REVIEW OF LITERATURE

Every research project starts with an idea. The idea may be in the mind of the researcher who has done other investigations in the field or it may come from the researches done by others. The idea occurs with a bulk of experience in some field which provokes further research. Every research contributes a drop to the vast ocean of knowledge. Knowledge is therefore the sum total of a multitude of researches conducted by different investigators over a vast period of time.

The review of related studies is necessary for any scientific investigation because it helps the researcher in many ways, for example it guides the researcher about the problems which have been solved till now. Literature review is carried on to gather information regarding the work done in the past and also to ascertain what is being done currently in the context of variables of the study under investigation. It particularly helps in gathering the information about the topic which is being research upon. The second chapter gives us a brief picture of the studies in relation to the variables of the proposed research.

Present investigation is a comparative study of professional and non-professional students on following variables namely self-identity, value preferences, level of aspiration and personality characteristics. Although review of related literature is highly significant feature of empirical study. But it is not possible for any investigator to mention all the studies done in the past. So the investigator tried all possible efforts to review maximum studies within limited period of time. First of all the investigator will examine the studies related to self-identity.
**Self-Identity**

Identity is a term which is used throughout the social sciences to describe a person’s conceptions and expression of their individuality or group affiliation. Self-identity dictates how an individual use him/her self both as a person and in relation to other people, ideas and nature. Self-identity describes the things that make a person unique and different from others. Results of the investigations of self-identity in the past are mostly in agreement in the support of the present investigation.

In an investigation Paul et al. (2009) studied self-identity among students as critical thinkers. The author hypothesizes that attitude strength should moderate the influence of attitudes on normative beliefs. Normative beliefs in turn rare posited to mediate the influence of the attitude strength interaction on self-identity as a critical thinker. Students with strong and positive attitudes regarding critical thinking will have strong normative beliefs associated with the skills and these beliefs, in turn will affect self-identity as a critical thinker. Results based on a sample of students participating in critical thinking oriented classes, support these hypothesis.

Chai (2009) evaluated the relationship between attachment style and self-concept clarity. The relationship between attachment style and self-concept clarity was examined by correlation and regression analysis. Results from 189 and 85 students at National Taiwan University (NTU) showed that anxiety and avoidance attachment tendencies were negatively related with self-certainty and self-concept clarity. Further self-esteem was included to determine whether the negative relation between attachment tendency and self-concept clarity was mediated by self-esteem. Participants were 123 NTU students. The mediation effect of self- esteem on the relationship between attachment tendency and
self-concept clarity was supported in a path model indicating people with secure attachment have higher self-esteem, which result in greater clarity of self-concept.

Choi (2005) examined self-efficacy and self-concept as predictors of college student’s academic performance. The number of sample used in the study was 230. The participants completed three self-efficacy measures and two self-concept measures. Results of correlation and simultaneous multiple regression analysis indicated that the closer the level of specificity of self-efficacy and self-concept the stronger the relationship between the two constructs. Both academic self-concept and specific self-concept were significant predictors of term grade. In addition, academic self-concept was also significant predictor where as neither general self-efficacy nor academic self-efficacy was significant.

Gerardi (2005) in an investigation studied self-concept of ability as a predictor of academic success among urban technical college students. Findings indicated that academic self-concept rather than traditional cognitive skills was a significant predictor of academic performance among minority and low income students in an urban technical college.

In one study Avquinz (2004) evaluated self-identity and emotional well-being among Turkish university students. The sample of the study was 205 students. Significant gender differences were found between independent and collective interdependent aspects of the self, it was found that women’s reported more personal identity and more social influenciability, less traditionalism and openness and creativity-as compared to men. Finally emotional well-being was positively associated with all types of identity
orientations as well as with independent and relational interdependent domains of self-descriptions.

In an investigation Chang et al. (2003) investigated life satisfaction, self-concept and family relations in Chinese adolescents and children. The sample of the study was 115 children and 74 adolescents from Hong Kong. In a regression model, general self-concept and ratings of parental warmth and autonomy detachment predicted life satisfaction equally across the two groups. Result of the study found that social self-concept was a strong predictor of life satisfaction among adolescents only where as actual academic test scores predicted life satisfaction only among the children. Mean group differences emerged as well with adolescents scoring significantly lower in life satisfaction and self-concept, and higher in emotional detachment than children.

