

## Research in Guidance and Counselling

### A TREND REPORT

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The beginning of the guidance movement can be traced back to the early decades of the present century. The growth of industrialization, division of labour, expansion of education, the constitutional obligation to provide universal education in democratic countries, specific job requirements etc. have increased the need of guidance in both developing and developed countries. All this has placed an obligation on the universities to take note of this societal need, not merely from the point of view of adding to existing knowledge but to probe this field and recommend techniques and competencies as would ensure optimum utilization of currently available human resources. This challenge has been accepted by Indian researchers in the field and they have been endeavouring to meet the expectations of the society. This field, therefore, has not remained the prerogative of university faculties of education and psychology; faculties of sociology, social work, home-science, philosophy, and food and nutrition have been equally active in this field.

Research in the areas of guidance and counselling in India was first reviewed by Palsane and Buch (1974), and later by Joshi (1979) and Joshi and Gakhar (1986). In the period March 1983 to March 1988, 48 studies were identified, though at the time of developing this trend report, only 44 were available.

In all, 164 studies have been reported so far in the area of guidance and counselling. Out of these, 117 have been conducted at doctoral level and 47 as research projects. Thirty-eight universities and seven other institutions have been engaged in studies in this field. University-wise distribution of studies done in this field is given in Table 9.1. The table shows that the univer-

sities of Agra, Punjab and Baroda (MSU) have produced more doctoral studies in this field than the other universities. In the case of the institutions, the NCERT has taken up the maximum number of research projects in this field.

Table 9.2 gives faculty-wise distribution of Ph.D. theses and research projects. It shows that the faculties of education have conducted the maximum number of studies at both the Ph.D. and project levels.

The decade-wise distribution of studies given in Table 9.3 shows that there is only one Ph.D. study in the field in the decade 1950-59 and that 45 studies were completed during the period 1980-88. A similar trend is seen with respect to research projects. Obviously, this reflects increased activity in the area of guidance counselling.

A trend can also be inferred from the earlier surveys of research in education. In the first survey, Palsane and Buch reviewed 42 studies. They classified the studies under five areas, viz., developmental aspect, interest and vocational choices, tests, exceptional children, and descriptive and correlational studies. In the second survey, Joshi (1979), classified the studies under six areas, viz., exceptional children, needs and problems of children, vocational preference and vocational maturity, student appraisal, study habits, and appraisal of counselling, follow up and school climate. In the third survey, Joshi and Gakhar (1986) classified the studies under nine areas, adding three, viz., selection of students, mental health, and evaluation of guidance services, to the classification of the second survey. This in itself indicates the trend of research studies done in the field.

Table 9.1

NUMBER OF PH.D. AND RESEARCH PROJECTS ON GUIDANCE AND COUNSELLING APPROVED BY VARIOUS UNIVERSITIES AND INSTITUTIONS IN INDIA FROM 1943 TO 1988

Sr. No.	Name of the University/ Institution.	Ph.D. Theses	Projects	Total
1.	Agra	11	-	11
2.	AMU	3	-	3
3.	Allahabad	1	-	1
4.	Avadh U.	1	-	1
5.	BHU	2	-	2
6.	Bihar	1	-	1
7.	Bombay	8	-	8
8.	Calcutta	7	-	7
9.	Delhi	4	-	4
10.	Gauhati	1	-	1
11.	Gorakhpur	6	1	7
12.	Gujarat	2	-	2
13.	HPU	1	-	1
14.	IIT New Delhi	2	-	2
15.	Jodh. U.	1	-	1
16.	JMI	1	-	1
17.	Karnatak	1	-	1
18.	Kerala	1	3	4
19.	Kashi Vidyapeeth	2	-	2
20.	Kumaun U.	1	-	1
21.	Kurukshetra	1	1	2
22.	Lucknow	4	-	4
23.	Madras	5	-	5
24.	Mag. U.	1	-	1
25.	MKU	1	-	1
26.	MSU	12	6	18
27.	Mysore	5	-	5
28.	Nagpur	2	1	3
29.	NCERT	-	9	9
30.	Osmania	3	1	4
31.	Panjab	12	2	14
32.	Patna	2	-	2
33.	Poona	1	1	2
34.	Rajasthan	3	1	4
35.	Saurashtra	1	1	2
36.	SNDT	1	4	5
37.	SPU	3	-	3
38.	SVU	2	1	3
39.	Vikram	1	-	1
40.	Other Institutions	-	15	15
Total		117	47	164

Table 9.2

DISCIPLINE-WISE DISTRIBUTION OF PH.D. AND OTHER RESEARCH PROJECTS ON GUIDANCE AND COUNSELLING UP TO 1988

Subjectwise Distribution	Ph.D. Theses	Projects	Total
Education	70	29	99
Psychology	42	17	59
Sociology	2	-	2
Home Science	1	1	2
Philosophy	1	-	1
Food and Nutrition	1	-	1
Total	117	47	164

Table 9.3

DECADE WISE DISTRIBUTION OF PH.D. THESES ON GUIDANCE AND COUNSELLING APPROVED BY VARIOUS UNIVERSITIES/INSTITUTIONS FROM 1950 TO 1988

Years	Number of Ph.Ds.	Number of Projects	Total
1950-59	1	2	3
1960-69	27	13	40
1970-79	44	22	66
1980-88	45	10	55
Total	117	47	164

In the present review, the studies have been classified under ten areas:

- (1) Construction and Standardization of Tests
- (2) Vocational Preferences/Aspirations/Choices/Interests
- (3) Vocational Development and Maturity
- (4) Exceptional Children
- (5) Needs and Problems
- (6) Student Appraisal
- (7) Student Habits and Reading Interests
- (8) Selection of Students
- (9) Mental Health
- (10) Evaluation of Guidance Services

#### CONSTRUCTION AND STANDARDIZATION OF TESTS

There were two studies which aimed mainly at constructing and standardizing a test.

Murthy (1976) constructed and standardized a scale for assessing the emotional behaviour of secondary school children for providing educational and vocational guidance. This scale had 149 items distributed unevenly in five emotional areas, viz., wonder distress, superiority, inferiority, and creativeness.

Singh (1986) constructed an Educational Choice Inventory in Hindi to study the factors responsible for choosing educational courses. Norms were established and comparison was made with respect to SES, sex, and science/art faculties. There is a need to construct such tests so as to suit different cultural patterns in the country.

#### VOCATIONAL AND EDUCATIONAL PREFERENCE/ASPIRATIONS/CHOICES/INTERESTS

There were 13 studies of the impact of different variables related to ecology, personality etc. on the vocational or education preferences of students. Bharadwaj (1978) investigated the impact of components of creativity and intelligence upon vocational interests of 240 college-going students. Kumari (1981) studied the individual as well as collective impact of self esteem, level of aspiration and deviancy of adolescent girls on risk-taking tendencies. Mary John (1981) aimed at investigating the extent to which institutionalized adolescents differed from non-institutionalized adolescents on a future time perspective, self-control and vocational interests. Sharma (1982) attempted to relate adolescent interest with personality factors, sex and anxiety. Toong (1982) conducted a study on 1039 students of class nine from urban higher secondary schools of three district headquarters of Punjab to find out the influence of creativity, personality, achievement and socio-economic status on vocational aspirations. Bhatnagar (1983) studied the extent of divergence between the occupational choices and vocational interests of adolescent girls and comparisons were made among different groups of girl students in occupational choices and factors influencing them, along with their interests. Joshi (1983) studied the difference in the interests of higher secondary school pupils in relation to their parents' education, socio-economic status, location and personality traits. A factorial design was formulated and analysis of variance was used for drawing conclusions. Different areas of interests of rural and urban students were compared. Tomar (1985) studied the occupational interest of adolescents in relation to sex, rural-urban residence,

socio-economic background and prevalent job trends of employment in Eastern Uttar Pradesh. Jain (1984) studied the development of interests among 2529 boys of the humanities, commerce and science streams belonging to rural and urban secondary schools. Vijayalakshmi (1985) studied the occupational choices of women students, and compared the groups of students offering science, arts, professional courses and non-professional courses. Dabir (1986) tried to study how aptitudes, motivation, socio-economic status and aspirations were related. Das (1986) established a regression equation for academic achievement with reference to intelligence, socio-economic status, peer influence and educational aspirations for different sample groups. Mehta et al. (1985) studied the effect of residential status and sex on level of occupational aspiration of adolescents and the relationship between socio-economic status, father's education, father's occupation, intelligence and scholastic achievement with level of occupational aspiration. However, the findings of these studies are conflicting and hence no conclusions can be drawn and generalizations made. More studies of this kind are required with larger samples and with greater spread on population to enable generalized conclusions.

#### EXCEPTIONAL CHILDREN

There are eight studies in this classification. The researchers have studied personality characteristics and vocational needs/aspirations of children who showed deviation from the normal ones. Sampat (1984) conducted a study on 1300 children from 40 schools and studied their characteristics. Kumar (1966) studied personality characteristics, viz., reactions to frustration, needs, adjustments and vocational interests of super-normal, normal and subnormal school children. Sultana (1983) studied the difference between normal and clinical groups with respect to intelligence, social competence and parental attitudes. Ajgaonkar (1983) investigated the causes of juvenile delinquency among 400 students in two government certified schools from Greater Bombay. Dabas (1984) enquired into the relationship between hysterical tendencies, intellectual efficiency, socio-cultural status and scholastic achievement among adolescent girls (age-group 15+) in segregated and coeducational schools. Sharma (1986) identified gifted adolescents by verbal and non-verbal tests of creative thinking and intelligence tests and studied their

personality characteristics. Bhaskaran and Shukla (1981) attempted to conduct socio-psychiatric study of maladjusted school going children using a psychiatric questionnaire and an interview schedule. Kamat (1985) studied the improvement of self-concept and academic achievement of remand home boys through personal guidance. The sample consisted of 14 boys from a remand home in Bombay. Questionnaires, interviews, observation and personal guidance were the tools for data collection.

The studies covered in this section have each taken up different variables; no two of them can together provide findings from which inferences can be drawn. There is need to have studies in different cultural set-ups with particular variables and particular types of children. Simply comparing exceptional children with normal children is not likely to contribute much to the field of guidance and counselling.

