attitude

	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-knowledge	Self-knowledge	Planning	Total competence
Choice attitude	-.07	.11	.31	.07	.26	.43	.22

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

It can be seen from Table 32, that resources and factors in choice, self-knowledge, planning and the total competence are significantly correlated with choice attitude.

The correlations of realism of choice and job-knowledge with choice attitude are low positive. Only specificity of choice is negatively correlated with choice attitude. This correlation is not significant. The greater number of significant positive correlations do indicate the close relationship between competence and choice attitude. Competence is, thus related to both consistency and choice attitude.

Table 33 : Intercorrelations among Four Components of Consistency

Consistency	Consistency			
	Fields	Levels	Families	Time
Fields	..	.60	.91	.47
Levels		..	.88	.43
Families			..	.50
Time				..

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

It is clear from Table 33 that all the intercorrelations among the components of consistency are highly significant. It can, therefore, be said that the components of consistency are internally consistent and adequate for comprising the consistency dimension of maturity for tenth grade girls. The correlations of the components of consistency with choice attitude are examined below.

Table 34 : Correlations between Component of consistency and Choice Attitude

Consistency	Consistency			
	Fields	Levels	Families	Time
Choice attitude	-.06	-.01	-.04	-.13

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

It is clear from the above table, that none of the components of consistency is significantly correlated with choice attitude. Although the correlations are quite low, they are in the expected direction. Thus, consistency is correlated with competence but its relation with choice attitude is not significant.

On the whole, it appears that competence is related to both consistency and choice attitude. There is a high degree of internal consistency between the components of consistency but there is no relationship between consistency and choice attitude.

4.8. Vocational Maturity of XI Grade Boys

Table 35 :

It is clear from Table 35 given on next page that except the correlations of specificity of choice with job-knowledge, self-knowledge, and planning and that of realism of curricular choice with planning, all other correlations are statistically significant. The total competence has highly significant correlations with all the components of competence. All the correlations are positive. It is clear from this that the components of competence are consistent internally and are adequate for constituting the competence dimension of maturity for XI grade boys.

Table 36 :

It is seen in Table 36 on the next page that the correlations of planning with field and family components are significant. All the other components do not have significant relationship with field, and family components. The total competence is correlated with level, and family components. Consistency in time is significantly correlated with specificity of choice, realism of curricular choice, resources and factors in choice, and the total competence. Except the correlation between self-knowledge and field-component, all other correlations are positive. This shows that there is some relationship between competence and consistency.

Table 35 : Intercorrelations among Six Components of Competence along with the Total Competence for XI Grade Boys

	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total competence
1. Specificity of voc. choice	..	.52	.26	.16	.17	.06	.58
2. Realism of curri. choice	..	..	.19	.21	.32	.11	.62
3. Res. and factors in choice	..	..	..	.51	.38	.52	.69
4. Job - knowledge	..	..	..	..	.61	.62	.75
5. Self-knowledge	..	..	..	..	..	.58	.73
6. Planning	..	..	..	..	..	..	.68
7. Total competence	..	..	..	..	..	..	..

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

Table 36 : Correlations between the Components of Competence and Consistency

Consistency	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total competence
Fields	-.15	-.07	-.11	-.07	.04	-.21	-.15
Levels	-.12	-.11	-.15	-.14	-.16	-.17	-.21
Families	-.17	-.11	-.17	-.13	-.07	-.25	-.22
Time	-.60	-.42	-.29	-.12	-.15	-.08	-.43

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

Table 37 : Correlations between Components of Competence and Choice Attitude

	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-knowledge	Self-knowledge	Planning	Total competence
Choice attitude	.08	.33	.29	.27	.37	.27	.39

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

It is clear from Table 37, that all the components as well as the total competence, except specificity of choice, have statistically significant correlations with choice attitude. Thus competence seems to be closely associated with choice attitude. The correlation of .08 between specificity of choice and choice attitude though insignificant is also positive. Competence is thus, related with both consistency and choice attitude.

Table 38 given below, reports the intercorrelations among the four consistency components

Table 38 : Intercorrelations among Four Components of Consistency

Consistency	Consistency			
	Fields	Levels	Families	Time
Fields	..	.24	.80	.18
Levels		..	.78	.27
Families			..	.29
Time				..

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

Relationship of field component with time component is not significant statistically. All other correlations between components of consistency are statistically significant. It can be said that components of consistency are internally consistent to constitute the consistency dimension of maturity of eleventh grade boys. The correlation between field component and time though low is positive. Thus the components of consistency are internally consistent

Table 39 : Correlations between Components of consistency and Choice Attitude

Consistency	Consistency			
	Fields	Levels	Families	Time
Choice attitude	-.29	-.18	-.30	*.28

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

Except for the correlation between the level component and choice attitude which is slightly below the .05 level of significance, the remaining correlations are statistically significant. Consistency is thus closely related with choice attitude and not with competence.

On the whole, it is observed that competence fails to correlate with consistency, although most of the correlations are positive. It is significantly correlated with choice attitude. Consistency is also related with choice attitude.

4.9. Vocational Maturity of XI Grade Girls

Table 40 :

Table 40 presented on next page sets forth the relationships of six components of competence with each other, and with the total competence. All the relationships are statistically significant. It means that the components of competence are internally consistent and adequate to constitute the competence dimension of vocational maturity of eleventh grade girls. It is important to note here that all the correlations are positive and highly significant.

Table 41 :

It is seen from Table 41 given on the next page that all the correlations, except those between specificity of choice and field component, between job-knowledge and time, and between planning and time, are statistically significant. Even the correlations of the total competence with the four components of consistency are highly significant. This provides further support to adequacy of components of competence to constitute the competence dimension of maturity of eleventh grade girls.

Table 40 : Intercorrelations among Six Components of Competence along with the Total Competence for XI Grade Girls

	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
1. Specificity of voc. choice	..	.50	.40	.28	.30	.23	.67
2. Realism of curri. choice		..	.70	.36	.39	.45	.79
3. Res. and factors in choice			..	.50	.49	.48	.81
4. Job - knowledge				..	.36	.55	.70
5. Self - knowledge					..	.47	.64
6. Planning						..	.72
7. Total competence							..