In one study Asci (2002) compared age and gender differences in physical self-concept of Turkish university students. The physical self-perception profile was administered for assessing physical self-concept. Multivariate analysis of variance revealed a significant main effect for gender, but no significant main effect for year in school. Univariate analysis indicated significant gender differences in sport competence and physical strength.

In one study Cole et al. (2001) examined the development of multiple domains of child and adolescent self-concept by using sequential longitudinal design. The number of the sample used in the study was 936 and 984. Result suggested that significant effects emerged with regard to gender, age, dimension of self-concept and educational transition.

Plucker and Stocking (2001) made an effort to study outside and inside self-concept development of gifted adolescents. The number of the sample used in the study
was 131. The internal / external frame of reference model was examined to collect the data. Results suggested that the model was useful in understanding the academic self-concept development of students with no significant differences among students with strength in mathematics verbal areas or both areas.

Cokley (2000) made an investigation of academic self-concept and its relationship to academic achievement in African American college students. Findings of the study indicated that the best predictor of academic self-concept of students attending predominantly white college and universities (PWCUs) was grade point average, whereas the best predictor of academic self-concept for students attending historically black college and universities (HBCUs) was quality of student–faculty interactions. Additionally analysis indicated that grade point average is significantly more important for the academic self-concept of African American students attending PWCUs than African American students attending HBCUs.

In an investigation Gable et al. (2000) investigated Interrelationship among global self-concept, life events, positive subjective well being, negative effect and life satisfaction among high school students. The total number of the sample used in the study was 92. Result of the study demonstrated that life events contributed significant variance to predictions of positive effect, negative effect, and life satisfaction over that of global self–concept.

Clun, Lisa and Merrell (1998) in one study studied the relationship of perceived parenting styles, locus of control orientation and self-concept among Junior high school students. The sample of the study was 198 students. Findings of the study indicated authoritative style of parenting may contribute to development of self adequacy by being
associated with internal locus of control orientation and stronger self-concept where as permissive and authoritarian style of parenting may be associated with negative pattern of socio emotional development.

In an investigation Cosden and Namara (1997) investigated self-concept and perceived social support among college students with and without learning disabilities. The sample of the study was 100 students. Self-perception profile was used to collect the data. The result of the study found that the students with learning disability had lower grades, test scores and perception of their scholastic and intellectual abilities than students without disabilities. Students with learning disability reported more social acceptance and support and more support from campus organizations than students without learning disability. Support from campus organization was related to self-esteem for students with learning disability, while support from instructors was associated with self-esteem for students without learning disability.

Bempah (1995) in a study studied race, self-identity and social work. The sample of the study was 102 post graduate social work students. The respondents responded individually to their randomly distributed vignettes which were identical expect for the racial / ethnic origin of the principle characters, a white child, a child of “mixed race” parentage and a black child. The respondents were required to assess the causes of the children’s behavior as well as their social and psychological needs. The results were analyzed according to the number of respondents who mentioned particular causes of the children’s behavior. The analyses of the study also revealed that the children were differentially treated according to their race or ethnic origin.
In an investigation, Brewer (1993) examined self-Identity and specific vulnerability to depressed mood. Four studies were conducted to test the hypothesis that experiencing a life event that disrupts the pursuit of self defining activities would be associated with depressed mood. Across all four studies, 9 strong and exclusive identification with the athlete role was related to subject’s affective response to both hypothetical and actual athletic injuries. The result highlighted the importance of assessing the match between the specific cognitive diatheses and specific life events in predicting depressive reactions.

Clancy and Dollinger (1993) tested the relation between four categories of identity development and five factor model of personality. The sample of the study was 198 young adults. Based on past empirical findings, a negative relation between foreclosure and openness to experience was predicted and found to involve low neuroticism and high conscientiousness. Although unexpected from past empirical findings, identity achievers were also very extraverted. Both moratorium and diffusion were predicted and found to involve neuroticism. These statuses correlated inversely with conscientiousness and diffusion correlated negatively with agreeableness.

Leondari (1993) compared in an investigation the self-concept among normal achievers, low achievers and children with learning difficulties. The number of the participants was 424 children. Perceived competence scale was used to compare the children. Result of the study indicated that special class children rate themselves more negatively than their normally achieving peers on both academic self-concept and global self-worth. They also rated themselves more negatively than their low achieving peers on
academic self-concept. No differences existed between these two groups on global self-worth.