### VOCATIONAL DEVELOPMENT AND MATURITY

There are two studies under this head. Tulsi (1983) probed the effect of career guidance strategies on vocational maturity patterns arising on account of differences in intelligence, sex and need-achievement of students. Gaur et al. (1987) aimed at investigating psychological characteristics like self-concept, occupational aspirations, values, intelligence and career maturity against educational and vocational maturity of scheduled caste high school students. The sample consisted of 310 scheduled caste students and 365 non-scheduled-caste students studying in class IX of different schools.

More studies in this area would help in drawing inferences with respect to different factors that contribute to vocational maturity. This will contribute to improving guidance and counselling services in educational institutions.

### STUDENT APPRAISAL

The five studies in this area have viewed different abilities of students with respect to various factors like adjustment, interests, personality traits, SES, etc. Agrawal (1982) made a study to determine the degree of influence of interest, adjustment and socio-economic status on scholastic achievement, treating intelligence as a constant. Majumder (1983) studied parent perception

and the perception of the school of adaptive and maladaptive children. Prakash (1984) identified the components of musical ability and aptitude on the basis of theoretical considerations and empirical data by the application of techniques of factor analysis. Das (1974) aimed at investigating the relationship between the range and depth of interests of teacher trainees. Datta et al. (1982) estimated educational wastage and enrolment rates of girls in education in the age group 6 to 14.

Most of these studies have concentrated on scholastic ability and intelligence. Other abilities are equally important. Investigators must take into consideration other cognitive, affective and psychomotor abilities and study them with respect to contributing variables, such as interests, attitudes, personality traits, SES and other ecological variables.

### NEEDS AND PROBLEMS OF STUDENTS

The six researches reviewed in this section have studied psychological and social needs as well as problems of students. Mowji (1983) surveyed the educational and vocational problems of 1800 students of standards X and XII of arts, science and commerce faculties from 15 coeducational secondary and higher secondary schools. Pandit (1985) studied the psychological needs, self-concept, and adjustment of adolescents. Mankad (1982) studied the problems of adolescents studying in classes X and XI in high schools, pre-university and final year classes with respect to emotional, moral and religious problems, physical health, appearance, family and inter-personal relationships. Premlata (1984) investigated the various psychological problems of adolescents with respect to emotional, personal, sexual, vocational and educational problems. The study revealed that parents and teachers were not in a position to identify the problems faced by children. It was only the counsellor who had been able to resolve most of the problems faced by adolescents. Rawal (1984) conducted a study on 276 emotionally disturbed students studying in intermediate colleges. Tripathi (1986) undertook a study to determine various guidance needs such as physical and health needs, familial needs, social needs, sexual needs, personality needs, educational needs, financial needs, future life needs, vocational needs and religious needs of pupils of secondary and higher secondary schools.

It can be inferred from the studies reviewed that psychological and social needs as well as problems of stu-

dents are related to their social and cultural setting. There is a need to probe into the problems and needs of the students in different cultural set-ups. Further, the studies are required at preadolescent, adolescent and late-adolescent levels. Such studies will have many implications especially for counsellors.

### STUDY HABITS AND READING INTERESTS

Two studies are reviewed in this section. Ashar and Oak (1985) investigated the study habits of adult learners of the open university programme and attempted to locate the needs of adult learners as related to their field of study. Vyas (1969) studied the utilization of the library by students of secondary classes in moderately well established higher secondary institutions and its role in promoting purposeful reading habits, and to find out the nature of books generally read by the students with a view of revealing their interests, attitudes and reading habits. More studies of this type are needed with different sets of students from different levels, so that inferences may be drawn concerning the type of literature read and the type of libraries and study hours desired by students.

### MENTAL HEALTH

The two researches covered in this section have studied correlates of mental health of students. Mohebbali (1982) studied the socio-psychological correlates of mental health. The purpose was to determine the impact of cultural differences, generation gap, sex and mental health. Further, comparisons were made between Indian and Iranian children with respect to mental health, value orientation, and frustration modes. Singh (1982) investigated the etiology of neurosis and special reference was made to Freudian views and the adopted case study approach.

These studies have investigated mental health and tried to explain abnormalities in the light of Freudian theory. This is a welcome trend. More studies of this kind are required to trace the factors affecting mental health. It will also help in finding remedies for mental ill-health.

### EFFECTIVENESS OF GUIDANCE SERVICE

The one study discussed in this section is that of

Dasgupta (1972). He studied the effect of guidance services in West Bengal. The purpose was to ascertain the opinion regarding different aspects of guidance services of a sample of 280 pupils of classes X and XI of 16 multipurpose schools in which guidance services had been introduced. More studies of this kind need to be conducted so as to evaluate the guidance services being run in different institutions and provide feedback.

### APPRAISALS OF COUNSELLING, STUDENTS' SELECTION AND SCHOOL CLIMATE

One study has been included in this section. Fernandes (1984) studied the effect of counselling on the academic achievement of underachieving, pre-adolescent and adolescent girls. The research design was a pretest, post-test one using an experimental and control group. The counselled group showed marked improvement in achievement as compared to non-counselled adolescent students.

Further research of this kind is required so as to establish the effect of counselling on students. They are especially needed at primary level. Findings of such research and consistent efforts will help to minimize wastage and stagnation at the elementary level. Considerable efforts also need to be made to conduct researches with respect to skills of writing and communication, so as to render the desired counselling services to elementary school children.

### CONCLUDING REMARKS

The trend in research in guidance and counselling seems to be to continue with the same age-old topics of measurement, study of the exceptional group of children, and educational problems faced by school children.

Much thought needs to be given by researchers to computerizing educational and vocational information, techniques of disseminating information through communication technology channels, providing mass parental guidance through video packages, providing instructional material for counsellors, trying out new techniques of counselling and so on. All over the world, the holistic approach to the study of the individual is contemplated whereas our researchers still believe in fragmenting individual characteristics and spend years of research studying them.

Another area of research that needs development is that of orienting individuals to face the ever-changing challenges in today's fast-moving technological world. We are moving towards the age of supercomputers and superconductors and the individual is often rudderless, without purpose or goals in an increasingly complex world. The guidance researcher has to visualize the needs of future generations in facing these unknown realities and suggest ways and methods of developing built-in resources for this purpose. The world of work is changing fast and much more research is required to help the traditional worker to switch over to new technological gadgets and learn to be independent of others. A great need of research is going to be felt in the coming years to understand the personality growth of the new generation who are getting increasingly cut off from social contacts and are getting even more familiar with the machines all around them. With electronic and video

games, even the early contact of children with other children is being threatened. This growth in isolation will have an immense impact on the socialization of the individual and will take distance him from human feelings and emotions and make him a more mechanically responsive individual.

In this complex situation the researcher must have recourse to more sophisticated statistical and experimental designs to achieve more effective results. Further diagnosis of language and other difficulties at elementary and secondary level will have to be achieved through sophisticated gadgets. It is for the researcher in guidance to prepare himself for these developments and devise such tools and techniques as will help us understand the children of tomorrow, who will grow in a world dominated by electronic devices, to which humans may well seem subordinate unless education succeeds in establishing human value systems appropriate to this coming age.

## ABSTRACTS: 586—612

586. AJGAONKAR, V.R., *A Study of Juveniles in Government Certified Schools from Greater Bombay and Effect of Institutional Environment on Their Behaviours*, Ph.D. Edu., SNDTU., 1983

The objectives of the study were (i) to find out the causes of juvenile delinquency among students from government certified schools of Greater Bombay, (ii) to study the curriculum prescribed in government certified schools and their day-to-day programmes, and (iii) to study the change in behaviour of the students after admission to these schools.

The data were collected using a questionnaire, interview schedules, an observation schedule, and rating scales for students, parents, teachers and headmasters. The sample consisted of 400 students from two government certified schools in Greater Bombay. The questionnaire was administered to all four hundred students; 200 students were given 'scales' to study change in their behaviour. Data were also collected through interviews and informal discussion with the concerned persons. The data were analyzed with the help of statistics, such as percentages and t-test was used for testing significance of difference between means.

The major findings of the study were: 1. The maximum number of students were from the age group 11-17 years. 2. Students repeated their crimes more than twice. 3. Students came from different states. 4. The school had an impact on younger students and those coming from rural areas. 5. The school environment made an impact on students who were admitted under Act 40 (A), 47 and the Beggar's Act. 6. Students were not motivated for study. 7. No vocational training was provided for these students on a scientific basis.

The educational implications of this study are: (1) The number of certified schools should be increased. (2) For effective running of the school, the number of students in each of these schools should be reduced. (3) More funds should be made available to these schools. (4) A special curriculum should be prepared for these schools.

587. BHATNAGAR, H., *A Study of Occupational Choices of Adolescent Girls and Factors Influencing Them*, Ph.D. Edu., HPU, 1983

The main aims were (i) to find out the occupational

choices of the girls, (ii) to find out the factors which influenced the occupational choices of girls, (iii) to study the extent of divergence between the occupational choices and vocational interests of girls, and (iv) to study the differences among different groups of female students in occupational choices and factors influencing them, along with their interests.

An open-ended list containing 199 occupations for women was prepared on the basis of a survey conducted in 100 public and private establishments. Similarly, a list of factors influencing occupational choices was also finalized on the basis of an experimental study. An interest inventory in 11 areas was also constructed, validated, and standardized.

The findings were: 1. The girls had diversified occupational choices. 2. The highest factor influencing occupational choices was 'interest', followed by 'serving humanity/society', 'serving poor/backward', 'serving sick/disabled', 'to see different places', 'to please oneself', 'to be a model for youngsters', 'economy', and so on. 3. Only ten per cent of the girls were able to make occupational choices in accordance with their vocational interests. 4. No significant difference was found amongst urban and semi-urban girls in the congruence of their occupational choices and vocational interests. However, girls belonging to higher income group were found to have more congruence in their occupational choices and vocational interests.

