

A STUDY OF SOME OF THE SOCIAL-PSYCHOLOGICAL  
FACTORS ASSOCIATED WITH VOCATIONAL DEVELOPMENT

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## A C K N O W L E D G E M E N T S

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## A B S T R A C T

To solve the twin problem of survival and growth, individuals are required to be in vocations and also develop himself for such vocations, i.e., he requires vocational development. So far, Super's theory of Vocational Development (1953, 1957) has received the widest attention. He has defined it as "an on-going, continuous, generally irreversible process..... is an orderly, patterned and predictable process .... is a dynamic process". Super (1957 - b) suggested twelve propositions and the present investigation is based mainly on the fifth, sixth, seventh, and eighth propositions. Correspondingly it is related to the Exploration Stage ( Age 15 to 24 years) as one of the five vocational life stages.

This study aimed to test Super's theory against a different cultural backdrop considering specific but important vocational life stages related to specific samples and specific variables. Six hypotheses were tested through twenty-six variables spread over background, social and psychological variables. The twenty-sixth variable was the criteria variable which was the Vocational Development Index. The psychological variables were studied through the following four instruments:

1. Attitude Toward Education Scale
2. Vocational Development Inventory
3. Socialization Scale
4. Characteristics Preferred by Parents or CPP Questionnaire.

The study had three different populations belonging to school, college and university leaving stages to cover the age group 15 to 24 years under exploratory stage. The major findings were:

1. Gradual increase in the educational status showed a gradual increase in the vocational development index also.
2. Vocational development index was positively and significantly related to academic achievement, socio-economic status, attitude toward education, six vocational development factors in the vocational development inventory which gave the index, socialization and the socially desirable characteristics (CPP-2) in the characteristics preferred by the parents.
3. The first three variables which were most important among all the three samples were: socio-economic status, attitude toward education and academic achievement.

Based upon the findings a fresh growth model of vocational development was suggested.

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