Brockner et al. (1986) in an experiment explored the effect on entrapment of individual’s perceptions that the ineffectiveness of prior resources allocation had negative implications for their self-identity. The first experiment showed that entrapment was greater when subjects were told that their ineffective performance reflected their self-identity than when they were told that it did not. The second experiment explored the joint effects on entrapment of performance feedback and the extent to which the feedback was perceived to have negative implications for self-identity.

In an investigation, Simon (1974) evaluated levels of racial awareness, racial preferences and racial identities among non-white children (American Negro, Korean, American Indian) who have been adopted by white families, and their white siblings who have been born into those families. The sample of the study was between the age of three and eight. The major findings of the study indicated that black children who were reared in the special setting of multi-racial families do not acquire the ambivalence toward their own race that has been reported among all other groups of young black children and that there was no significant difference in the racial attitude of any of the categories of child

Values

We all know that people have different value preferences. Value is an interdisciplinary term. We came across this term in several fields of study. Value emerges in the process of interaction and activities of individuals in society. Due to this fact value can exist and function in the awareness of an individual, social group of peoples, class and society itself. Value is a variable mediator that leads to an action. It can be said that
value is the choice between different ways of behavior in a certain situation. The choice of values is an indicator of one’s maturity. They help people create the sense of order in their lives. People from their world view and convictions through experiencing values. The results of the investigations on values in the past have both favorable and non favorable results.

In an investigation Praboteeah, Paik and Cullen (2009) examined religious groups and work values. The study used data from 44,030 individuals in 39 countries to investigate the influence of the worlds’ four major religions, Buddhism, Christianity, Hinduism, and Islam on extrinsic and intrinsic work values. After controlling important variables such as age, gender, and education, the result supported the posited hypothesis confirming that religion is positively related to work values. The result indicated that all religion except Christianity show a positive relationship with extrinsic work values. All the four religion show a positive relation with intrinsic work values. It was also found that those who report no religious affiliation also view work values positively. The findings indicated that most religion view work in a positive light.

Jose and Ouellette (2006) in one study studied ethnic identity, self-esteem and values in Dominicans, Puerto Ricans and Africans Americans. The sample of the study was 207 minority students. The study also investigated within group concordance and cross cultural differences in value orientation. Dilemmas were used to measure value orientation and perceived congruence between personal and group values. The result found out that Ethnic Identity was positively related to self-esteem. The perception of value congruence was not related to ethnic identity or self-esteem. There was within group concordance in the ranking of value solutions. In addition, the groups differed in
the strength of ethnic identity perceived value congruence and the ranking of the value solutions.

Weisgram and Bigler (2006) investigated the girls and science careers, the role of altruistic values and attitudes about scientific tasks. The sample of the study one was 617 students and in study two the sample was 174 students. Results of study one indicated that girls who believed more strongly in the altruistic values of scientific careers scored higher on self-efficacy and utility measured than their peers. Further, belief in the altruistic values of science predicted interest in science. Study two replicated these findings using a pre and post test design.

Isik and Melek (2006) in one study studied humanistic attitudes, values, and system justification and control beliefs in a Turkish sample. The sample of the study was 211 Turkish teachers and 155 teachers from different public schools. Results demonstrated significant differences between the teachers and teacher candidates for control beliefs, system justification, and some dimensions of Schwartz’s values scale. Also age and sex are seen to be related to humanistic values and perceived democratic level of the educational system. Multiple correlations are determined between the beliefs, values, and attitudes of participants in relation to different dimensions of the education system.

Gaunt (2005) in one study examined the role of value Priorities in Paternal and Maternal Involvement in Child Case. The sample of the study was 209 couples with 1 child between the age of 6 and 36 months. Result of the study found that giving high priorities to openness to change values (i.e. self direction, stimulation) and low priorities to conservative values (e.g., tradition, conformity, security) is associated with more father
involvement and less mother involvement. The priority given by a spouse achievement values is negatively related to this spouse’s involvement in child care and positively related to other spouse’s involvement in child care and positively related to other spouse’s involvement. Parents socio-demographic characteristic partly mediate the association between value priorities and involvements.