588. DABIR, D., *A Study of Vocational Aspirations as a Function of Aptitudes, and Motivational Patterns among the Boys and Girls Studying in 9th, 10th and 11th Grades in Nagpur District*, Ph.D. Edu., Nag. U., 1986

In this research an effort was made to study how aptitudes, motivation, socio-economic status and aspirations were related to one another. The hypotheses examined were: (1) Vocational aspirations were essentially consistent with aptitudes. (2) High scores on different types of aptitude will significantly influence the aspiration regarding type of vocation. (3) There is an interaction between achievement motives and vocational aspirations. (4) Hierarchy of motives leads to hierarchy of vocational aspirations. (5) Some motives may form a cluster/pattern and function collectively to determine vocational aspirations.

The sample for the study comprised 1080 students of classes IX, X and XI studying in Nagpur district, in-

cluding Nagpur city. The tools used were the Occupational Aspiration Scale (OAS) by Grewal, the Differential Aptitude Tests Battery (DAT) by Cattell (adapted by Ojha), the Achievement Motivation Test by Prayag Mehta, Edward's Personal Preference Scale (EPPS) by Edward (adapted by Tripathi), and the Socio-economic Status (SES) Scale prepared by the investigator. Statistical procedures used to analyse the data were coefficients of correlation, partial correlations, multiple regression equations and cluster analysis.

The major findings were: 1. The first hypothesis was only partially supported by the study. 2. It was found that the relationship between socio-economic status and vocational aspiration was predominant. It seemed that vocational aspirations were not merely a function of aptitudes but a function of the socio-economic status of the subjects. 3. The positive and significant values of  $r$ 's between vocational aspirations and achievement motivation suggested that achievement motivation was likely to generate the vocational aspirations of the subjects. 4. The hierarchy of needs was associated with hierarchy of vocational aspirations of the school-going youth. 5. Some clusters of needs were found to be associated with vocational aspirations. 6. The  $n$  achievement,  $n$  deference, and  $n$  nurturance constituted the most closely knit cluster of needs out of the 15 needs studied to determine the vocational aspirations of boys. 6. The  $n$  achievement,  $n$  autonomy and  $n$  charge formed a cluster associated with vocational aspirations of girls. 7. The socio-economic status of boys as well as girls contributed most considerably to vocational aspirations. 8. None of the eight aptitudes studied had considerably high positive association with vocational aspirations. 9. Vocational aspirations were generated more by the socio-economic status of subjects than any other variable studied in the project.

The educational implications are: (1) The school-going youth need to be made realistic as far as vocational aspirations are concerned. If he knows the quality and magnitude of his aptitudes at the school stage, his aspirations will be consistent with his capabilities. (2) Once parents know the types of aptitudes their children have, they are likely to generate in them aspirations consistent with the aptitudes of the youth. (3) Students belonging to the low socio-economic status group need to be exposed to a greater range and variety of job possibilities. (4) The level of achievement motivation of school-going youth needs to be controlled so far as its quality, magnitude and direction are concerned. (5) There should be programmes like work experience and visits to places of

work, so that the youth has a taste of world of work in its mundaneness. (6) Teachers and parents should devote serious thought to the causes of the low level of aptitudes of school-going youth. (7) If the needs associated with level of aspirations are accepted as the causative factor, then the educational planners, policy makers, teachers and parents should evolve ways and means to induce needs as are associated with realistic vocational aspirations of school-going youth.

589. DAS, R.C., *Relation between Range and Depth of Interest*, The Bureau of Educational and Psychological Research, Govt. of West Bengal, Calcutta, 1974

The aim was to ascertain the relation between range and depth of interest.

Forty-six teacher trainees, residents of the college hostel, were rated in respect of ten interest areas by three teachers who lived in the same premises. Each judge independently rated each student. Depth of interest was rated on a five-point scale. For each student, the number of areas in which the judge had found him to be interested was his range score, and median of the depth values awarded by the judge to these areas was his depth score. The pooled ratings of range and depth were correlated.

The study revealed that persons having a larger number of interests, which had been found to be an indicator of high intelligence, also tended to probe deeper into things in which they had interest (the coefficient of correlation between the pooled ratings of range and depth was 0.384, which was significant at 0.01 level of confidence).

590. DASGUPTA, B., *Pupils' Opinion on School Guidance Service in West Bengal*, The Bureau of Educational and Psychological Research, Govt. of West Bengal, Calcutta, 1972

The main aim was to ascertain the opinion of a sample of pupils of West Bengal regarding different aspects of guidance services in their respective schools.

The sample consisted of 280 pupils of classes X and XI of 16 multipurpose schools in which guidance services had been introduced for more than five years. The schools were situated in nine districts of West Bengal. The sample, consisting of 150 boys and 130 girls, be-

longed to seven different streams. A questionnaire containing 31 statements was used.

The study revealed: 1. School guidance services needed more social acceptance. 2. A large number of guardians were quite guidance conscious. 3. The attitude of the heads of institutions, career-masters, other teachers and pupils towards school guidance services seemed to be quite satisfactory. 4. Pupils needed to be provided with wider programmes of cocurricular activities. 5. More facilities were needed for dissemination of occupational information. 6. Career-masters required more time for guidance work. 7. The relationship of career-masters and their pupils was satisfactory.

591. FERNANDES, L., *A Study of the Effect of Guidance and Counselling on the Academic Achievement of Underachieving Preadolescent and Adolescent Girls*, Ph.D. Edu., Mys. U., 1984

The major objectives of the study were (i) to find out the effect of counselling on the achievement of pre-adolescent and adolescent underachievers, (ii) to find out the effect of counselling on pre-adolescent and adolescent underachievers as compared to that of non-counselled normal achievers, and (iii) to find out the effect of counselling on the achievement of pre-adolescent and adolescent underachievers belonging to families holding white-collar and blue-collar jobs.

The counselling consisted of ten sessions. The counselling approach was an integrated, eclectic one using both directive and non-directive counselling. The attempt was to study the interaction of ego, level of aspiration and self-concept. A test on level of aspiration, a case conference, personality models, quiz programmes, autobiography, photo language, games and group discussions were used during counselling sessions. The other tools were a test of intelligence and achievement tests for class VIII and class X. The research design was a pretest post-test one using an experimental and a control group. The sample was drawn from class VIII (pre-adolescent) and class X (adolescent) students. The experimental group had 68 underachievers in class VIII and 47 in class X. An equal number of students were in the control group. Analysis of covariance was used for examining the hypotheses.

The major findings of the study were: 1. The academic achievement of counselled pre-adolescent underachievers was significantly greater than that of non-counselled underachievers. 2. The academic

achievement of counselled pre-adolescent underachievers was significantly greater than that of non-counselled pre-adolescent normal achievers. 3. The academic achievement of counselled adolescent underachievers was significantly greater than that of non-counselled adolescent underachievers. 4. The academic achievement of the counselled adolescent underachiever was significantly greater than that of non-counselled adolescent normal achievers. 5. The academic achievement of counselled adolescent underachievers belonging to families holding white-collar jobs and blue-collar jobs did not differ significantly. 6. The academic achievements of counselled pre-adolescent underachievers belonging to families holding white collar jobs and blue collar jobs differed significantly.

592. GAUR, J.S. and others, *Psychological Basis of Educational and Vocational Development of Scheduled Caste Students*, Dept. of Educational Psychology, Counselling and Guidance, NCERT, 1987

The aim of the study was to investigate psychological characteristics like self-concept, occupational aspirations, values, intelligence and career maturity, vis-a-vis educational and vocational maturity of scheduled caste high school students.

The hypotheses of the study were: (1) There is no significant difference between different groups of students and their psychological characteristics. (2) There is no significant difference between the means of the groups, viz., total SC, total NSC, rural SC, rural NSC, urban SC and urban NSC over the period of one academic session, i.e., 1983-84 to 1984-85 on any of the psychological characteristics. (3) There is no significant relationship between the psychological characteristics and career maturity of SC secondary school boys. (4) There is no significant difference between the secondary school SC boys belonging to rural and urban areas on their psychological characteristics included in the study which contributed to career maturity and its dimensions separately.

The study included 310 scheduled caste (SC) students and 365 non-scheduled caste (NSC) students studying in class IX of different schools of four districts of Haryana. The tools used for the study were the Self-Concept Inventory of Saraswat, Occupational Aspiration Scale of Grewal, Values Test by Ojha, Mixed Type of Group Test of Intelligence by Mehrotra, and Crites' Career Maturity Inventory—an Indian adaptation by

Gupta. Statistical techniques like t-test, paired t-test, Mahalanobis D2 test, and discriminant functional (regression) analysis were used for analysis of data.

The major findings of the study were: 1. NSC boys as compared to SC boys and rural NSC boys as compared to rural SC boys were found to be significantly higher in their overall self-concept. 2. NSC boys as compared to SC boys were also found to be higher on overall intelligence. 3. The rural NSC group also showed significantly higher verbal intelligence than the rural SC group. 4. On aesthetic value the SC group scored higher than their NSC counterparts. 5. Both NSC and SC urban groups performed better with regard to the overall career maturity test than their rural counterparts. 6. In the SC group significant differences were found in economic value, religious value, non-verbal intelligence and total intelligence between rural and urban groups, urban group being higher on economic value and rural group being higher on the rest of the above-mentioned variables. 7. Over a period of one year, SC boys showed significant improvement with regard to physical, temperamental, educational and moral self-concept, intelligence and career maturity. 8. The predictor variables of career maturity in the case of NSC boys were social value, intellectual self-concept, and total academic achievement. In the case of SC boys, social self-concept and theoretical value were found to be the significant predictors. 9. Knowledge of Occupation, as a dependent variable showed significant difference between urban and rural SC boys on all the variables. 10. In the case of 'Knowledge of Self' as a dependent variable, significant differences were found between rural and urban boys on economic and social values, temperamental and moral self-concept, intellectual self-concept and verbal intelligence.