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

Table 41 : Correlation between the Components of Competence and Consistency

Consistency	Specificity of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Plann-ing	Total compe-tence
Fields	-.17	-.43	-.50	-.41	-.29	-.36	-.49
levels	-.29	-.51	-.55	-.28	-.29	-.18	-.48
Families	-.26	-.53	-.59	-.38	-.33	-.30	-.55
Time	-.67	-.52	-.48	-.16	-.31	-.15	-.55

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

Table 42 : Correlations between Components of Competence and Choice Attitude

	Specifi-city of voc. choice	Realism of curri. choice	Res. and factors in choice	Job-know-ledge	Self-know-ledge	Pla-nning	Tota comp eten ce
Choice attitude	.41	.57	.68	.50	.48	.36	.69

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

The correlations between the components of competence and choice attitude are highly significant. This further supports the adequacy and appropriateness of the components of competence to comprise the dimension of competence. Competence is thus correlated significantly with both consistency and choice attitude.

Table 43 : Intercorrelations among Four Components of Consistency

Consistency	Consistency			
	Fields	Levels	Families	Time
Fields	..	.58	.88	.37
Levels		..	.90	.44
Families			..	.46
Time				..

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

All the intercorrelations among components of consistency are highly significant. It can, therefore, be said that they are internally consistent and hence appropriate to constitute

the dimension of consistency. The relationship of consistency with choice attitude is examined in Table 44.

Table 44 : Correlations between components of Consistency and Choice Attitude

	Consistency			
	Fields	Levels	Families	Time
Choice attitude	-.39	-.45	-.47	-.49

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

Relationship of each of the components of consistency with choice attitude is also highly significant. Consistency is, thus, significantly correlated with both competence and choice attitude for the XI grade girls.

On the whole, it is observed that competence is correlated with both consistency and choice attitude. Consistency is also highly correlated with choice attitude.

4.10. General Remarks

To summarize the results of correlational analysis, it can be said that the vocational maturity of the VIII grade boys is characterized by competence, and not by consistency. Competence among boys is not correlated with consistency, whereas it is significantly correlated with choice attitude.

There is no internal consistency among the components of consistency dimension. Moreover, it fails to correlate with both competence and choice attitude. Choice competencies and choice attitude are thus closely related in VIII grade boys.

In the case of VIII grade girls, the components of competence are internally consistent. Competence is correlated with both consistency and choice attitude. Consistency is also correlated with choice attitude. Thus, competence, consistency and choice attitude appear to be closely associated in the case of VIII grade girls.

All components except specificity of choice are internally consistent in the case of IX grade boys. Competence is not significantly correlated with consistency which in turn is not correlated with choice attitude. Competence is significantly correlated with choice attitude. Thus, competence and choice attitude appear to be closely associated in respect of IX grade boys.

Specificity of choice and planning appear to be inadequate for grouping with the other components of competence in the case of IX grade girls. In view of greater number of significant intercorrelations among the components, their grouping under a common dimension of competence, seems appropriate. Competence is neither correlated with consistency

nor with choice attitude. Consistency is also uncorrelated with choice attitude though the components of consistency are internally consistent. Thus, the three dimensions of maturity are relatively independent of one another as far as the IX grade girls are concerned.

The components of competence were found to be internally consistent in view of greater number of significant inter-correlations in the case of X grade boys. Competence is not correlated with consistency as well as choice attitude. The correlation of consistency with choice attitude is significant. Consistency and choice attitude are thus closely associated, whereas competence seems relatively independent of the other two dimensions in respect of X grade boys.

In so far as the X grade girls are concerned, there is internal consistency among the components of competence, three of which viz., self-knowledge, job-knowledge, and planning have low correlations with the components of consistency All the components of competence are significantly correlated with consistency in time. Out of six components of competence, four are significantly correlated with choice attitude. Consistency is not correlated with choice attitude, though its components are internally consistent. Thus, competence is somewhat correlated with both consistency and choice attitude. Consistency does not seem to be closely associated with choice

attitude in X grade girls.

The different components of competence are internally consistent, in view of the greater number of significant intercorrelations among them. Competence appears to be correlated to some extent with both consistency and choice attitude. Consistency also appears to be significantly correlated with choice attitude. It could, therefore, be said that there is some degree of association among the three dimensions of maturity so far as XI grade boys are concerned.

As regards the XI grade girls, there is a high degree of internal consistency among the components of competence. Competence is very closely associated with both consistency and choice attitude. Also there is a high degree of internal consistency among the components of consistency. There is a very close relationship between consistency and choice attitude. Thus, the three dimensions appear to be very closely associated with one another in the case of XI grade girls.

Considering the overall results, it can be said that generally competence is not correlated with consistency in

the case of boys of grades VIII through XI, and girls of grades VIII through X . Consistency is not significantly correlated with choice attitude in VIII and IX grade boys, whereas it is significantly correlated in the case of X and XI grade boys. Consistency is not significantly correlated with choice attitude in the case of IX and X grade girls whereas it is significantly correlated in the case of VIII and XI grade girls.

Competence is significantly correlated with choice attitude in the case of VIII, IX and XI grade boys and girls of all grades.

Competence and choice attitude seem to be the appropriate dimensions for VIII and IX grade boys, and for VIII, IX and X grade girls. All the three dimensions appear to be adequate for XI grade boys and girls.

4.11. Vocational Maturity in Relation to Grade and Sex

Results of analysis of variance in respect of the dimensions of maturity will now be discussed. For the purpose of analysis of variance, only the total competence score was considered. Though one or two components were reported to have insignificant correlations with other components of competence and those of consistency, it was decided to take only the total competence in view of the fact that each component contributes to the total competence.

Four components of consistency were taken separately for this analysis. The score on these components of consistency as mentioned earlier, are discrepancy scores which means that the lower mean scores correspond with greater maturity. Choice attitude was also included in this analysis. Thus, for the analysis of variance there are, in all, six measures, viz., total competence, consistency within fields, level, families and in time, and choice attitude. The main effects of grade and sex as well as interaction effect between grade and sex are studied in respect of each of six measures of maturity.