In one study Bill and Husband (2005) examined values education in the mathematics classroom, subject values, educational values and one teacher’s articulation of her practice. In this study, the author draws on one teacher’s articulation of her practice to explore values issues in the teaching of mathematics, drawing both on the mathematics education literature and the general values education literature. The result found discontinuity natures and argues that neither offers a sufficiently subtle conceptual frame work for the analysis of classroom.

Hetsroni and Ilan (2002) made a comparison of values in infomercials and commercials. The sample of the study was 318 infomercials and 861 commercials. Three values were examined – functionalism, hedonism and altruism. The result of the study showed that functionalism was over three times more frequent in infomercials than in commercials. The frequency of hedonism in commercials was 25% greater than it was in infomercials. Joy, the most prominent value in commercials ranked only in infomercials. Findings indicated that in spite of the fact that the infomercials are longer than the commercials, they present a more limited selection of values. Infomercials repeatedly mention only the product’s price, its basic qualities and its obvious uses.

Savage and Stewart (2000) in an investigation compared business and arts students, epistemological and value changes between disciplines. The sample used in the
study was 270 undergraduate students. Questionnaire measuring epistemologies and personal values were administered to collect the data. Comparison was made between first year and those in final year. Result showed that students differed somewhat in value and epistemology even among first year students alone. Evidence was obtained, however for a type of socialization process, where in business students appeared over time to become more estranged from traditional liberal arts and social constructionist values, while liberal arts students appeared to endorse these values more strongly over their undergraduate years. It was suggested that undergraduate business education might well be enhanced through curriculum reform based on the goals of liberal art education.

In one study Kumar and Thibodaux (1998) studied differences in value system of Anglo American and Far Eastern Students. Findings revealed that differences were found in terms of five of the six evaluative attitudes between the two groups. Value pattern of far eastern students who had lived and studied in the U.S. for a considerable period of time was also compared with that of Anglo American students to examine the degree of convergence in their value system. Findings of the study suggested that as a result of frequent and sustained cross – cultural contact in another cultural environment, the value profile of individuals tend to get modified so as to include the value preferred and desired in the new social environment.

Barris, Kielhofner and Bauer (1985) conducted a study on learning preferences, values and students satisfaction. This study sought to determine the relative importance of values and learning preferences for educational satisfaction and to examine differences in values and learning preferences among undergraduate and graduate occupational therapy students and undergraduate physical therapy students. Graduates emphasized
social values and abstract learning where as undergraduates expressed greater satisfaction with their education.

Palmer, Veiga and Vora (1981) made an effort to study the personal values in managerial decision making, value cluster approach in two cultures. The result of the study showed that from a sample of Indian and American managers, two dominant value profiles (designated “pragmatic and “altruistic”) were present and that these values profiles helped in explaining variances in decision preferences.

Beryl, Jones and Cho (1977), in an investigation studied social values and relationships with parents among American college women of Chinese and European Descent. The result of the study revealed that the Euro–American Women showed a greater interest in voluntary prosocial behavior and philartherapy. Both groups of women reported having a sense of self, autonomous of their parents. Within the Chinese–American group, ethnic identification and religion, but not generation moderated scores on a measure of traditionalism of outlook regarding issues of law and order and social equality.

In one study Silverman (1976) compared personal values among freshman and senior dental students and dental faculty. The result of the study indicated no significant differences between freshman and senior dental students values, inferred no apparent change in students values during a dental education, indicated no significant differences between part time faculty and full time faculty, support a positive association among all groups, i.e. freshman, seniors, full and part time faculty, rank order the values for all groups from highest to lowest (the critical, aesthetic, political, economic and religious)
and show some significant differences between students as a group and faculty as a group.

In an investigation Neil and marry (1973) examined baccalaureate nursing students values. The sample used in the study was 465 students. Result of the study found out significant differences between nursing student’s values and value norms for the general female college population, between the value of nursing students and the values of students in other curricular fields, and in the values of nursing students in different schools participating in the study. Significant differences in the nursing student’s values tended to decrease at successive class levels within each institution.

**Level of aspiration**

Now the investigator comes to the studies of level of aspiration. Level of aspiration should be viewed as making a decision. Level of aspiration refers of the goal that individual sets for himself and that he strives to achieve. Results of the present investigation are generally in agreement with the findings of level of aspiration in the past.