593. Gupta, S.R., *A Study of Objectives, Programmes, Infrastructural Facilities and Perceived Effectiveness of Guidance Services in Delhi Schools*, Ph.D. Edu., Mee. U., 1985

The major objectives of the inquiry were (i) to study and analyse the objectives of school guidance services, (ii) to study both physical and financial infrastructural facilities, (iii) to study various activities taken up under guidance services in schools, (iv) to study the effectiveness of guidance services as perceived by students, parents, teachers and principals, (v) to study the programme variations, taking into account the above-mentioned four

objectives and by comparing urban and rural schools, and girls and boys schools, and (vi) to study the views of counsellors regarding the difficulties they came across while discharging their duties.

This normative survey research was conducted in Delhi and was confined to government senior secondary schools situated in urban and rural areas. A subject of 100 counsellors, 100 principals, 500 teachers, 500 parents and 1,000 students selected randomly constituted the sample for the present study. The tools developed by the investigator for the collection of data were a questionnaire for school counsellors, an Interview Schedule for Students, a Perceived Effectiveness Inventory for Parents, a Perceived Effectiveness Inventory for Teachers and a Perceived Effectiveness Inventory for Principals. The data were analysed using percentage, ANOVA, and t-test.

The major findings of the study were: 1. Objective educational and vocational decision-making was followed by most of the counsellors. 2. Most of the counsellors used intelligence tests. 3. Cumulative record cards were not used by most of the counsellors. 4. Educational and occupational information collected was disseminated by most of the counsellors through classroom talks only. 5. Most counsellors judged the effectiveness of counselling services using the criterion that students made realistic subject choices. 6. Most of the counsellors tried their best to solve such problems as underachievement, adjustment, emotional maladjustment, financial problems etc. of the students. 7. A large number of counsellors did not have adequate physical facilities in the schools—such as separate rooms for counselling, for test materials and for displaying the materials. 8. No follow-up guidance programme was being implemented because most of the counsellors did not receive full cooperation from students and guidance functionaries in the school. 9. Counsellors felt that the overall guidance programme was not only very effective but also very helpful in developing better self-understanding among students. 10. The counsellors' major problem was lack of cooperation from principals, teachers and parents. 11. Counsellors suggested orientation of teachers and principals for their better cooperation in guidance programmes. 12. Teachers working with boys and girls in urban schools, and with girls in rural schools, perceived the guidance programme as more effective if conducted by women counsellors rather than by male counsellors. 13. In the perception of students, parents and principals associated with urban and rural schools, no significant differences were found in

the effectiveness of guidance programme if conducted by either men or women counsellors. 14. The guidance programme was perceived as more effective by students and parents associated with urban schools than with rural schools. 15. Principals and teachers did not perceive any difference in the effectiveness of guidance programmes of girls' schools and boys' schools.

594. JAIN, K.K., *A Study of the Development of Interests among the School Students of Delhi in relation to Certain Variables*, Ph.D. Edu., Del. U., 1984

The objectives of the study were (i) to locate the areas of interest of school boys in Delhi, (ii) to study the impact of age, urban rural background, socio-economic status of the individual subject streams and extraversion and introversion on the development of interests, and (iii) to study the relationship of the located interest areas with the independent variables.

The study was conducted on 195 government boys secondary schools in Delhi. It included 150 urban schools and 45 rural schools. Initially, the sample consisted of 2700 students (1390 urban and 1310 rural boys). The final sample consisted of 2529 boys (1290 urban and 1239 rural). The classes VI, VII and VIII were considered the lower age level covering the 11+ to 13+ age group, classes IX and X covering the 14+ to 16+ age group were considered the middle age level and classes XI and XII covering the 17+ to 19+ age group were taken as the high age level. The classes were also divided subject-wise, such as humanities, commerce and science. The tools used for the variables to be measured were: (i) the Socio-Economic Status Scale, (ii) the Interest Test Battery, and (iii) the Maudsley Personality Inventory (MPI) adopted by N.K. Dutt to study extraversion and introversion. The data were analysed with the help of coefficient of correlation, analysis of variance, and multiple regression analysis.

The main findings of the study were: 1. Urban boys had higher interest in academics than rural boys. The rural boys were not much concerned with the choice of a career. 2. The opportunities to appreciate art, poetry, music, dance, painting, drama, etc. were far more widely available to urban boys than to rural boys. 3. There were differences in the development of interest in health, sports and games among urban and rural boys. 4. Rural subjects had lower literary interests than urban subjects. 5. Urban subjects had higher mechanical interests than the rural subjects. 6. Urban boys had higher in-

terests in outdoor activities and adventures than rural boys. 7. There was no difference in political interests of urban and rural subjects. 8. The urban subjects had higher scientific interests than rural boys. 9. Urban and rural subjects had similar interests in sex and romance. 10. There was no significant difference between interests of urban and rural boys. 11. There was a significant difference among the three levels of SES as regards academic interests, the mean scores for the SES level of high, middle and low groups were 49.75, 48.96 and 41.83 respectively. 12. The analysis of variance and multiple regression analysis showed the relationship of SES with aesthetic interests to be significant at 0.01 level. The mean scores for high, middle and low SES level were 39.72, 37.67 and 30.78 respectively. 13. The three socio-economic status groups (high, middle and low), differed significantly in economic interests. 14. The low and middle SES groups had similar mechanical interests and both of them had higher interests in this area than the high SES group. 15. The three SES groups differed from one another in their interests in outdoor activities and adventure. 16. The middle group had higher political interests than the low and high socio-economic groups. 17. Sex and romance were significantly related to socio-economic status as predictor variables. The high and low SES groups had much higher interests than the middle group. 18. The middle group had higher degree of social interests than the other two groups. 19. The commerce group was less interested in academics as compared to the science and humanities groups. 20. The aesthetic interests of commerce and science groups were the same, while those of the humanities group were much higher. 21. The commerce group had higher economic interests than the humanities and science groups. 22. Science students showed the highest degree of interests in the area of health, sports and games followed by the commerce group and the humanities group. 23. The humanities group had much higher interests in literary activities than the science and commerce groups. 24. The science group had much higher interests in mechanical subjects than the commerce and humanities groups. 25. The commerce group had the highest score in political interests followed by the humanities and science groups in order. 26. The humanities group showed the highest interests in religious activities, whereas the commerce and science groups were at par with each other. 27. The science group showed the highest degree of interests in sex and romance followed by the commerce and humanities groups. 28. The humanities group had significantly higher social interests than the

commerce and science groups. 29. Introverts had higher interests in academic areas than extraverts. 30. Introverts had higher interests in aesthetic areas than extraverts. 31. Extraverts were more interested in health, sports and games than introverts. 32. The introverts had higher interests in the literary area than the extraverts. 33. There was no difference in the interests in the mechanical area between the extraverts and introverts. 34. The extraverts had higher interests than introverts in outdoor activities and adventure. 35. The extraverts had much higher political interests than introverts. 36. The introverts had somewhat higher interests in the religious area than extraverts.

595. KAMAT, V., *Improvement of Self-concept through Personal Guidance*, PVDI College of Education for Women, Bombay 1985 (SIE, Pune financed)

The objectives of the study were (i) to measure the self-concept of remand home boys, (ii) to study their academic achievement, (iii) to give them coaching in two school subjects, viz., science and mathematics, to improve their academic achievement, and (iv) to find out the difference, if any, in the self-concept of those boys.

The case-study method and experimental method were adopted. The sample included 14 boys from a remand home in Bombay. Questionnaires, interviews, observation, personal guidance and records were the tools for the study. A Self-concept Inventory prepared by Jogawar (1975) was administered to the subjects for the study of self-concept. Annual examination marks, achievement tests in science and mathematics, Bell's Adjustment Inventory and Kuder's Interest Inventory were also used for data collection. The pretest-post test design of experiment was used. The subjects were coached for three months at the initial stage. The second phase of coaching lasted for six months. The t-test was used for analysis of data.

The findings of the study were: 1. There was significant improvement in achievement of students because of coaching. 2. The t-ratio for pretest and post-test of IQ was significant at 0.01 level. 3. The t-ratio for pretest and post-test of self-concept (perceived self) scores was significant at the 0.01 level. The t-ratio for pretest and post-test of self-concept (Ideal Self) was significant at 0.05 level. 4. Self-concept is a developmental aspect of personality and it could be improved through improvement in academic achievement.

596. KUMAR, K., *A Study of Reactions to Frustration, Needs, Adjustments, and Vocational Interests of Supernormals, Normals, and Subnormals*, Ph.D., Psy. Agra U., 1966

The objectives were (i) to make an investigation of the personality characteristics, viz., reactions to frustration, needs, adjustments and vocational interests of the supernormal, normal and subnormal school children, and (ii) to make a comparative study of these personality characteristics among the supernormals, normals and subnormals.

The Jalota's General Mental Ability Test was administered to 965 boys and 840 girls belonging to different parts of Rajasthan. Of 965 boys, 50 supernormal, 50 normal and 50 subnormal boys were selected. On the other hand, out of 840 girls, 50 supernormal, 50 normal and 50 subnormal girls were selected. In this way, the sample comprised 300 students (150 males and 150 females). The tools used for collecting data were Group Test of General Mental Ability (Verbal) by Jalota; Group Intelligence Test (Verbal) by Mehta; the Bhatia Battery of Performance Tests of Intelligence; an Indian adaptation of Picture-Frustration Study by Udai Pareek; Needs Rating Scale by Kumar; an Indian Adaptation of Bell's Adjustment Inventory by Kumar, and the Thurstone Interest Schedule. The data were analysed with the help of analysis of variance followed by t-test.