Table 45 : Main Effects and Interaction Effect in respect of Total Competence

Source	df	SS	MS	F	
Grade	3	494.60	164.86	8.406	**
Sex	1	0.06	0.06	0.003	
Grade X Sex	3	32.91	10.97	0.55	
Within	592	11614.91	19.61		

* P $<$ .05

** P $<$ .01

The F ratio of 8.406 for grades in respect of competence is significant at the .01 level of confidence. This indicates that there are significant differences between grades. The main effect of sex and the interaction between grade and sex

are not significant. Thus, the greater proportion of variance is accounted for in terms of grades. Gradewise and sexwise mean scores for competence are shown below :

	Grades			
Sex	VIII	IX	X	XI
Boys	8.94	11.52	10.36	10.82
Girls	9.48	11.96	9.94	10.34
Means	9.21	11.74	10.15	10.58

*Graphical representation on the next page.

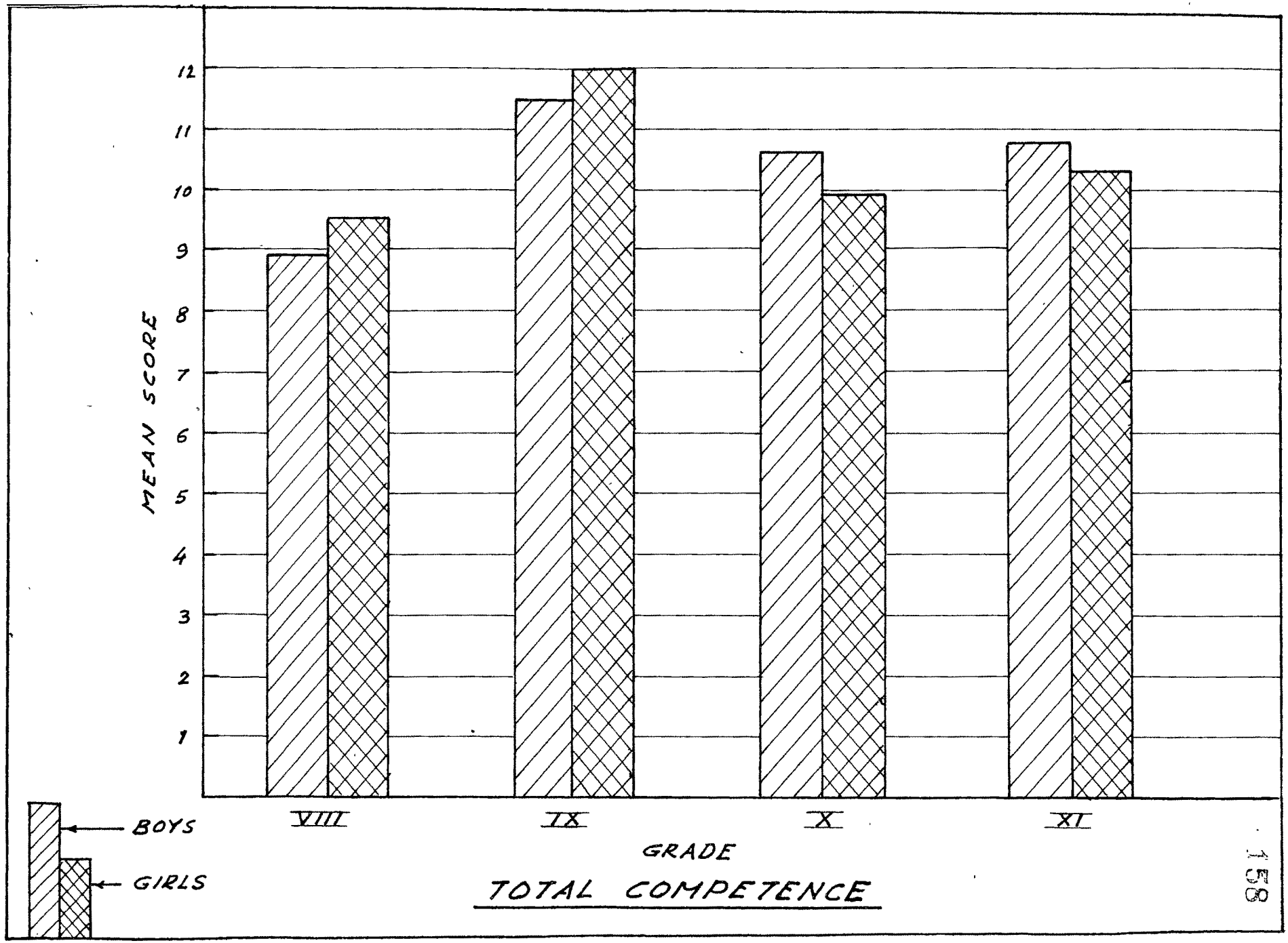
Means of boys and girls in each grade do not show much difference whereas overall means for each grade do show some amount of difference. The significant F ratio for grade can, therefore, be attributed to the difference in the means of each of the grades. It is clearly seen that IX grade has the highest mean score on competence whereas VIII grade has the lowest mean score. The XI grade has slightly higher mean score than the X grade. The mean scores of X and XI grades are lower than the IX grade mean score.

Table 46 : Main Effects and Interaction Effect in respect of Consistency - Field

Source	df	SS	MS	F
Grade	3	29.40	9.80	11.66 **
Sex	1	3.23	3.23	3.84
Grade X Sex	3	9.50	3.17	3.77
Within	592	502.75	0.84	

* $p < .05$

** $p < .01$



TOTAL COMPETENCE

The F ratio in the case of consistency within fields for grades is highly significant at the one percent confidence level. The main effect of sex as well as the interaction between grade and sex is not significant. The greater proportion of variance is accounted for in terms of grade. The significant F ratio indicates that the grade means differ significantly from one another.

