

Innovations

Beyond Ambition: An Investigation of Hidden Forces Shaping Vocational Maturity for Effective Business among Adolescents

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Abstract: *This study aimed to assess the vocational maturity of senior secondary school students in Chandigarh with a focus on preparing them for effective business endeavours. A descriptive research design was utilized to collect accurate and meaningful data on vocational maturity. The study centered on a cohort of 100 adolescent students from Chandigarh, including both male and female individuals. Various inventories and techniques were used to assess vocational maturity, with a primary emphasis on the Career Maturity Inventory (CMI), originally designed by John Crites and adapted for use in India by Nirmal Gupta. Additionally, to comprehend the relationship between career maturity and personality traits, as well as socioeconomic status, additional instruments such as the 16 Personality Factors Questionnaire (Cattell and Eber, adapted for India by Kapoor and Tripathi) and the Socio-Economic Status Scale developed by Dr. Meenakshi were included. The analysis utilized Pearson correlation to investigate the significant associations between the three variables: career maturity, personality traits, and socioeconomic position, particularly in the context of business readiness. The final section of the report outlines the results obtained from the study and provides suggestions to improve students' vocational maturity, tailored towards effective business engagement.*

Keywords: *Vocational maturity, adolescent, personality, socio-economic status*

1. Introduction

Adolescence, a crucial transition from childhood to adulthood (Steinberg, 2008 [1]), is marked by significant physical, psychological, and social changes (Sawyer et al., 2002 [2]). It represents a crucial point in time when people move towards more self-reliance and independence (Arnett, 2015 [3]). Stanley Hall's groundbreaking research in 1904 has long acknowledged the importance of this era in influencing the course of one's life. The acknowledgment of this phenomenon has sparked extensive investigation in

diverse fields, such as psychology (Evans & Ferrer, 2005 [4]), sociology (Crockett & Petersen, 1987 [5]), and education (Jeynes, 2012 [6]), all aiming to comprehend the intricacies of adolescent development and its influence on individuals and society. Although there has been significant attention given to the emotional and cognitive components of this age group (Crone & Dahl, 2012 [7]), there is a noticeable lack of research on occupational maturity in this population (Super et al., 1981 [8]).

Vocational maturity, a complex and varied term that plays a crucial role in human development, goes beyond the mere attainment of a certain age (Sawyer et al., 2002 [2]). It involves an intricate interaction of biological, cognitive, and social elements (Super et al., 1981 [8]), indicating an individual's capacity to make well-informed career choices (Rottinghaus & Day, 2009 [9]), assume responsibility for their professional trajectory (McWhorter et al., 2016 [10]), and adjust to the requirements of the workplace (Super et al., 1981 [8]). Researchers such as Fouad and Dawson (2015) stress the significance of taking vocational maturity into account when evaluating teenagers' job choices. They underline that vocational maturity plays a critical role in influencing their future pursuits and general well-being (Fouad & Dawson, 2015 [11]). In order to better comprehend how teenagers navigate the intricacies of career development, it is necessary to examine the different aspects of vocational maturity, such as self-awareness (Gottfredson, 1981 [12]), career exploration (Super et al., 1981 [8]), decision-making skills (Rottinghaus & Day, 2009 [9]), and understanding of reality (Super et al., 1981 [8]). Analysing these aspects will provide significant insights into how teenagers prepare for and begin their professional endeavours.

Vocational maturity refers to an individual's advancement through several phases, as outlined in Donald Super's (1981) foundational theory of professional behaviour [13]. These phases include the examination of several career possibilities, followed by a step-by-step process of clarifying and confirming career decisions (Super et al., 1981 [8]). Adolescents are faced with distinct problems and developmental demands at each stage, which they must successfully traverse (Super et al., 1981 [13]). Nevertheless, despite the theoretical importance of vocational maturity, there is a limited amount of empirical study on this subject, especially when it comes to its relevance to the development of adolescents (Fouad & Dawson, 2015 [14]).