The findings were: 1. Supernormal boys possessed a normal capacity to adjust to a group of normal individuals, and to face frustrating situations. Normal boys showed a significantly high obstacle dominance. Subnormal boys possessed a low capacity to adjust to normal groups and to face frustrating situations. 2. Normal girls seemed to be more teachable for super-ego and impunitiveness than the supernormal girls. For the category of obstacle-dominance, extrapunitiveness, intropunitiveness and impunitiveness, the normal girls were more teachable than the subnormal girls. 3. Supernormal boys were more teachable than the normal boys in need of achievement. Normal boys were more teachable than the supernormal boys in the needs of abasement and autonomy. The supernormal boys were more teachable than the subnormal boys in the need of exhibition, whereas the subnormal boys were more teachable than the supernormal boys in the need of dependence. The subnormal boys were more teachable than the normal boys in the need of exhibition, whereas normal boys were more teachable for the needs of abase-

ment and autonomy. 4. Supernormal girls were more teachable than the normal girls in the needs of dependence and autonomy. Supernormal girls were more teachable than the subnormal girls in needs of aggression, dependence, autonomy and exhibition. Subnormal girls were more teachable in the need of sex. The normal girls were more teachable than the subnormal girls in the need of achievement. 5. Supernormal boys had shown best performance in the field of home, health and emotional adjustment, and subnormal boys in the field of home, health and social adjustment. The supernormal and normal boys did not differ significantly in the field of social adjustment. 6. Supernormal girls had the best performance in home, health and total adjustment; subnormal girls in home and total adjustment; whereas normal and subnormal girls did not differ significantly in the fields of health, social, and emotional adjustments. 7. Normal group of boys were more teachable in the humanitarian area than the subnormal. It was more teachable in computational and humanitarian areas than the supernormal boys. In the areas of computational and persuasive interests, the group of subnormal boys was more teachable than the group of supernormal boys. 8. Normal girls were more teachable in the areas of physical science, executive, and humanitarian interests than the supernormal girls. The subnormal girls were more teachable in the areas of biological science and executive interests than the supernormal girls who were more teachable in a group in the linguistic area. The subnormal girls were more teachable in the biological science and linguistic areas of interests than the normal girls who were more teachable in a group in physical science.

597. MARY JOHN, *Future Time Perspective, Self-concept and Vocational Interest of Adolescents*, Ph.D. Psy., Madras U., 1981

The main objective of the study was to investigate the extent to which institutionalized adolescents differed from non-institutionalized adolescents on future time perspective, self-control and vocational interests.

The extent of extension of thought into the future, the density, organization and coherence of future outlook, the extent one could think of moving forward of future and the degree of concern with future events were the aspects studied under future time perspective. The stability of self-concept and the discrepancy between the actual and the ideal self-concept were studied. The three variables were studied with reference to sex and

social class of the institutionalized and non-institutionalized adolescents. Future time perspective (FTP) was measured using three tests: Wallace Future Time Events Test, Eson Test of Recording 20 Different Things that the subject thought about or talked about during the preceding two weeks and their time perspective, past, present or future and Cattell Circles Test. Sharma's Self-Concept Inventory was used to study the self-concept and Kulshreshta Vocational Interest Record to study the vocational interests. A stratified sample of 720 students was selected, 540 non-institutionalized and 180 institutionalized. The non-institutionalized adolescents were drawn from three different social strata, upper, middle and lower. Analysis of variance, correlations and factor analysis (principal factor method with varimax rotation) were used for data analysis and hypothesis testing.

The main findings were: 1. The institutionalized and lower income groups adolescents had shorter future time perspective and lower coherence than the middle and upper income group adolescents. 2. The middle class adolescents had a more extended future orientation than the other groups. 3. Adolescents listed more present events than future or past events, 4. Lower income group boys listed more past events than present or future events. 5. Institutionalized adolescents had low temporal relatedness than the non-institutionalized. 6. Institutionalized adolescents were most past-present oriented in comparison with the upper and middle class adolescents who were present-future oriented. 7. Four significant factors emerged from factor analysis with high loadings on spontaneous extension, FTPs core, past predominance, and coherence, 8. The ideal-actual discrepancy in self-concept was more for the institutionalized than for the non-institutionalized lower group. 9. The middle class adolescents were more stable in their self-concept than those from the upper class. 10. The lower income group adolescents evidenced higher interest in scientific pursuits than the institutionalized. 11. The institutionalized evinced interest in fewer vocations than the lower income group. 12. Vocational interests of adolescents were directly related to their socio-economic status.

The implications of the study are: (1) The structuring of institutions and re-education of caretakers in the best interests of the inmates were required. (2) The institutional environment should be rectified through the development of a community-oriented approach. (3) Caretakers in institutions should attempt to enhance the growth of self-esteem. (4) More funds and talented

personnel should be allocated to institutions. (5) Institutionalization should be the last resort for a child in need; possibilities of family aid should first be explored.

- \*598. MATHUR M.C., *Factors Influencing the Streaming of Students with reference to their Interest, Learning Style, and Certain Psycho-Social Pressures*, Ph.D. Edu., Mee. U., 1985

The objectives of the study were (i) to determine the factors which significantly influenced students' option to stream, (ii) to ascertain the extent to which students' choice of stream was related to their subject interest, (iii) to find out the relationship of academic achievement in the grade X examination with the option of stream at grade XI, (iv) to investigate how option of subject courses was related to the occupational aspirations of the students and their parents, (v) to investigate the influence of social pressures on the option of stream, (vi) to determine the relationship of parents' social economic and educational status with the type of stream chosen by their wards, and (vii) to find out the relationship between option of stream and the learning styles of the students.

The study was confined to urban and rural, government and aided, senior secondary schools having three streams—science, commerce and humanities. The sample comprising 326 boys and 204 girls was randomly selected from class XI. A Subject Interest Questionnaire covering five subjects and a Psycho-Social Pressures Test covering eight psycho-social pressures were constructed. The reliability coefficients of both the tests were 0.84 to 0.72 and 0.73 respectively. The other instrument used was a Hindi adaptation of Dunn and Dunn's Learning Style Inventory (Sharma). Chi-square was used to analyse the data.

The study revealed the following: 1. Option of stream was slightly correlated with parents' and siblings' advice given to the students. 2. Option of stream had a marked relationship with the academic achievement and occupational aspirations of the students as well as the educational status and occupational aspirations of their parents. 3. Sociological pressures—peers' and teachers' advice were substantially related with the selection of stream. 4. Parents' socio-economic status and students' subject interest had a slight relationship with the various elements belonging to the four broad areas of learning style. 5. The sociological element exhibited a negligi-

ble relationship with option of stream.

599. MEHTA P.H., MATHUR R.K., and PANT D., *Influences on Level of Occupational Aspiration of Adolescents*, Dept. of Educational Psychology, Counseling and Guidance, NCERT, 1985

The objectives of the study were (i) to study the effect of residential status and sex on level of occupational aspiration of adolescents, and (ii) to study the relationship between socio-economic status, father's education, father's occupation, intelligence and scholastic achievement with level of occupational aspiration.

The sample of the study consisted of 106 boys and 96 girls belonging to a semi-urban area of Haryana and 40 boys and 43 girls belonging to the Delhi metropolis. All the sample students were studying in class IX of four higher secondary schools, two each in a semi-urban area and an urban area. The tools used were Miller and Haller's Occupational Aspiration Scale (1964), Raven's Standard Progressive Matrices and a questionnaire. The product-moment coefficient of correlation and regression equation analysis techniques were used for analysis of data.

The results of the study were: 1. Residential status and intelligence did not influence level of occupational aspiration of adolescents. 2. There was a strong indication of sex differences on level of occupational aspiration in favour of girls among both semi-urban and urban students. 3. For boys, significant predictors of level of occupational aspirations were number of occupations known, and scholastic achievement. 4. The variables that did not predict level of occupational aspirations of boys were the SES global index, intelligence and people not known personally. 5. In the case of girls, significant predictors of level of occupational aspirations turned out to be the SES global index, number of occupations known, people not known personally, and intelligence. 6. The girls did not consider the role played by scholastic achievement in realizing their career aspirations.

- \*600. MEHTA, M., *Managing Vocational Information*, Ph.D. Psy., Raj. U., 1977

The study was conducted to answer the following questions: (1) Whether vocational maturity was facilitated by giving non-discordant information to the subjects

who had discordance (disagreement between scientific interest and aptitude scores) between their scientific interest and aptitude; (2) whether vocational maturity was facilitated in concordant subjects (who were having agreement between their scientific interest and aptitude test scores), if they were informed that they had congruence between scientific interest and aptitude; (3) whether information regarding incongruence between scientific interest and aptitude adversely affected the vocational maturity scores of discordant and concordant subjects; (4) whether the effect of informational feedback persisted for a considerable time; (5) whether the informational feedback immediately altered the vocational maturity scores; (6) whether the information had differential effect upon high vocationally mature and low vocationally mature students.

The tools used for data collection were a self-prepared Vocational Maturity Scale, Chatterjee and Mukerjee's Scientific Knowledge and Aptitude Test Chatterji's Non-language Performance Record Interest Scale, and self-prepared written information on a pre-structured *pro forma*. The sample of the study consisted of 310 XI class science students of three higher secondary schools of Jaipur. The study was conducted in four phases. On the basis of 1st phase data, the groups were classified into different vocational maturity levels. Individual information about students' scientific interest and aptitude level was given to students in the second phase. The vocational maturity scale was administered again in the third phase. The fourth phase included a second post-test after a gap of one month. The statistical techniques like coefficient of correlation, ANOVA, and factor analysis, were used for analysis of data.

The findings of the study were: 1. Non-discordant information given to high vocationally mature discordant subjects had a delayed (over a period of one month) negative effect upon their vocational maturity level. 2. Non-discordant information passed to low vocationally mature concordant students raised their vocational maturity level immediately after dissemination of information. This effect persisted even after one month. 3. Discordant information offered to low vocationally mature concordant as well as discordant students raised their vocational maturity level immediately after dissemination of information. This effect persisted after one month. 4. Discordant information given to high vocationally mature concordant students had a delayed negative effect upon their vocational maturity level.

601. MOWJI, M.N., *An Investigation into the Educational and Vocational Problems of Higher Secondary Students of Greater Bombay (1975-1977) English Medium*, Ph.D. Edu., Bom. U., 1983

The objectives of the study were (i) to investigate the nature, degree and extent of the problems, both educational and vocational of the junior college students, (ii) to locate the specific problems of students of three academic streams—arts, science and commerce, (iii) to help students with their educational and vocational problems, (iv) to enquire into the pros and cons of the implementation of the new pattern of education in Greater Bombay, (v) to find out the difficulties of the professors while teaching, and (vi) to find out the administrative problems of principals while introducing the +2 pattern in their college.