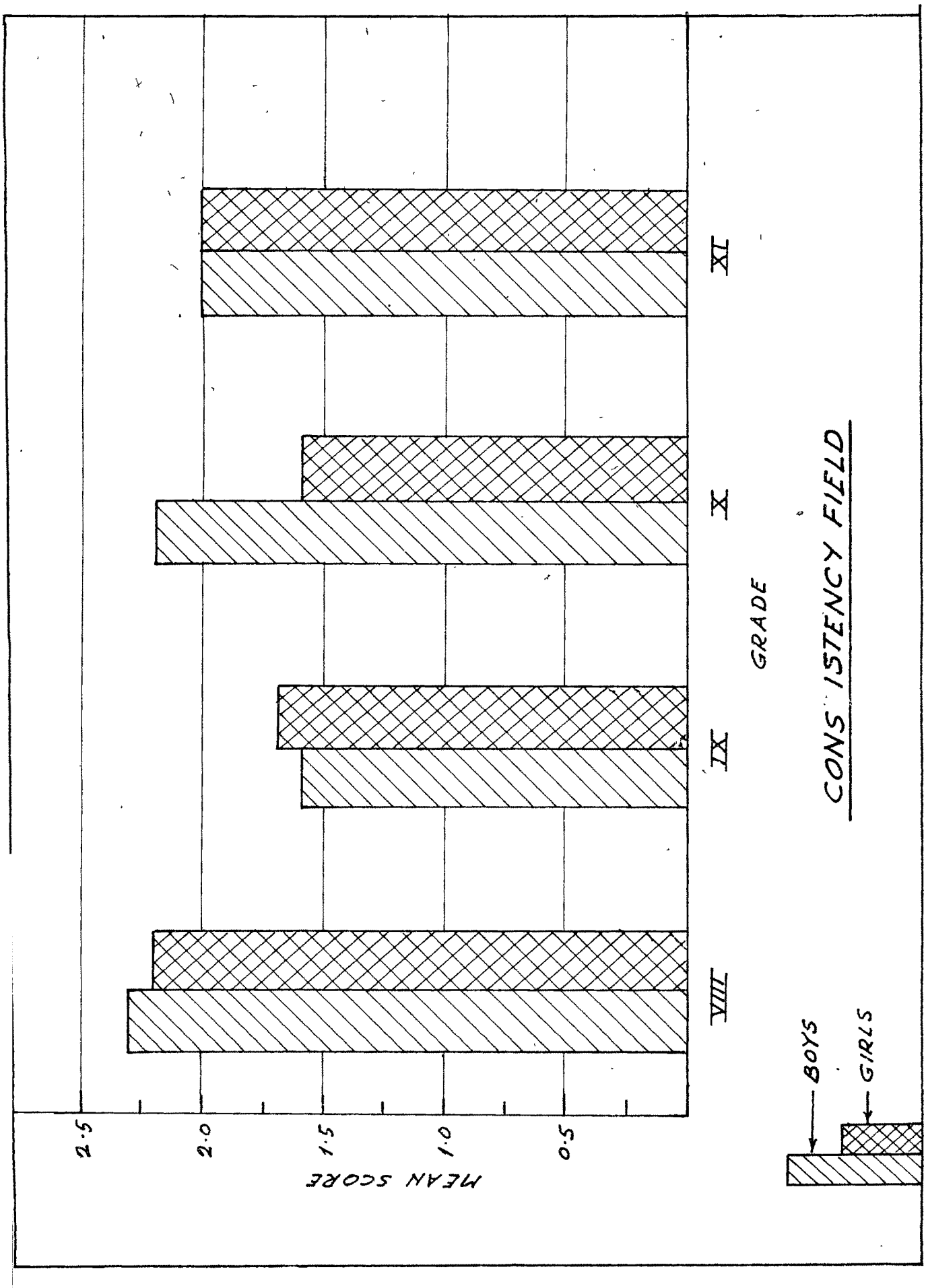
Mean scores for the field component according to grade and sex are presented below :

Sex	Grades			
	VIII	IX	X	XI
Boys	2.29	1.61	2.17	2.04
Girls	2.21	1.68	1.60	2.04
Means	2.25	1.65	1.89	2.04

*Graphical representation on the next page

The overall mean scores, as seen from the table, differ from grade to grade. Differences between means of boys and girls in the X grade appear to be slightly greater compared with those of VIII and IX grades. In the eleventh grade, means of boys and girls are equal.

Since the scores are based on discrepancy, lower scores indicate greater maturity. It can be seen from the table that the IX grade students are more mature than the


CONSISTENCY FIELD
MEAN SCORE
2·5
2·0
1·5
1·0
0·5
GRADE
VIII
IX
X
XI
BOYS
GIRLS

students of other grades. VIII grade students are most immature in comparison with all other grades. Also, X grade students appear to be more mature than the XI grade students.

In order of maturity, IX grade occupies the first position and X, XI and VIII grades occupy the second, third and fourth positions respectively.

Table 47 : Main Effects and Interaction Effect in Respect of Consistency - Level

Source	df	SS	MS	F
Grade	3	4.66	1.55	1.66
Sex	1	7.93	7.93	8.53 **
Grade X Sex	3	9.65	3.22	3.46 *
Within	592	552.72	0.93	