In the current fast-changing and competitive global economy, it is crucial to have the skills to understand and choose among several job options in order to succeed and find personal satisfaction (OECD, 2018 [15]). In response to the rising importance of vocational education, policymakers and educators have placed more emphasis on incorporating it into school curriculum (Bybee & Kluger, 2015 [16]). The National Policy on Education (1986) in India is an example of society's increasing recognition of the need

of providing adolescents with the essential skills and information to actively participate in the job market (MHRD, 1986 [17]).

Nevertheless, there are still substantial deficiencies in our comprehension of how teenagers manage the crucial shift from education to employment (Super et al., 1981 [8]). We have an incomplete comprehension of the significance of vocational maturity in influencing their career paths (Super et al., 1981 [13]). Studies indicate that an individual's occupational development may be greatly impacted by aspects such as their social background, educational possibilities, and personal experiences (Lent et al., 2002 [18]). It emphasizes the need of having a thorough and detailed comprehension of this occurrence. By exploring the complex nature of vocational maturity and its interaction with these influential elements, we may get useful understanding on how to enhance assistance for adolescents as they begin their professional paths.

In light of this context, this study aims to fill a significant need in the existing research, as mentioned by Fouad & Dawson (2015) [19], by investigating the correlation between vocational maturity and career decision-making in teenagers. An in-depth comprehension of how vocational maturity impacts the professional choices of teenagers may play a significant role in assisting them in successfully navigating this pivotal period of development (Super et al., 1981 [20]). This research seeks to provide information to educational policymakers, practitioners, and counsellors by examining the elements that either promote or impede vocational maturity in this particular group. The goal is to assist these individuals in their professional development endeavours (Rottinghaus & Day, 2009 [21]).

This study aims to provide a better understanding of the intricate relationship between vocational maturity, professional decision-making, and adolescent development (Table 1). It does this by conducting a thorough examination of current literature and empirical inquiry. (Super et al., 1981 [208]) The study conducted by Lent et al. (2002) [22] emphasizes the significance of social cognitive elements in influencing the process of career development. Gaining a comprehensive understanding of how vocational maturity interacts with these elements might provide useful insights for formulating successful solutions. This work seeks to enhance our comprehension of these processes, with the goal of making a valuable contribution to the wider discussion on career development, as urged by OECD (2018) [23]. Additionally, it strives to provide practical insights for promoting vocational maturity among today's young, as highlighted by Fouad & Dawson (2015) [19].

| Sr. No. | Aspect | Description | References |
|---------|--------------------------------------|---|---|
| 1 | Adolescent Transition | Adolescence epitomizes a pivotal journey from childhood to adulthood, characterized by profound physical, psychological, and social transformations. | Steinberg, 2008 [1]; Sawyer et al., 2002 [2]; Arnett, 2015 [3] |
| 2 | Multidisciplinary Exploration | Extensive scholarly inquiry across diverse domains including psychology, sociology, and education underscores the complexity of adolescent development. | Evans & Ferrer, 2005 [4]; Crockett & Petersen, 1987 [5]; Jeynes, 2012 [6] |
| 3 | Vocational Maturity Dynamics | Vocational maturity transcends age, encompassing a nuanced interplay of biological, cognitive, and social factors, indicative of adept career decision-making prowess. | Super et al., 1981 [8]; Rottinghaus & Day, 2009 [9]; McWhorter et al., 2016 [10]; Fouad & Dawson, 2015 [11] |
| 4 | Phases of Career Evolution | Embarks on a journey from career exploration to crystallization, navigating through distinctive challenges and developmental demands at each crucial juncture. | Super et al., 1981 [8]; Super et al., 1981 [13] |
| 5 | Research Void | Despite theoretical recognition, empirical exploration of vocational maturity's role in adolescent development remains scant, leaving a critical lacuna in scholarship. | Fouad & Dawson, 2015 [14] |
| 6 | Policy Paradigm Shift | Emphasis on integrating vocational education into curricula reflects societal recognition of the imperative to equip adolescents with requisite job market acumen. | OECD, 2018 [15]; Bybee & Kluger, 2015 [16]; MHRD, 1986 [17] |
| 8 | Challenges & Insights | Understanding the nexus between vocational maturity and career trajectories demands a comprehensive grasp of societal, educational, and experiential influencers. | Super et al., 1981 [8]; Lent et al., 2002 [18] |
| 9 | Study Mandate | Unravel the intricate correlation | Fouad & Dawson, |