The method employed was the normative survey method to collect the relevant data for study and simple random sampling was used for selection of the sample. The data were collected through a questionnaire, discussion with students, interviews with school and college principals, interviews and discussions with different subject teachers of standards XI and XII and confidential reports of teachers. The sample consisting of 1800 pupils of XI and XII standards of arts, science and commerce faculties, out of which 623 were girls, was selected from 15 coeducational secondary and higher secondary schools. The final data were analysed using percentages and coefficient of correlations.

The main conclusions of the study were: 1. Junior college students faced educational and vocational problems. They had to face difficulties due to absence of guidance at school and college level. 2. The new pattern had failed due to lack of coordination between schools and colleges and due to faulty planning. 3. In the absence of proper implementation there was confusion everywhere in 1972 in Greater Bombay. 4. The main purpose of the 10+2+3 was vocationalization; it had completely failed as everybody joined the academic stream in the absence of any vocational stream. 5. Schools and colleges had not properly trained teachers. They were neither trained before implementing the new pattern nor afterwards. 6. Syllabuses and books were prepared without taking into consideration interest and level of the students. 7. Science students had no time for any cocurricular activities, while arts students had plenty of time at their disposal. 8. Admissions were given more on influence of the parents rather than on merits of the students. 9. Large classes in science and com-

merce streams created more problems of indiscipline under the fresh postgraduate teacher than under the trained experienced teachers and professors. 10. Students joined any stream where they got admission. 11. There was dissatisfaction among the lecturers in the junior colleges due to low salary and more workload. 13. No proper library facilities for junior-college students were provided.

602. MURTHY, S.R., *Construction and Standardisation of Scale for Assessing the Emotional Behaviour of Secondary School Children as a Basis for Educational and Vocational Guidance*, Ph.D. Edu., Osm. U., 1976

The objective of the study was to develop a scale for assessment of emotional behaviour of secondary school children for providing educational and vocational guidance.

The blueprint of the scale was prepared with the help of opinions of teachers, industrialists, supervisors, and others concerned with regular observation of workers in the industry. The tryout of the scale was done with a sample of 1000 students and for reliability and validity 100 high school students were taken.

The characteristics of the scale were: 1. It had 149 items distributed unevenly in five emotion areas, viz., wonder, distress, superiority, inferiority, and creativeness. 2. Each item was answered on a five-point scale ranging from 'very often' to 'almost never'. 3. The inventory permitted systematic study of a person's emotions. 4. The inventory did not analyse the fitness of an individual for any particular field. 5. The scoring on the five-point scale was done with five scores to 'very often' and one score to 'almost never'. The maximum scores for different emotion areas were—wonder (14 to 70), distress (21–105), superiority (46–235), inferiority (33–165) and creativeness (34–170). 6. The test-retest reliability of the scale for the five areas ranged from 0.73 to 0.88 and total inventory had a reliability of 0.85. 7. The validity of the total inventory was 0.98

603. PREM LATA, *Teachers, Parents and Counsellors, Approaches towards Personal, Vocational and Educational Problems of Adolescents*, Ph.D. Edu., Pan. U., 1984

The objectives of the study were (i) to identify various

psychological problems of adolescents, (ii) to classify these problems under suitable heads like special, emotional, personal, sexual, vocational and educational problems, (iii) to assess the effectiveness of different counselling approaches in solving various groups of problems, and (iv) to offer suggestions for tackling the problems of adolescents effectively.

The sample of 924 students was selected from the schools of Phagwara in Punjab. Out of these, only 35 students had grave and serious problems. These students were studied using the case study approach. Others were studied through a survey approach using Mooney's Problem Checklist. Other tools used were the *pro formas* relating to the problems of adolescents for parents, teachers and counsellors, the checklists for parents, teachers and the counsellors, and tape recorded interviews.

Some of the major findings of the study were: 1. Adolescents as a group had a large number of problems. These were related to physical development, physical growth, physiological growth, intellectual development, emotional development, social development, and moral development. These problems had various symptoms like emotional immaturity, social immaturity, intellectual inadequacy and other tell-tale symptoms. 2. Parents were not equipped for the role of counselling. They were ignorant about the problems faced by their children. They were also not able to differentiate the problems from the symptoms. 3. The teachers were also not in a position to identify the problems faced by the students. They were not exposed to any counselling practice either in theory or practice. 4. The adolescents' problems covered personal, educational and vocational fields. With parents and teachers not being in a position to resolve the problems, the adolescents had serious problems facing them. It was only the counsellor who had been able to resolve most of the problems faced by adolescents. The resolution of problems had covered all the fields—personal, educational and vocational. 5. There was little social relationship between parents and teachers. Parents blamed teachers for not informing them about the problems faced by their children. On the other hand, teachers blamed parents for not calling on teachers from time to time. 6. The gap between parents and children was visible from the expressions of children like, 'I wish I had not been born', 'I wish I had a different family background', or 'thought of suicide', 'the atmosphere in my home is not congenial'.

604. SHARMA, M.K., *The Concept and Process of Counselling as Reflected in the Gita, Manas and Bhagwat*, Ph.D. Edu., Mee. U., 1986

The objectives of the present study were (i) to investigate the nature of counselling in the Gita, Manas and Bhagwat, (ii) to study various processes of counselling in the Gita, Manas and Bhagwat, (iii) to compare ancient Indian counselling with modern western counselling, and (iv) to synthesize ancient Indian counselling and modern western counselling.

Content analysis along with interaction process analysis, value analysis, need sequence analysis, symbolic analysis and critical evaluation were followed in the present investigation.

The findings of the study were: 1. The concept of counselling was clearly explained in the Gita, Manas and Bhagwat. 2. The nature and characteristics of the counsellor and the counselee were described in detail in those *granths*. 3. Eight steps of counselling which are fundamental to the western counselling process were available in those *granths*. 4. The counselling process described in the Gita, Manas and Bhagwat was found suitable and appropriate to Indian situations. 5. A synthesis of both western and eastern process of counselling was found most appropriate to Indian situations.

605. SHARMA, S., *Family and Peer Group Influence on the Vocational Interests of the Gifted Adolescents Studying in Different Types of Schools*, Ph.D. Edu. Pan. U., 1986

The objectives of the study were (i) to identify the gifted with the help of verbal and non-verbal tests of creative thinking and intelligence tests, (ii) to find out the vocational interests of intelligent, creative and gifted adolescents separately, (iii) to study the vocational interests of intelligent, creative and gifted adolescents across sex, (iv) to find out the family and peer group influence on vocational interests, (v) to study the influence of socio-economic status on the vocational interests of gifted adolescents, and (vi) to study the influence of parental aspiration on the vocational interests of gifted adolescents.

The sampling was done in two phases. In the first phase a sample of 10,000 students from 78 schools was selected. They were administered the creativity test and intelligence test. In the second phase those students who fell above the 95th percentile in these two tests were se-

lected for the final study. In this way the final sample comprised 281 students with 170 boys and 111 girls. They included 200 students (125 boys, 75 girls) identified as intelligent, 20 identified as creative (13 boys and seven girls) and 71 as gifted. The tools used in the study were: (i) Raven's Standard Progressive Matrices (1956), (ii) Baqer Mehdi Test of Verbal Creative Thinking (1973), (iii) Bansal Vocational Interest Record, (1975), (iv) Mathur and Chandel Parental Aspiration Scale (1975), (v) Kulshreshta Socio-economic Status Scale (1975), (vi) The family and Peer Group Influence Scale.

The findings of the study were: 1. The intelligent adolescents showed high interest in scientific areas. The creative and gifted adolescents also showed similar interests. 2. The intelligent, creative and gifted boys showed high interest in artistic and executive areas, whereas their girl counterparts showed high interest in scientific areas. 3. The intelligent, creative and gifted adolescents showed that their own self was more influential in the selection of courses of study, motivation, fulfilment of aspiration, interest and a sense of labour. 4. A majority of adolescents in the intelligent group and creative group who showed high, above average and average interest in different vocational areas came from middle strata of society. But gifted adolescents who showed high and average interest in different vocational areas came from upper and upper-middle socio-economic strata of society. 5. A majority of parents of intelligent, creative and gifted adolescents had very high aspiration regarding education, job, income and social status, marriage and social roles. 6. Because of 'very high' parental aspirations, the parents of the intelligent, creative and gifted adolescents exerted influence for the future vocational interests of their wards.

- \*606. SINGH, S., *Guidance Needs of Children Living in Destitute Homes in Uttar Pradesh*, BHU, 1985 (NCERT financed)

The objectives of the study were (i) to find out the needs of children living in destitute homes, (ii) to ascertain the intellectual level of such children, (iii) to study children's achievement and identify their interests, (iv) to diagnose adjustment problems of children living in destitute homes, (v) to compare needs, intellectual level, achievement, interests and adjustment problems of these children on the basis of sex, age and grade level, and (vi) to prepare a guidance programme for these children.

- \*604. SHARMA, M.K., *The Concept and Process of Counselling as Reflected in the Gita, Manas and Bhagwat*, Ph.D. Edu., Mee. U., 1986

The objectives of the present study were (i) to investigate the nature of counselling in the Gita, Manas and Bhagwat, (ii) to study various processes of counselling in the Gita, Manas and Bhagwat, (iii) to compare ancient Indian counselling with modern western counselling, and (iv) to synthesize ancient Indian counselling and modern western counselling.

Content analysis along with interaction process analysis, value analysis, need sequence analysis, symbolic analysis and critical evaluation were followed in the present investigation.

The findings of the study were: 1. The concept of counselling was clearly explained in the Gita, Manas and Bhagwat. 2. The nature and characteristics of the counsellor and the counsellee were described in detail in those *granths*. 3. Eight steps of counselling which are fundamental to the western counselling process were available in those *granths*. 4. The counselling process described in the Gita, Manas and Bhagwat was found suitable and appropriate to Indian situations. 5. A synthesis of both western and eastern process of counselling was found most appropriate to Indian situations.