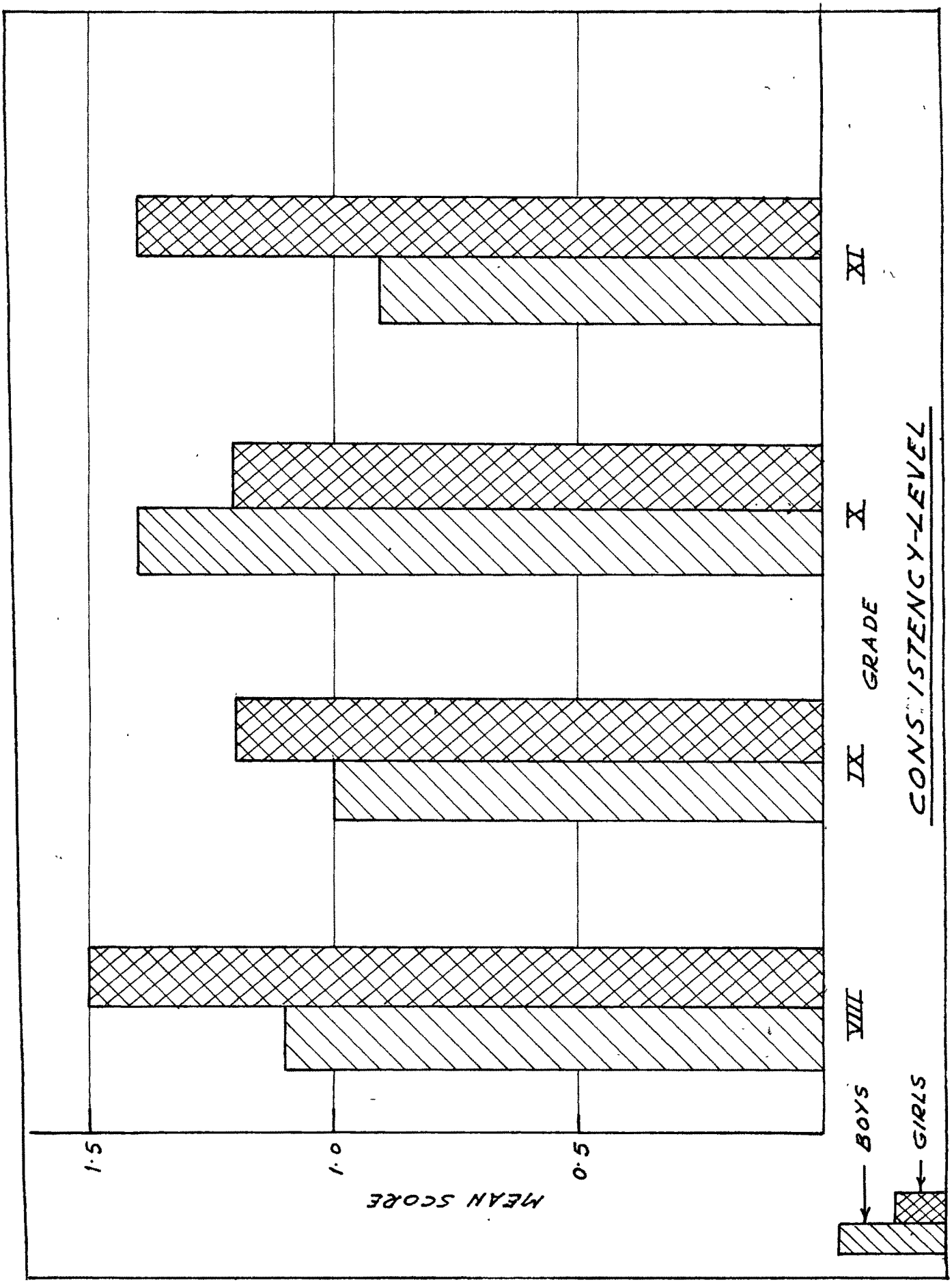
* $p < .05$

** $p < .01$

The main effect of grade is not significant. However, the main effect of sex is significant at the .01 level, and the interaction effect of grade and sex is significant at the .05 level. It can be seen from the ANOVA table that the larger proportion of variance is attributable to sex. The mean scores of boys and girls in relation to grade are shown below :

Sex	Grades			
	VIII	IX	X	XI
Boys	1.08	0.97	1.37	0.94
Girls	1.53	1.21	1.18	1.36
Means	1.31	1.09	1.28	1.15

*Graphical representation on the next page


CONSISTENCY-LEVEL
GRADE
XI
X
IX
VIII
BOYS
GIRLS
MEAN SCORE
1·5
1·0
0·5

The lower scores in this case too indicate more maturity since the scores are based on discrepancy.

It is seen from the above table that the overall means of grades have very slight differences whereas the differences between the means of boys and girls in each grade level are considerable. This accounts for the significance of main effect of sex. Boys have higher mean scores in grades VIII, IX and XI as compared with girls whereas girls have higher mean score than boys in X grade. This combination of grade and sex accounts for significant interaction between grade and sex. Ninth grade has the highest mean score.

Table 48 : Main Effects and Interaction Effect in Respect of Consistency - Family

Source	df	SS	MS	F
Grade	3	50.62	16.87	7.08 **
Sex	1	0.94	0.94	0.39
Grade X Sex	3	35.88	11.96	5.02 **
Within	592	1409.23	2.38	

* $P < .05$ ** $p < .01$

F ratio for grades with regard to consistency within families is significant at the .01 level. Also the interaction between grade and sex is statistically significant at the .01 level.

It can be seen that the largest proportion of total variance is attributable to the main effect of grade and interaction effect of grade and sex.

Sex	Grades			
	VIII	IX	X	XI
Boys	3.37	2.58	3.54	2.98
Girls	3.74	2.89	2.78	3.40
Means	3.56	2.74	3.16	3.19