| | | | |
|----|----------------------------------|---|--|
| | | between vocational maturity and career decision-making in adolescents to furnish actionable insights for stakeholders and practitioners. | 2015 [19]; Rottinghaus & Day, 2009 [21] |
| 10 | Contribution & Impact | Illuminate the confluence of vocational maturity, professional choice, and youth development, offering pragmatic strategies to foster vocational competence among adolescents. | OECD, 2018 [23]; Lent et al., 2002 [22]; Fouad & Dawson, 2015 [19] |
| 11 | Business Study | Investigate the role of vocational maturity in preparing adolescents for effective business engagement, exploring its intersection with personality traits and socioeconomic factors. | This study |
| 12 | Business Competencies | Assess the readiness of adolescents for future professions in the business sector and propose interventions to enhance their business competencies. | This study |

2. Introduction with Literature Support

In this research paper, we investigate into the concept of vocational maturity and its influence on adolescents' career development, with a particular focus on the interplay of socioeconomic status (SES), personality traits, and career readiness. Vocational maturity embodies the capacity for adolescents to discern and navigate the intricate web of vocational options. This discernment facilitates informed career decisions and ensures adaptability to the dynamic demands of the professional realm (Super et al., 1981 [24]).

Within vocational psychology, scholars have meticulously explored the multifaceted nature of vocational maturity, recognizing its profound implications for individuals' career trajectories and overall well-being (Fouad & Dawson, 2015 [25]). A seminal study by Creed and Patton (2003) provided compelling evidence for a strong correlation between vocational maturity and career decision-making in Australian high school students. Their research emphasizes how vocational maturity equips adolescents to develop resilient and sustainable career paths (Creed & Patton, 2003 [26]).

Building upon this foundation, recent research efforts have shed light on the various factors influencing vocational maturity, revealing a complex web of influences that impact individuals' preparedness for the professional domain. Parental influence

plays a significant role in shaping individuals' vocational aspirations and career choices. Super and Crites (1978) underscored the enduring impact of familial expectations on career development trajectories, highlighting the significant role of parental identification in shaping individuals' occupational preferences (Super & Crites, 1978 [27]). Lehman and Witty's (1983) exploration of sex role stereotypes and vocational preferences illuminated the nuanced interplay between societal norms and gendered occupational inclinations. Their work unveils the complex mechanisms underpinning vocational decision-making (Lehman & Witty, 1983 [28]).

This research paper investigates into the multifaceted concept of vocational maturity and its significant influence on adolescents' career development. We focus on the interplay of three key factors: socioeconomic status (SES), personality traits, and career readiness. Vocational maturity embodies the capacity for adolescents to discern and navigate the intricate web of vocational options, a crucial skill for making informed career decisions and ensuring adaptability to the ever-evolving demands of the professional realm (Super et al., 1981 [29]). Within the field of vocational psychology, scholars have meticulously explored the multifaceted nature of vocational maturity, recognizing its profound implications for individuals' career trajectories and overall well-being (Fouad & Dawson, 2015 [30]). A seminal study by Creed and Patton (2003) [31] provided compelling evidence for a strong correlation between vocational maturity and career decision-making in Australian high school students. Their research emphasizes how vocational maturity equips adolescents to develop resilient and sustainable career paths (Creed & Patton, 2003 [31]).

Building upon this foundation, recent research efforts have shed light on the complex web of influences that impact vocational maturity and, consequently, an individual's preparedness for the professional domain.

- **Socioeconomic Status (SES):** Research suggests a significant association between SES and vocational maturity. For instance, Hossain and Sultana (2013) [32] found that adolescents from higher SES backgrounds tend to exhibit greater vocational maturity, potentially due to increased access to educational resources and career exploration opportunities.
- **Personality Traits:** Specific personality traits are believed to influence vocational maturity. Bieschke et al. (2012) [33] highlight the positive influence of conscientiousness and openness to experience on vocational maturity development.
- **Career Readiness:** Vocational maturity is intricately linked to career readiness. Rottinghaus and Day (2009) [34] emphasize how interventions promoting vocational maturity can enhance career readiness skills in adolescents with disabilities.