605. SHARMA, S., *Family and Peer Group Influence on the Vocational Interests of the Gifted Adolescents Studying in Different Types of Schools*, Ph.D. Edu. Pan. U., 1986

The objectives of the study were (i) to identify the gifted with the help of verbal and non-verbal tests of creative thinking and intelligence tests, (ii) to find out the vocational interests of intelligent, creative and gifted adolescents separately, (iii) to study the vocational interests of intelligent, creative and gifted adolescents across sex, (iv) to find out the family and peer group influence on vocational interests, (v) to study the influence of socio-economic status on the vocational interests of gifted adolescents, and (vi) to study the influence of parental aspiration on the vocational interests of gifted adolescents.

The sampling was done in two phases. In the first phase a sample of 10,000 students from 78 schools was selected. They were administered the creativity test and intelligence test. In the second phase those students who fell above the 95th percentile in these two tests were se-

lected for the final study. In this way the final sample comprised 281 students with 170 boys and 111 girls. They included 200 students (125 boys, 75 girls) identified as intelligent, 20 identified as creative (13 boys and seven girls) and 71 as gifted. The tools used in the study were: (i) Raven's Standard Progressive Matrices (1956), (ii) Baqer Mehdi Test of Verbal Creative Thinking (1973), (iii) Bansal Vocational Interest Record, (1975), (iv) Mathur and Chandel Parental Aspiration Scale (1975), (v) Kulshreshta Socio-economic Status Scale (1975), (vi) The family and Peer Group Influence Scale.

The findings of the study were: 1. The intelligent adolescents showed high interest in scientific areas. The creative and gifted adolescents also showed similar interests. 2. The intelligent, creative and gifted boys showed high interest in artistic and executive areas, whereas their girl counterparts showed high interest in scientific areas. 3. The intelligent, creative and gifted adolescents showed that their own self was more influential in the selection of courses of study, motivation, fulfilment of aspiration, interest and a sense of labour. 4. A majority of adolescents in the intelligent group and creative group who showed high, above average and average interest in different vocational areas came from middle strata of society. But gifted adolescents who showed high and average interest in different vocational areas came from upper and upper-middle socio-economic strata of society. 5. A majority of parents of intelligent, creative and gifted adolescents had very high aspiration regarding education, job, income and social status, marriage and social roles. 6. Because of 'very high' parental aspirations, the parents of the intelligent, creative and gifted adolescents exerted influence for the future vocational interests of their wards.

- \*606. SINGH, S., *Guidance Needs of Children Living in Destitute Homes in Uttar Pradesh*, BHU, 1985 (NCERT financed)

The objectives of the study were (i) to find out the needs of children living in destitute homes, (ii) to ascertain the intellectual level of such children, (iii) to study children's achievement and identify their interests, (iv) to diagnose adjustment problems of children living in destitute homes, (v) to compare needs, intellectual level, achievement, interests and adjustment problems of these children on the basis of sex, age and grade level, and (vi) to prepare a guidance programme for these children.

The sample consisted of 201 girls and 209 boys living in 25 destitute homes in Uttar Pradesh. Almost all children studying in classes VI, VII and VIII of these homes were selected for the study. Each child was given two tests, one questionnaire and a blank. The average time taken to administer all the tests and to interview each child for filling up the questionnaire and the blank was four hours. Their achievement scores were recorded from official records. The superintendents of destitute homes were asked to provide information about children under their care, with the help of a Guidance Needs Questionnaire and a Destitute Home Schedule. Class teachers of these children were also approached to furnish details of their curricular and cocurricular needs on the basis of the Guidance Needs Questionnaire (Teacher Form).

The major findings of the study were: 1. In destitute homes, 20 to 30 per cent of the children suffered from sickness, headache, fatigue, bad sleep and physical handicaps. Medical facilities for prevention, treatment and cure of diseases were not available to nearly one-third of destitute home children. 2. Basic requirements of life, such as food, clothes and living conditions were not adequately met in nearly half of the destitute homes. 3. Personal and psychological relationships were strained on account of the prevalence of a sense of insecurity, anxiety, frustration, boredom and a pseudo-superiority complex in a majority of destitute home children. 4. Life in destitute homes was not conducive to development of harmonious social relationships. 5. Curricular and cocurricular programmes were not suited to the needs of the majority of destitute home children. 6. Teaching strategies were generally not geared to the needs of 20 per cent of the children. 7. In the area of the teacher-taught relationship, social distance seemed to prevail. 8. The learning environment in classrooms and the learning styles of the children were poor. 9. On intelligence test and achievement test boys performed better than girls. 10. Boys were significantly better adjusted than girls. 11. Subjects preferred by these children in order of importance were Hindi, English, Sanskrit, general science, and social studies. 12. More than 90 per cent of the children showed a preference for government jobs. 13. The environmental setting of destitute homes was satisfactory but financially these destitute homes were not on firm ground. 14. The happiest time for 50 per cent of the children was when they were with their parents.

607. SINGH, S.K., *A Study of Educational Choice of Arts and Science College Students of Upper and Lower Socio-Economic Groups*, Ph.D. Psy., Mag. U., 1986

The objectives of the study were (i) to construct an Educational Choice Inventory in Hindi to study the factors responsible for choosing educational courses, (ii) to make a comparative study of advantaged (upper SES) and disadvantaged (lower SES) college students with respect to factors responsible for choosing educational courses, (iii) to make a comparative study of arts and science students with respect to such factors, and (iv) to study some personal and social characteristics of different categories of students. The major hypotheses were: (1) Science and arts students would differ significantly with respect to factors influencing selection of their courses of study. As the former are generally better students, they would be more rational in choosing subjects. (2) Advantaged (upper SES) and disadvantaged (lower SES) students would differ significantly with respect to factors influencing selection of courses of study.

A sample of 200 fresh, male Hindu intermediate college students (100 arts and 100 science) was selected randomly from a college in Patna. They were divided into upper and lower SES groups on the basis of the Sharma SES Scale. An Educational Choice Inventory in Hindi was developed and used. t-test, analysis of variance, chi-square test, etc., were used for drawing conclusions.

The major conclusions were: 1. Interest was the most important factor influencing the choice of courses of study by arts students, followed by aptitude, hope of success, guardian's advice, family tradition, employment opportunity, etc. 2. Employment opportunity was the most important factor influencing selection of courses of study by science students, followed by previous success, aptitude, interest, prestige, hope of success, etc. 3. The greatest importance was attached to aptitude by the upper SES group, influencing their selection of courses of study followed by interest, employment opportunity, etc. 4. Interest was the most important factor of educational choice for lower SES students followed by aptitude, teacher's advice, etc. 5. Study of science generally went with father's high education, father's employment, more adequate self-concept, more motivation, etc. 6. Study of arts generally went with low level of father's education, father's business, poor self-concept, low motivation, irregular study habits, etc. 7. High SES students had more father's education, better self-

concept, higher motivation, regular study habits, etc. 8. Low SES students had less of father's education, poor self-concept, low motivation, irregular study habits, etc.

608. TOMAR, J.P.S., *A Study of Occupational Interest Trends of Adolescents and Their Relation with Prevalent Job Trends of Employment in Eastern Uttar Pradesh*, Ph.D. Edu., Avadh U., 1985

The investigation was designed to study the occupational interest trends of adolescents in relation to sex, rural/urban residence, socio-economic background and prevalent job trends of employment in Eastern Uttar Pradesh.

Chatterjee's Non-language Preference Record was used for assessment of occupational preference and a Socio-Economic Status Scale was used for assessment of socio-economic status. The sample consisted of 600 students (400 boys and 200 girls) studying in class XII of an intermediate college in Eastern Uttar Pradesh.

The main findings of the study were: 1. The dominant occupational interest trends of boys, in descending order were agriculture, literature, fine arts, science, crafts, outdoor activity, technology, medicine, sports and household matters. 2. The dominant interest trends of the girls, in the descending order, were fine arts, literature, crafts, technology, science, household matters, sports, outdoor activities, agriculture and medicine. 3. The dominant occupational interest trends of urban adolescents, in descending order, were literature, fine arts, science, crafts, sports, outdoor activities, technology, medicine, household matters and agriculture. 4. The dominant occupational interest trends of the rural adolescents were agriculture, fine arts, literature, technology, crafts, science, outdoor activities, household tasks, sports and medicine. 5. There were marked differences in occupational interest trends of adolescents belonging to different socio-economic groups. 6. There was conformity between the occupational interest trends of adolescents and the prevailing job trends of employment.

609. TOONG, S., *Vocational Aspirations in relation to Creativity, Personality, Achievement and Socio-economic Status of High School Students*, Ph.D. Edu., Pan. U., 1982

The main objective of the study was to answer the ques-

tions (i) whether high school students aspired differently in relation to different fields and levels of vocation, (ii) whether vocational aspirations of students were realistic or unrealistic, (iii) whether significant differences existed between realistic and unrealistic aspirants for vocations in respect of creativity, personality, achievement and socio-economic status, and (iv) whether creativity, personality, achievement and socio-economic status taken separately accounted for significant differences among groups aspiring for different fields and levels of vocations.

A sample of 1039 students of class nine was selected on the basis of multi-staged randomization of clusters from 12 urban higher secondary schools of three district headquarters of Punjab. The students were administered the following tools: the Torrance (1966) Test of Creative Thinking, the Jalota (1972) Group Test of General Mental Ability, Raven's (1960) Standard Progressive Matrices, the Cattell (1963) High School Personality Questionnaire—Hindi version, the Chadha (1979) Vocational Aspiration Blank, and the Chadha (1979) Classificatory System of Occupation. The percentage of total score obtained by students in the eighth grade public examination was taken as the measure of achievement.