Dangziger and Yoram (2007) in one study evaluate gender related differences in the occupational aspiration and carrier style preferences of accounting students. He made a cross-sectional comparison between academic school years. The sample of the study was 1,000 Israeli accounting students. Data was collected by using 802 valid questionnaires. It was hypothesized that differences between the sexes in occupational aspiration and carrier style preferences would evolve increase with years of study and especially as students approached the end of the academic track. The findings supported the hypothesis. In their freshman Year, the sexes shared a similar pattern of aspiration
and goals. However, during their later academic years, females reduced their occupational aspirations and revealed a stronger preference for a convent balanced between work and other facets of life. Logistic regressions demonstrating the statistically significant effect of the interaction between gender and academic year on student’s occupational aspiration and carrier style preferences. The study demonstrated the decrease in female students occupational aspirations during the educational period and that increasing young woman to obtain male type professional education might be in sufficient order to eliminate in equality between the sexes.

Ahmavaara and Houston (2007) in one study studied the effects of selective schooling and self-concept on adolescent’s academic aspiration. He tried to examine Dweck’s self theory. The sample of the study consisted of 856 students. The results showed that the findings are consistent with the model, showing that achievement aspiration is predicted directly by gender, school type and type of intelligence theory. Importantly, school type also affects aspirations indirectly, with effects being mediated by confidence in one’s own intelligence and perceived academic performance. Intelligence theory also affects aspiration indirectly with effects being mediated by perceived academic performance, confidence and self-esteem. Additionally, intelligence theory has a stronger effect on aspirations in the selective schools than in the non-selective schools.

Larson et al. (2007) in one study discriminated among educational majors and carrier aspirations in Taiwanese under-graduates, the contribution of personality and self efficiency. The sample of the study was 312 Taiwanese students. Result of the study showed that big five and confidence in combination, significantly differentiated among
four college majors and 7 career aspirations in a Taiwanese university sample. Big five agreeableness and SCI realistic, investigative and conventional confidence emerged as most salient in the discrimination. Differences by sex, majors and career aspiration were mostly consistent with social cognitive career theory, Holland’s theory and prior U.S. research.

In an investigation Colaner and Giles (2007) investigated the Baby Blanket or the Brief case, the impact of evangelical gender role ideologies on career and mothering aspiration of female evangelical college students. The sample of the study was 134 women. Cross-sectional self report survey design was used to collect the data. Results indicated that career and home aspirations were negatively correlated. Mothering aspirations were shown to be significantly affected by conservative gender role ideology. These findings suggested that aspirations for one’s mothering role may be influenced by ideological positions.

Murrell, Frieze and Frost (2006) compared a study of black and white college women. The sample of the study was 101 black and 503 white college women. The result indicated that women who planned career in male dominated occupations had higher career and educational aspirations than women who desired career in female dominated occupations. Black women who planned career in male dominated professions showed high levels of aspirations planned, more education than was necessary for the desired occupations and perceived less conflicts in combining the roles of career and family than their white counterparts. Those choosing female dominated careers however had more traditional attitudes regardless of race.
In one study Hasan (2006) studied carrier maturity of Indian adolescents as a function of self-concept, vocational aspiration and gender. The sample of the study was 480 students of class X (240 males and 240 females) Employing a (2)3 ex-post facto non-experimental factorial design (fixed model), the two levels of self-concept i.e. high and low, the two levels of occupational aspiration i.e. realistic and idealistic and two levels of gender i.e. male and female were manipulated in the study. Results showed that all the three independent variables were found to be potential enough in generality. Barring few exception, the first order interactions were not found significant where as the second order interactions were found significant for almost all the components of career maturity.

In an investigation Fred, Waldman and Mulqwen (2002) investigated frame scientific work to organizational leadership. Predictors of management’s aspiration among technical personnel. Result showed that those who aspire to enter management tend to be higher on motivation for power and influence desire for upward mobility, motivation for security and respect, and need for domination.

Hilal (2000) conducted a study on a structure model of attitude towards school subjects, academic aspiration and achievement. The sample of the study was 280 High school students. The structural analysis revealed that attitude to school influence achievement but only indirectly. Level of aspiration had significant direct effect on achievement and mediated between attitude and achievement.