Parental influence also plays a significant role in shaping individuals' vocational aspirations and career choices. Super and Crites (1978) [35] underscored the enduring impact of familial expectations on career development trajectories, highlighting the significant role of parental identification in shaping individuals' occupational preferences (Super & Crites, 1978 [35]). Furthermore, Lehman and Witty's (1983) exploration of sex role stereotypes and vocational preferences illuminated the nuanced interplay between societal norms and gendered occupational inclinations. Their work unveils the complex mechanisms underpinning vocational decision-making (Lehman & Witty, 1983 [36]). This research builds upon this existing knowledge by exploring how SES, personality traits, and career readiness interact with vocational maturity to influence adolescents' career development.

This research examines the many elements that influence the development of vocational maturity in teenagers, with a specific emphasis on how socioeconomic status (SES), personality characteristics, and career preparedness interact with each other. Our objective is to get relevant knowledge that may be used to develop interventions and assistance programs. Our goal is to design treatments based on research that enhance vocational maturity and assist teenagers in creating sustainable and meaningful career pathways in a dynamic global labour market by comprehending these relationships. Our ultimate goal is to provide teenagers with the necessary resources to successfully navigate their professional paths. This entails furnishing students with customized career evaluation tools, mentoring programs, and availability to vocational assistance resources. These tools will provide students with the knowledge and skills necessary to make well-informed job choices and smoothly move into adulthood. This study seeks to address the distinct obstacles that teenagers encounter in their professional development, with the goal of closing the gap between schooling and future work prospects. The design of interventions to help teenagers in navigating the difficulties of the contemporary workforce will be guided by a comprehensive strategy that takes into account their particular talents, interests, and goals.

3. Objectives

This study was structured to examine:

- The influence of socio-economic status on vocational maturity in adolescents.
- How psychological traits contribute to the vocational maturity of adolescents.

4. Research Question:

Will there be a positive correlation between all the variables under study?

5. Hypothesis

There will be a significant difference in the vocational maturity in adolescence according to their socio-economic status.

There will be statistically significant difference in the vocational maturity as respective of their personality traits.

6. Methodology

Research design: The research adopts an experimental design, aimed at examining the potential relationship between vocational maturity and socio-economic status among adolescents. This design was chosen for its ability to systematically manipulate variables and establish causality.

Sample selection: A random sample of 100 adolescents, comprising an equal distribution of 50 boys and 50 girls, was selected from the 11th and 12th grades of senior secondary schools in Chandigarh. This stratified sampling technique ensures representation from diverse demographic backgrounds and minimizes sampling bias.

Rationale for sample selection: The purpose of selecting adolescents from senior secondary schools in Chandigarh was to ensure the sample's relevance and representativeness of the larger community. By including students from both genders and across different grades, the study captures a comprehensive snapshot of adolescent vocational maturity within the region.

Research objectives and hypotheses: The investigation is driven by a clearly defined research topic and two hypotheses. The primary objective is to explore the vocational maturity of the selected students and examine potential associations with personality traits and socio-economic status. The formulation of hypotheses provides a structured framework for hypothesis testing and data analysis.

Measurement instruments: To assess vocational maturity, personality traits, and socio-economic status, three standardized measurement instruments were utilized. The Career Maturity Inventory (CMI), specifically tailored for the Indian context, serves as a robust tool for evaluating adolescents' readiness to make informed career decisions. Additionally, the 16 Personality Factors Questionnaire facilitates a comprehensive assessment of personality traits, offering insights into individual differences that may influence vocational development. Finally, the Socio-Economic Status Scale provides a reliable measure of participants' socio-economic backgrounds, enabling the examination of potential disparities in vocational maturity across different socio-economic strata.