The findings of the study were: 1. The highest percentage of students aspired for the teaching and welfare field; the lowest percentage of students aspired for artistic fields, close to which was also the percentage of students aspiring for a literary field. 2. The highest percentage of students (47.65 per cent) aspired for level-II vocations and level-I vocations ranked III with 24.83 per cent aspiring for it. 3. Although the highest percentage of students in the field of engineering and health aspired for high-level vocations and in the teaching-and-welfare field the highest percentage of students aspired for low-level vocations, yet the percentage of students aspiring for medium level vocations in these fields was significantly higher than the percentage of students aspiring for low level vocations in the fields of engineering and health, and high level vocations in teaching and welfare field. 4. The significant percentage difference was observed between realistic and unrealistic aspirants for vocations. 5. On verbal fluency, flexibility, originality and verbal creativity total, significant mean differences were observed between ten, one, four and two pairs of combinations respectively, out of 55 possible pairs of comparisons for groups aspiring for eleven fields of vocations. 6. The significant mean differences were observed between nine, five, three and four of the pairs of combinations out of 55 possible comparisons

for groups aspiring for eleven fields of vocations on figural fluency, flexibility, originality and figural creativity totals respectively. 7. The aspirants for an artistic field obtained higher scores on all verbal and figural creativity measures, barring verbal originality, which the aspirants for the health field got higher scores as compared to aspirants for other fields of vocation. 8. The levels by field analysis on verbal creativity measures revealed significant mean differences among the aspirants for different levels within three vocational fields, namely, health, administrative and clerical and protective fields out of eight vocational fields. 9. For fields taken conjointly significant mean differences were shown among levels on figural fluency, flexibility and originality. 10. The level by fields approach showed significant mean differences among the aspirants for vocational levels within five vocational fields, viz., engineering, health, administrative and clerical services and outdoor, out of eight fields of vocations. 11. The mean differences obtained on personality factors revealed that out of 14 personality factors only eight (B, D, E, F, G, H, Q3 and Q4) significantly differentiated between 11, two, one, 13 and five, and one pair of combinations out of 55 possible pairs of comparisons for groups aspiring for different fields of vocation. 12. For the fields taken conjointly, the students who aspired for level-I vocations differed significantly, with higher scores on personality factors B and C from those who aspired for level-II vocations. But the aspirants for level-II vocations achieved significantly higher scores on personality factor P and J than the aspirants of level-I vocations. 13. The levels by field analysis showed that all personality factors, except the personality factor Q4, differentiated significantly among groups of students aspiring for vocational levels within the four fields only—engineering, health, administrative and clerical, and services. 14. In respect of achievement, significant mean differences were elicited between ten pairs of combination out of 55 possible comparisons for aspiring for different fields of vocations. 15. For fields taken conjointly, significant mean differences were observed in respect of achievement among aspirants of all three vocational levels. 16. The level by field analysis on achievement depicted significant mean differences among the aspirants of different vocational levels within all vocational fields except the outdoor field. 17. On measures of socio-economic status, significant mean differences were observed between 17 pairs of combination out of 55 possible comparisons for aspirants for fields of vocations. 18. For fields taken conjointly significant mean differences

were revealed among all the three vocational levels on the measure of socio-economic status. 19. The levels by field approach depicted significant mean differences in socio-economic status among the aspirants of different levels of vocations within all fields, except the outdoor field. 20. Non-significant mean differences were observed between realistic and unrealistic vocational aspirants on all the measures of verbal and figural creativity. 21. In case of personality factors, only three out of 14 personality factors (C, H and Q3) significantly differentiated between realistic and unrealistic aspirants of vocations, with higher mean scores in favour of realistic vocational aspirants. On achievement and socio-economic status too, significant mean differences were found between both the realistic and unrealistic groups of vocational aspirations, falling in favour of the realistic group. 22. On all measures of verbal and figural creativity non-significant mean differences were found, except for verbal flexibility which revealed significant mean differences between realistic (low intelligence and low vocational aspirations) and unrealistic groups (low intelligence and high vocational aspirations).

610. TRIPATHI, REKHA, H., *Determination of Various Guidance Needs of the Pupils of Secondary and Higher Secondary Schools*, Ph.D. Psy., Guj. U., 1986

The investigation was undertaken to determine various guidance needs of the pupils of secondary and higher secondary schools and to observe the relationship between these guidance needs and some variables such as sex, grade, birth-order, parents' educational level, size of the family and type of school.

Pupils' problem checklist was developed consisting of 240 items having nine different areas: (1) physical health needs, (2) familial needs, (3) social needs, (4) sexual needs, (5) personality needs, (6) educational needs, (7) financial needs, (8) future life needs and vocational needs, and (9) religious needs. The checklist was employed on the sample of 720 pupils chosen from 24 schools situated in different areas of metropolitan Ahmedabad. For data analysis t-test and one-way analysis of variance were applied.

Major findings of the study were: 1. A significant relationship exists between grades of pupils and social, personality, educational, financial, vocational and religious needs. 2. Sex of the pupils was highly related with health, social, personality vocational and religious guid-

ance needs—female pupils being in need of much attention. 3. Father's education was highly related with familial, personality, educational and financial guidance needs. 4. The size of the family was found to be highly related with health, familial and social needs. 5. The birth order of the pupils was found to have no relationship with any kind of needs. 6. The pupils of single-sex schools needed much attention for health, familial and personality guidance needs while those of mixed schools for sexual and educational guidance needs. 7. Some of the problems which needed urgent attention were teachers' lack of knowledge, their misbehaviour with pupils, difficulties in the subjects of mathematics and Sanskrit, defective teaching methods. Pupils coming from low socio-educational status needed polite treatment from teachers.

611. TULSI, P.K., *Differential Effect of Career Guidance Strategies on Vocational Maturity Patterns in relation to Sex, Intelligence and Need Achievement*, Ph.D. Edu., Pan U., 1983

The objectives of the study were (i) to investigate the effect of career guidance strategies, i.e. (a) self-awareness, (b) occupational information, and (c) a combination of both, on vocational maturity of ninth graders, (ii) to compare the effects of three career guidance strategies on vocational maturity, (iii) to study the difference in vocational maturity patterns arising out of difference in sex, (iv) to examine differential vocational maturity patterns arising on account of differences in intelligence, (v) to study differences in vocational maturity patterns arising out of differences in need achievement, and (vi) to identify the differential vocational maturity patterns arising out of first order, second order and higher order interaction among sex, intelligence and need achievement and guidance strategies.

A sample of 1405 students (743 girls and 662 boys) of the ninth grade was randomly selected from government high and higher secondary schools. These students were administered Raven's Standard Progressive Matrices (1960) and the Edward n-Ach Scale (1959). On the basis of the top 27 per cent and bottom 27 per cent of cases they were categorized as high intelligent, average intelligent and low intelligent. They were also categorized on achievement motivation as high and low. In this way 12 categories of students were formed on the basis of intelligence (high, average and low), two categories of achievement motivation (high and low), two cat-

egories of sex (male and female). Forty-four students were retained in each of the categories. Later on, students belonging to each of the 12 categories were randomly assigned to four guidance strategies—self-awareness, occupational information, a combination of both of these, and no treatment, taking a school as a unit. Each of these four groups (N = 132) consisted of an equal number of girls and boys from each of the 12 categories. The experiment so conducted was 3×2×2×4 factorial design. For the purpose of data collection, an additional tool used was the Hukam Chand (1979) Career Maturity Inventory.

The findings of the study were: 1. The variable of sex did not contribute towards variance in scores on self-appraisal, occupational information, goal selection, planning, problem solving, and total competence test. 2. The average intelligence group scored significantly higher in vocational maturity as compared to the low intelligence group. 3. The F-ratio for the variable of n-achievement was not significant for all the seven dimensions of vocational maturity. 4. The effect of career guidance strategies was found to be significant on all the dimensions of vocational maturity, except for the goal-selection component. On the attitude dimension, the students exposed to both self and occupational knowledge treatment emerged significantly better than the no treatment students. The self-awareness and occupational information presented together proved to be more effective than occupational information career guidance alone in raising vocational maturity on the planning, problem solving and total competence skills dimension. 5. Out of the 42 first order interactions among various variables, only one, viz., sex intelligence interaction, was significant. Girls and boys of low and average intelligence revealed higher vocational maturity on the total competence test as compared to high intelligence girls and boys respectively. 6. None of the 28 second order interactions among variables were significant. 7. A single higher order interaction of intelligence, sex, n-achievement and guidance strategies was found to be significant for planning. Girls of high intelligence having high n-achievement treated through a combination of self-awareness and occupational information emerged as the best group in which vocational maturity could be increased to the maximum.

612. VYAS, B.C., *Study of Utilization of Library for Promoting Proper Reading Habits amongst the Students of Higher Secondary Classes*, SIERT, Rajasthan, 1969

The objectives of the study were (i) to find out the extent

of the utilization of the library by the students of secondary classes in moderately well established higher secondary institutions of the state, (ii) to find out the nature of books generally read by the students with a view to revealing their interests, attitudes and reading habits, and (iii) to give suggestions for promoting purposeful reading habits.

Thirty-five higher secondary schools with an enrolment of 800 students from urban, semi-urban and rural areas were selected by the stratified sampling technique. A *pro forma* designed for the survey was sent to all these schools but only 20 of them responded. Ten schools had student strength in the range of 601 to 900 and four in the range of 901 to 1200. Thus, 70 per cent of the selected schools had student enrolment in the range of 600 to 1200. The total number of students in the selected institutions was 13,701.

The major findings of the study were: 1. The overall analysis of the percentage of students of classes IX, X and XI combined, utilizing the library revealed that in 18 institutions (out of 20) the reading habit among students ranged in the interval of 61 to 100 per cent. There were only two institutions where the percentage of students utilizing the library was below 60. Out of 13,071 students, about 18 per cent had taken one book from the library. 2. The percentage of students reading books related to religion, hobbies, general knowledge, novels, stories, etc. was higher than that of students reading books related to their subjects. 3. Information regarding the number of books issued month-wise showed that the reading habit among students was not only poor but was not consistent. The students mostly utilized library facilities from August to November. 4. It was observed that generally the schools did not have well equipped libraries. Further, they did not maintain proper records of the issue of books to students. 5. Out of 13,701 students covered by this study, about 18 per cent had not read a single book from the library at all. It appeared that the teachers did not cultivate the reading habit among the students. 6. Out of the total number of the students, 42.62 per cent read only novels and story books. It was a matter of gratification that about 30 per cent of the students read books related to their school subjects. 7. The schools had not been able to create a variety of reading interests among the students.

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