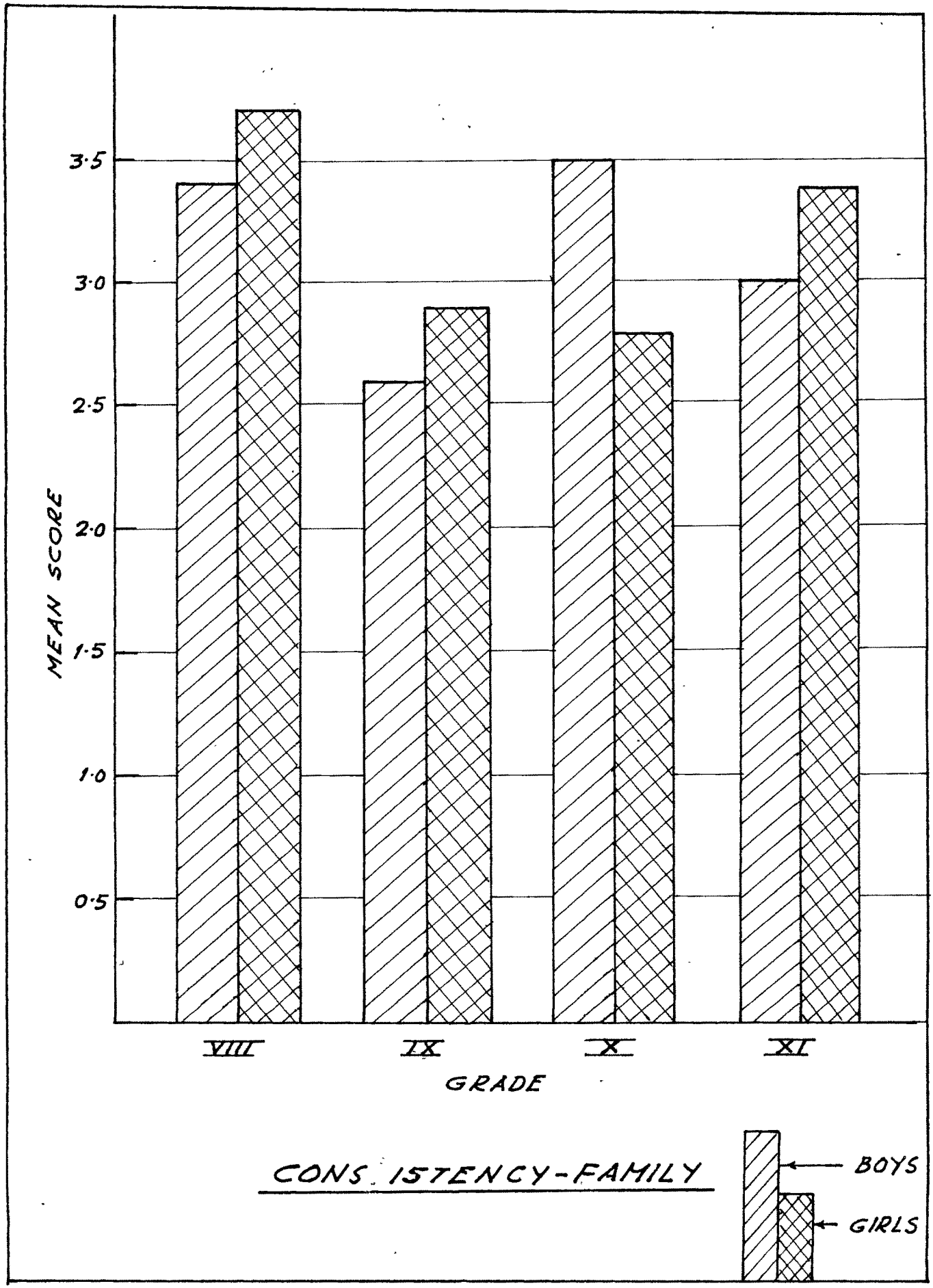
*Graphical representation on the next page.

The differences between means of grades VIII through X are considerable which account for the significant F ratio for grades. The means of boys compared with girls are higher in grades VIII, IX and XI whereas in the X grade, the mean score of girls is higher than that of boys. This accounts for the significant interaction effect between grade and sex. Ninth grade has the highest mean score.

Table 49 : Main effects and Interaction Effect in respect of Consistency - Time

Source	df	SS	MS	F
Grade	3	6.01	2.00	8.33 **
Sex	1	0.00	0.00	0.00
Grade X Sex	3	0.30	0.10	0.42
Within	592	143.58	0.24	

* $p < .05$ ** $p < .01$



CONSISTENCY-FAMILY

As far as consistency in time is concerned, only the main effect of grade is significant at the .01 level. It can be seen that about 80 per cent of the total variance is accounted for by grade alone. F ratios for sex and interaction between grade and sex are respectively 0 and 0.42 which are insignificant.

* Graphical representation on the next page

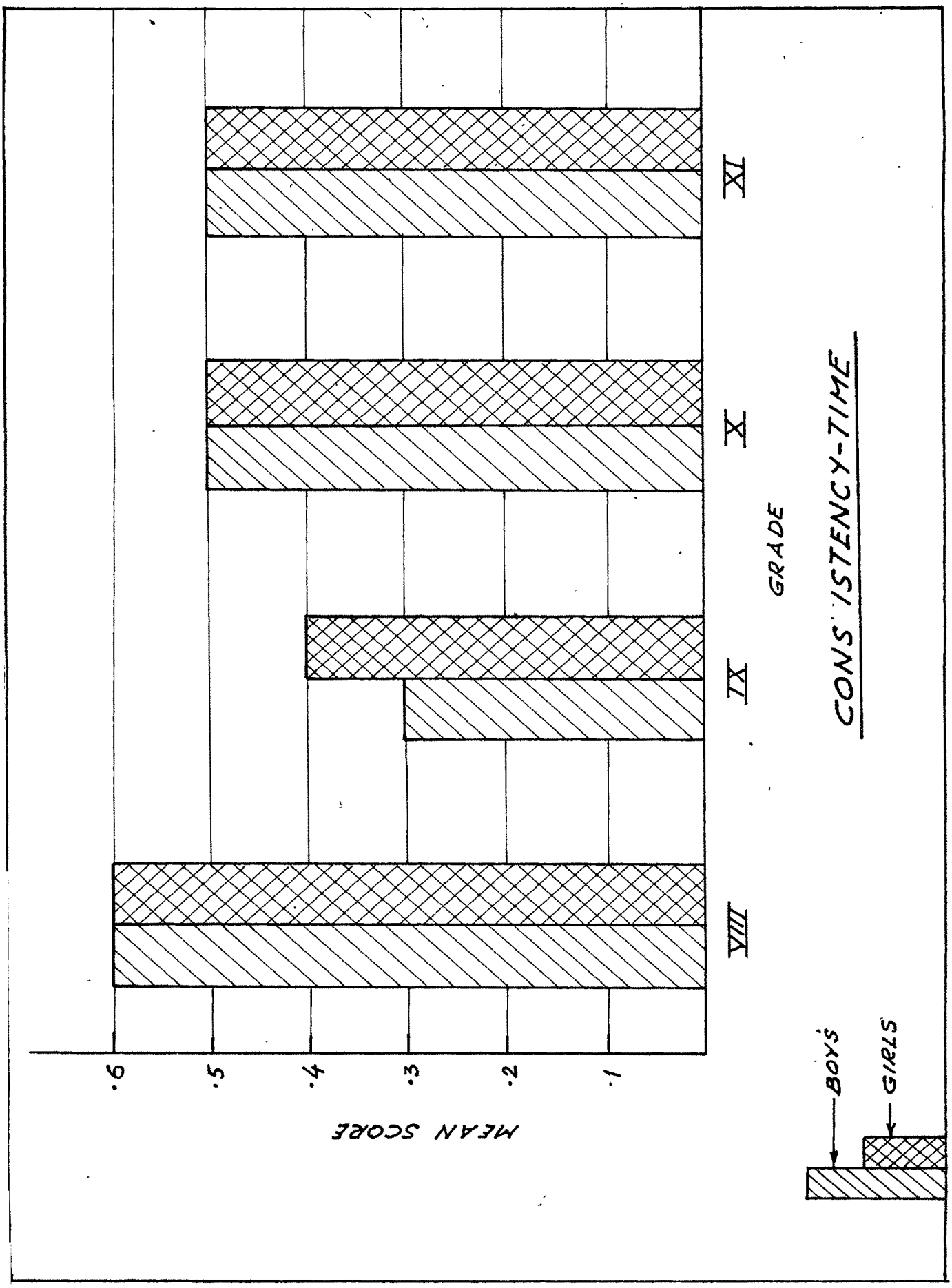
Sex	Grades			
	VIII	IX	X	XI
Boys	0.61	0.29	0.52	0.53
Girls	0.58	0.36	0.50	0.50
Means	0.60	0.33	0.51	0.52