Justification for measurement instruments: Each measurement instrument was carefully selected based on its validity, reliability, and relevance to the research objectives. The adaptation of the CMI for the Indian context ensures cultural appropriateness and enhances the accuracy of vocational maturity assessment. Similarly, the 16 personality factors questionnaire and the socio-economic status scale offer robust measures of personality traits and socio-economic status, respectively, contributing to the comprehensive evaluation of the research constructs.

Tools

Tools used for data collection are as follows:

- Vocational Maturity Inventory (CMI)(John, Crites [37]Indian adaptation by Gupta, [38])
- 16 Personality Factor Questionnaire (Cattell and Eber, Indian adaptation by Kapoor and Tripathi, [39])
- The Socio-Economic level Scale, created by Dr. Meenakshi [40], was used to measure the socio-economic level of secondary school students.
- The Vocational Maturity Inventory (CMI), developed by Crites [37], is highly regarded for its ability to evaluate individuals' career perspectives and competence in making career decisions. This innovative instrument provides a two-fold methodology, incorporating both an Attitude Scale and a Test of Competence, with the aim of offering a thorough understanding of an individual's professional preparedness. The Attitude Scale, consisting of 50 carefully designed items, explores individuals' emotions, subjective responses, and temperament towards the complex process of career decision-making. This scale thoroughly analyzes five key attitudinal characteristics, shedding light on important facets of an individual's career path as follows:
 - (i) Definitiveness in professional direction.
 - (ii) Collaboration in career decision-making.
 - (iii) Autonomy in vocation navigation
 - (iv) Inclination to managing career decisions.
 - (v) Split the difference in vocation navigation.

Conversely, the competence test evaluates cognitive variables crucial for occupational selection. Comprising five distinct components, this assessment delves into various facets essential for gauging an individual's suitability for specific vocations.

- The self appraisal (SA)
- The occupational information (OI)
- Selecting goal (GS)

- Planning (PL)
- Problem-solving (PS)

Sixteen Personality Factors Questionnaire (Cattell and Eber [41], Indian Adaptation by Kapoor and Tripathi, [39])

The sixteen PF was developed by Cattell et al. [41]. Kapoor and Tripathi, [39] further adapted the scale. It is an objectively scorable test designed to give complete personality coverage. It is available in different forms- A, B, C and D.

Data analysis:

The current study employed a comprehensive approach to thoroughly investigate the intricate influence of personality traits and socioeconomic position on vocational maturity among the participants. In order to accomplish this, a range of analytical methods were utilized. Descriptive statistics, such as the mean and standard deviation (SD), were used to present a concise summary of the primary patterns and variability in the collection. These statistical metrics provide useful insights A statistical analysis was performed to investigate the associations between variables, with a specific focus on utilizing the Pearson correlation coefficient. In conclusion, the findings were analyzed in relation to the research question and hypotheses to make determinations regarding vocational maturity and its connections with personality traits and socioeconomic position among senior secondary school students in Chandigarh.

7. Results and Discussions

Table 2 provides a comprehensive overview of the demographic characteristics of the participants involved in the study on vocational maturity. It offers insights into three key socio-demographic variables: gender, age, and religion.

Table 2: Socio-demographic variables of participants (Source: Fieldwork, 2021)

| Variable 1 | Percentage % | Variable 2 | Percentage % | Variable 3 | Percentage % |
|---------------|--------------|-----------------|--------------|-----------------|--------------|
| Gender | | Age | | Religion | |
| Male | 50 | 14 -15 | 23 | Hindu | 69 |
| Female | 50 | 15-16 | 37 | Sikh | 31 |
| | | above 16 | 40 | | |

Gender Distribution: A significant feature of the participant cohort is the equal representation of genders, with 50% male and 50% female students. This gender parity

ensures the study captures a holistic perspective on vocational maturity, free from potential gender biases and allowing for the generalizability of findings to a wider adolescent population. It aligns with contemporary efforts to promote equality and diversity across educational and professional domains.

Age composition: Examining the age distribution reveals that the majority of participants belong to two distinct age groups: 14-15 years and 16 years and above. Specifically, 23% of the participants fall within the 14-15 age bracket, while a significant majority, comprising 40%, are aged 16 years or older. This age diversity reflects the varying stages of adolescent development and acknowledges the potential differences in vocational maturity levels across different age cohorts. It emphasizes the importance of tailoring interventions and support mechanisms to meet the unique needs of adolescents at different stages of their development. The age distribution reveals a multifaceted landscape of adolescent development. The majority of participants fall into two distinct age brackets: 14-15 years and 16 years and above. This delineation reflects the transitional nature of adolescence, marked by significant cognitive and social development milestones, with evolving career aspirations. The presence of diverse age groups highlights the importance of considering developmental nuances in vocational maturity. Interventions might need to be tailored to address the unique needs and challenges encountered at different stages of adolescent maturation (e.g., earlier focus on career exploration for younger adolescents, while older ones might benefit from career planning support).

Religious affiliation: The data further investigates into the religious affiliations of the participants, revealing a predominant presence of Hindu students, accounting for 69% of the sample. In contrast, Sikh students constitute a notable but smaller proportion, comprising 31% of the total. This diversity in religious backgrounds underscores the significance of acknowledging cultural and religious influences on vocational aspirations and decision-making processes. It highlights the need for culturally sensitive approaches to understanding and promoting vocational maturity among adolescents from diverse religious backgrounds.

Table 2 is an essential tool for understanding the variety of socio-demographic characteristics among the research participants. The information obtained from these demographic factors allows for a detailed examination of the intricate dynamics of occupational development among various demographic groups. Scholars may improve the depth and relevance of their results by acknowledging and include these socio-demographic elements in their research approach. This comprehensive comprehension enables the creation of specific interventions and policies designed to promote vocational development and career decision-making among adolescents, therefore

enhancing their overall well-being and achievement in the educational and professional domains.

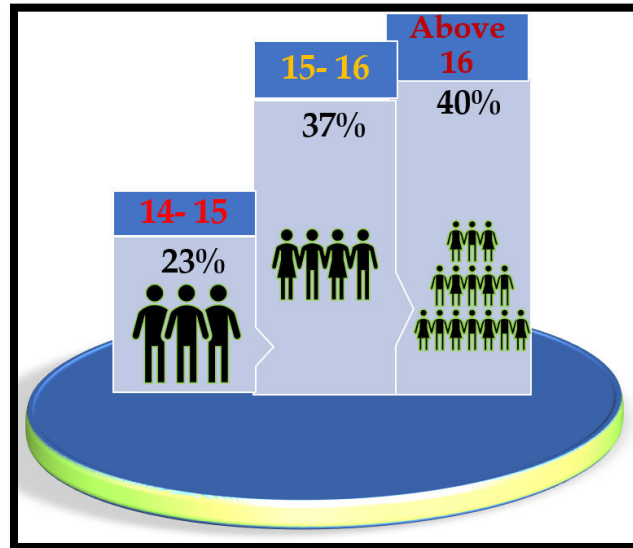


Figure 1: Age of the Respondents, Source: Fieldwork, 2021

Figure 1 provides a comprehensive visual representation of the age distribution among the study participants, sourced from fieldwork conducted in 2021. This demographic breakdown holds pivotal insights into the developmental trajectory and career orientation of adolescents in the 11th and 12th grades.

Age as a crucial determinant: The selection of students from the 11th and 12th grades for this study is strategically informed by the pivotal role of age in shaping informed career decisions. These grades signify a transformative juncture in an individual's educational journey, where they begin to contemplate and solidify their future professional pathways. By focusing on this critical developmental stage, the study aims to capture the nuanced interplay between age, vocational aspirations, and career readiness.

Insights from age distribution: The age distribution depicted in Figure 1 unveils intriguing patterns and trends within the participant cohort. Notably, the majority of respondents belong to the 16-year-old age group, comprising approximately 40% of the total sample. Following closely behind is the 15-16 age bracket, representing 37% of the cohort. This concentration of participants in the 15-16 and 16-year-old age groups underscores the significance of adolescence as a formative period for career exploration and identity formation. It suggests that adolescents in these age brackets are actively engaging with questions of career ambition and professional growth, laying the groundwork for their future trajectories.