It can be seen from the above table that the means of boys and girls in each grade do not differ much whereas the overall means for each grade seem to have considerable variation. This accounts for the significant F ratio for grade. It is apparent from the table that IX grade has the highest score.

Table 50 : Main effects and Interaction effect in respect of Choice Attitude

Source	df	SS	MS	F
Grade	3	816.80	272.27	11.26 **
Sex	1	106.75	106.75	4.41 *
Grade X Sex	3	192.55	64.18	2.65 *
Within	592	14304.90	24.16	

* $p < .05$ ** $p < .01$

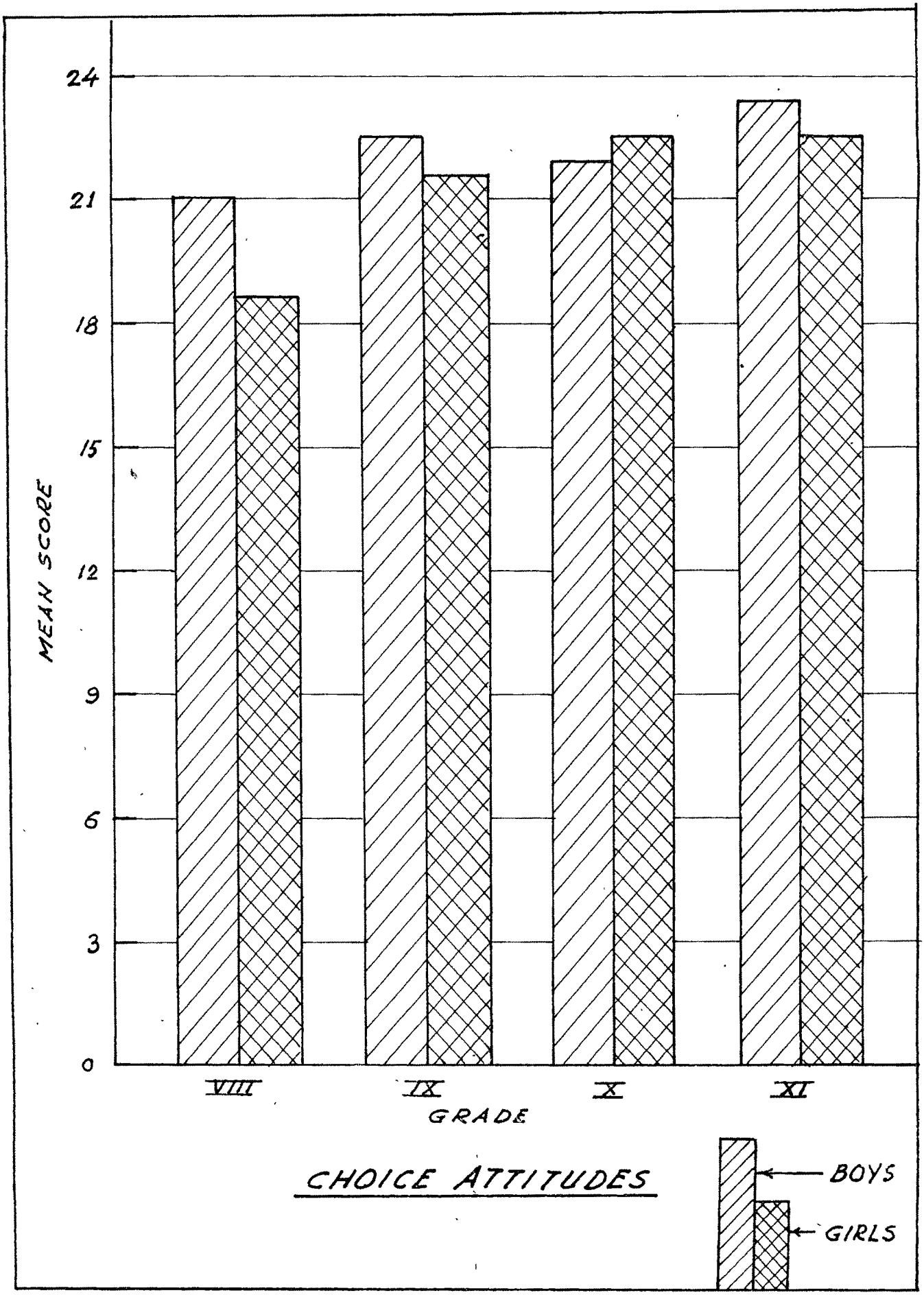

CONSISTENCY-TIME
GRADE
XI
X
IX
VIII
.6
.5
.4
.3
.2
.1
MEAN SCORE
BOYS
GIRLS

ANOVA table shows that the main effect of grade is significant at the .01 level. Also, both main effect of sex and interaction effect of grade and sex are significant at the .05 level. The interaction effect though significant at the .05 level, exceeds very slightly the value required for significance at this level. The F ratio in the case of grade is quite high compared to that of sex. Sexwise and gradewise means are presented below to see the differences due to grade and sex.