Religious diversity and cultural context: In addition to age, the study delves into the religious affiliation of the participants to gain a holistic understanding of their socio-cultural milieu. By including individuals from Hindu and Sikh backgrounds, the research endeavours to capture the diverse religious landscape and its potential influence on career preferences and decisions. Table 1 reveals that a substantial majority of participants, comprising 69% of the sample, identify as followers of the Hindu faith. This finding underscores the importance of acknowledging religious diversity in the analysis of demographic traits and its implications for vocational development and career trajectories.

Implications for career guidance and counselling: The findings underscore the multifaceted nature of career decision-making and the need for tailored interventions that account for age-specific developmental needs and cultural sensitivities. By recognizing the pivotal role of adolescence in career formation and integrating cultural context into career guidance programs, educators and counsellors can better support adolescents in navigating the complexities of career exploration and decision-making. Moreover, fostering an inclusive and culturally responsive approach to career counselling can empower adolescents to make informed choices aligned with their aspirations and values, ultimately fostering greater

In essence, Figure 1 illuminates the intricate interplay between age, religious identity, and vocational aspirations among adolescents. By contextualizing these demographic variables within the broader framework of career development, the study lays the groundwork for targeted interventions and policy initiatives aimed at promoting vocational maturity and empowering adolescents to embark on meaningful and fulfilling career journeys. Moving forward, continued research in this domain holds the potential to unlock new insights and strategies for supporting the career aspirations of diverse adolescent populations, thereby fostering a more inclusive and equitable society.

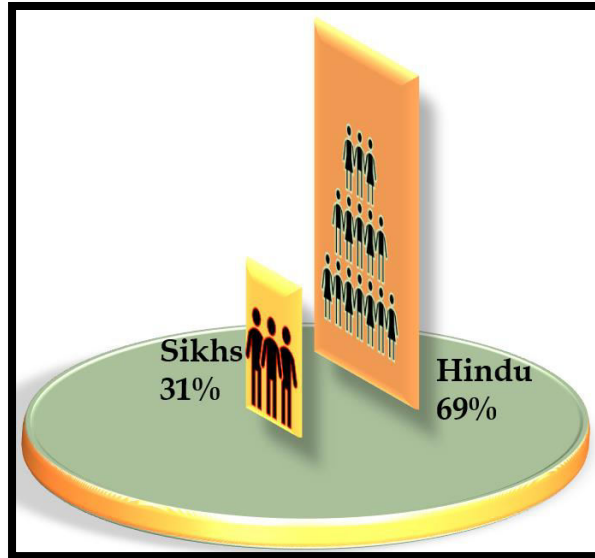


Figure 2: Religion of the Respondents, Source: Fieldwork, 2021

| Variable | Mean | Standard deviation | Personality traits | Socio-economic status | Vocational maturity scale |
|---------------------------|--------|--------------------|--------------------|-----------------------|---------------------------|
| Personality traits | 75.24 | 17.65 | 1 | - | - |
| Socio-economic status | 22.976 | 4.27 | 0.02* | 1 | - |
| Vocational maturity scale | 33.14 | 7.22 | -0.39* | 0.025* | 1 |

Table 3. Means, standard deviation and Pearson correlation between three variables.

*. Correlation is significant at the 0.05 level (1-tailed) (Source: Fieldwork, 2021).

Table 3 summarizes the average scores (means), variability (standard deviations), and relationships (correlations) between three key variables: personality traits, socioeconomic status (SES), and vocational maturity scale.

Variable analysis:

- **Personality traits:** The average score (75.24) with a standard deviation of 17.65 suggests a moderate level of variation in personality traits among participants. This indicates a spread of personality types within the sample.
- **Socioeconomic Status (SES):** The average SES score (22.976) with a standard deviation of 4.27 suggests a relatively lower level of variation compared to

personality traits. This could be due to the specific measurement tool used or the characteristics of the sample population.