Sex	Grades			
	VIII	IX	X	XI
Boys	20.98	22.80	21.69	23.25
Girls	18.68	21.49	22.49	22.69
Means	19.83	22.15	22.09	22.97

*Graphical representation on the next page

It is evident from the above table that means of VIII and IX grades differ considerably. The difference between IX and X grade means for choice attitude is very small. Comparatively, mean of XI grade is slightly higher than that of X grade. These differences in the mean scores of each grade account for the significant F ratio for grades. It is also found that the means of boys are higher than those of girls in VIII, IX and XI grades whereas in the X grade the mean scores of girls is higher than that of boys. This also


24
21
18
15
12
9
6
3
0
MEAN SCORE
VIII
IX
X
XI
GRADE
CHOICE ATTITUDES
BOYS
GIRLS

explains the barely significant interaction between grade, and sex,

4.12. Concluding Remarks.

In sum, it can be stated that the F ratio for the main effect of grade is significant in case of competence, field, family, and time components of consistency, and choice attitude. F ratio for grade in respect of level component of consistency is insignificant. For consistency within levels, F ratio for sex is highly significant at the .01 level. This means that boys and girls differ significantly in respect of level. Interaction between grade and sex is significant in respect of field, level and family components of consistency as well as in case of choice attitude. It can, therefore, be concluded that a certain combination of grade with sex results in differences in maturity measures. Choice attitude has significant F ratio for the main effect of sex. It can be generalized from this that there are differences in the maturity of choice attitudes with respect to grade as well as sex.

The correlational analysis of the measures of vocational maturity had revealed the fact that maturity of VIII, IX, and X grade boys and girls was not characterized by consistency of preferences. Several reasons could be given for the inappropriateness of consistency as a measure of vocational

maturity. According to Super's vocational life stages, most of the subjects would fall in the tentative sub-stage of the exploration stage. During this period of exploration, tentative choices are made and tried out in fantasy. It may, probably, be due to this reason that the preferences are inconsistent. The findings of the present investigation are borne out by this observation. In the career Pattern Study also, consistency did not emerge as a dimension of maturity in the case of ninth grade boys. Some degree of consistency that is observed in XI grade may be due to the fact that the curricular choices are finalized at this grade level and that they are mostly irreversible. Consistency of preferences of XI graders may be due to the fact that sizeable proportion of them discontinue further education and enter the labour market. Higher degree of consistency of preferences is not desirable among students of lower grades because it may lead to rigidity and fixation to a certain occupation which in turn, may prove to be inappropriate later.

Analysis of variance of consistency within fields, levels, and families, has revealed that girls have higher consistency within fields than boys whereas boys have higher consistency within levels and families compared to girls. This may be so because in our culture, preferences of girls fall within a narrow range of occupational fields. This is not true of boys, who are expected to be the sole breadwinners of the family.

In contrast, vocational preferences of boys fall into a wide range of occupational fields. Boys being expected to be the breadwinners of the family, always think more about their future vocation than girls. This kind of awareness may lead them to make occupational preferences which are more or less at the same level but which fall into different fields.

Another observation from the results of analysis of variance is pertaining to the grade differences which were found in respect of competence; consistency within fields, families and in time; and choice attitude. Further, it was found that grade alone turned out to be significant in respect of competence and field and time components of consistency. Moreover, F ratios for grade were significant beyond .01 level of confidence in respect of choice attitude and consistency within families. However, the mean scores of competence and consistency within fields, families, and time do not show consistently increasing trend from grades VIII through XI. Surprisingly, the mean scores for IX grade are higher compared to those of other grades in respect of all measures except choice attitude. This finding may be explained in terms of the impact of curricular choices on the selection of the future occupation. Having just made

the curricular choices, the responses of IX graders appear to be characterized by commitment in terms of these choices. But as they move up, further curricular choices need to be made which are more crucial from the point of view of selecting the future occupation. These further curricular choices being crucial in deciding about the future occupation, may cause hesitancy on their part to make commitment or to plan actions. However, the mean scores yielded by choice attitude show generally increasing trend from grades VIII through XI. The possible explanation is the fact that the choice attitude test consisted of items, the responses to which showed grade differentiation.

4.13. Summary

Three measures of vocational maturity used in the study were competence, consistency of preferences, and choice attitude. Competence dimension was thought of as consisting of six components and consistency dimension as consisting of four components. For choice attitude only the total score was used. In this chapter, correlational analysis in respect of boys and girls of grades VIII through XI is presented. The results of analysis of variance are also discussed for the six measures of maturity - total competence, four measures of consistency and a measure of choice attitude.

Considering the overall results of correlational analysis, it can be said that generally competence is not correlated with

consistency in the case of boys of grades VIII through XI, and girls of grades VIII through X. Consistency is not significantly correlated with choice attitude in VIII and IX grade boys, whereas it is significantly correlated in the case of X and XI grade boys. Consistency is not significantly correlated with choice attitude in the case of IX and X grade girls, whereas it is significantly correlated with choice attitude in the case of VIII and XI grade girls. Competence is significantly correlated with choice attitude in the case of VIII, IX and XI grade boys, and girls of all grades. Competence and choice attitude seem to be the appropriate dimensions for VIII and IX grade boys, and for VIII, IX, and X grade girls. All the three dimensions appear to be adequate for XI grade boys and girls.

Results of analysis of variance have revealed that girls have higher consistency within fields than boys whereas boys have higher consistency within levels and families compared to girls. It was found that grade alone was significant in respect of competence, and field and time components of consistency Also, the F ratios for grade were significant at the .01 level of confidence in respect of choice attitude and consistency within families. The mean scores of competence and consistency within fields, families and time did not show consistently increasing trend from grades VIII through XI. Surprisingly, the mean scores

of IX grade are higher as compared to those of other grades in respect of all measures except choice attitude. However, the mean scores of choice attitude show generally increasing trend. The correlations of the predictor variables with the measures of vocational maturity have been examined and interpreted in the next chapter.