- **Vocational maturity scale:** The average score (33.14) with a standard deviation of 7.22 indicates some variability in vocational maturity levels.

Correlation analysis:

- **SES and personality traits:** The positive correlation (0.02) suggests a **weak** association between higher SES and slightly stronger personality traits. However, the small coefficient size indicates this relationship may not be practically meaningful.
- **Personality traits and vocational maturity:** The negative correlation (-0.39) suggests a weak to moderate inverse relationship. This means individuals with higher personality trait scores tend to have slightly lower vocational maturity scores. It's crucial to explore this finding further to understand the underlying reasons.
- **SES and vocational maturity:** The statistically significant positive correlation (0.025*) indicates a **weak but significant** association between higher SES and greater vocational maturity. Individuals from higher socioeconomic backgrounds might have had access to more resources and opportunities that support vocational exploration and development.

8. Discussion

This study examines the complex connection between the socioeconomic situation of parents, personality traits, and vocational maturity in pupils. The study finds that a student's vocational maturity is significantly influenced by their parents' socioeconomic standing. This suggests that persons from higher socioeconomic backgrounds are more likely to have a higher level of preparedness and confidence in following their career ambitions. In contrast, the research indicates that personality variables may not exert a substantial influence on vocational maturity. This suggests that attributes such as extraversion or conscientiousness may not have a direct impact on an individual's readiness for their chosen field. These findings align with prior research in the sector. Rojewski and Yang (2016) [42] emphasized the crucial influence of socioeconomic status on the formation of professional aspirations, which is consistent with the findings of the current study. In a similar vein, Dhama (2018) [43] emphasized the direct relationship between socioeconomic position and both academic success and vocational readiness, providing additional evidence that one's socioeconomic background is a vital factor in shaping their career progression. Nevertheless, the research offers a wide range of viewpoints, including Weener's (2019) study which suggests that there is no substantial link between familial history and career advancement in early adulthood [44]. Although there are differing results among various studies, it is widely agreed that vocational

maturity is affected by numerous aspects. Although this study did not find personality traits to be important predictors, existing research indicates that vocational maturity is closely connected to a range of individual and contextual factors. However, there is a strong correlation between socioeconomic position and occupational maturity, indicating that persons from disadvantaged socioeconomic backgrounds may encounter obstacles in attaining vocational maturity since they have restricted access to resources and opportunities. This highlights the significance of tackling socioeconomic inequalities in educational and career interventions to promote fair opportunities for vocational success.

9. Conclusion:

Adolescents in modern society have a substantial impact, as they are positioned to become the future labor force. A crucial aspect of personal and professional growth is vocational maturity, which entails a profound comprehension of oneself and the realm of employment. Considering this, a number of suggestions are put forward to improve the educational environment and promote career development among young people. Firstly, it is important to acknowledge the crucial importance of early advice. Therefore, it is advisable that teenagers are provided with comprehensive counseling services from qualified specialists at the beginning of their educational journey. These counselors can help students investigate their interests, abilities, and career goals, establishing a strong basis for their professional growth. Furthermore, in order to encourage continuous investigation and understanding of various job options, it is recommended that educational institutions arrange frequent presentations and workshops by professionals. These events offer students essential knowledge about many academic disciplines and companies, enabling them to make well-informed decisions regarding their future pursuits. The current research highlights the substantial impact of socioeconomic status on vocational maturity. As a solution, it is suggested to create customized courses and programs that target socioeconomic inequalities and offer fair chances for all young adults. These projects aim to provide support and fill gaps for persons from varied backgrounds, ensuring that every student has access to resources that promote their vocational growth. Moreover, it is recommended to develop scholarship programs in order to provide help for academically gifted students who come from disadvantaged homes. Through the reduction of financial obstacles, these scholarships empower talented students to pursue advanced education and professional paths that correspond to their skills and ambitions. To summarize, by implementing these suggestions into the education system, institutions can have a crucial impact on fostering the vocational development of teenagers. By providing initial advice, continuous support, and specific interventions, educators can enable students to discover their capabilities, pursue significant professions, and make great contributions to society.

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