Kfir (1988) in an investigation investigated achievements and aspirations among boys and girls in high school. He compared two Israeli ethnic groups. It was hypothesized that achievement and aspiration differences would be found between the sexes within
different ethnic groups in society and that in some cases there would be a sex-ethnic origin interaction, meaning that gender differences would vary by ethnic group. After controlling for socio-economic status (SES) and ability, social sex roles and the process of identifying with them were expected to explain the differences between boys and girls in achievement and aspirations. The result revealed that such differences were found in the discontinuity of girl’s achievements in high school (teacher evaluations grouping and tracking getting into the academic track number of school years- all girls advantages) and their early status attainment as it is expressed in cognitive achievement and educational and occupational aspirations at age 17-18.

Hearn (1987) in one study evaluated the impact of undergraduate experiences on aspirations and plan for graduate and professional education. The sample of the study was 418 undergraduates. The analysis suggested that academic performance, parental supportiveness, faculty student interaction and major department context played significant roles in outcomes beyond the role played by freshman year back ground characteristics. There were some differences in the result for man and women suggesting further attention to gender differences in Post College educational attainment processes. Over all, the analysis suggested that greater attention to sub-environments, such as major departments may be warranted in studies of this kind.

In an investigation Fox and Faver (1981) studied achievement and aspiration. The result found that Women’s achievement aspiration conversion is different from but not necessarily lower than men’s rather than strength and direction of the relationship vary with aspiration type (traditional versus alternative) and to some extent, with specific types of academic achievement (e.g. paper publication and GPA). The mediator of the
achievement aspiration relationship also vary by sex and aspiration type. Women’s aspiration for traditional career rewards is largely a function of their perceptions of the structure availability of job opportunity.

Cashen, Lewis and Lemmon (1979) made an effort to study self-concept and level of aspiration of institutionalized female adolescents. Result of the study showed a higher self acceptance and occupational aspiration for girls living in the regular family situation.

Parson, Frieze and Ruble (1978) in one study examined Intra-psychic factors influencing careers aspiration in college women. The sample of the study was 169 female college juniors and seniors. A 300 item questionnaire was designed to collect the data. Result indicated that women with high carrier aspiration were satisfied with their lives, confident of their career plans, willing to postponed marriages and on traditional in their values and behaviors generally external in orientation, believing that discrimination is responsible for many of women’s failure and that organized pressure rather than individual action is necessary to combat. This discrimination certain that women’s demand for equality are justified and that most men agree with them, likely to have had a working mother who was perceived as being dissatisfied with her own life; and if planning to marry soon, endorsing dual role compatibility. When all variables were considered simultaneously, attitudinal factors were found to best predict career aspirations, while socialization variables were relatively unimportant.

In an investigation Margret (1978) evaluated the sex differences in the determination of adolescent’s aspirations, a review of research. The result showed that adolescent boys aspired a higher level of education than girls and the occupational choices of the two sexes are highly sex stereotyped. Factors influencing level of
adolescent aspiration are reviewed including socio-economic background, academic ability, and number of sibling, parental encouragement, mothers, employment, academic performance, peer aspiration, dating and participation in school activities. Although sex differences exist in the process by which both educational and occupational aspirations are formed, they are greater with respect to occupational than educational aspirations.

In one study Gurin (1970), studied the motivation and aspiration of southern Negro college youth. Findings of the study indicated that aspirations are positively related to achievement and failure avoidant motives but more highly related to expectancies (academic self confidence and sense of personal control). The study also examines the effect of internal external basis of expectancies and questions the usual assumption that internal orientations are always positive motivators. Students believing in external control have higher aspirations when externality measures social system ‘obstacles’ rather than ‘Fate’ and when a generalized Protestant ethic belief in internal control accompanies a low sense of one’s own competence.

Forslund and Malry (1970) in one study studied social class and relative level of occupational aspiration. This study confirms early researches suggesting that boys low on socio-economic scale tend to have unrealistic occupational aspirations, with resulting discontent and delinquency. Certain forms of delinquency may thus be system generated rather than the simple outcome of behavioral characteristics of youth.

Rotter (1942) made an effort to study level of aspiration as a method of studying personality, a critical review of the methodology. The analysis discovers 8 main limitations of the method. Among them are the effects of the subject’s failure to understand instructions, the long time cumulative effects of success and failure, the
interaction of situational factors with unknown individual personality factors. To meet these criticism it would be necessary to develop unambiguous institutions in which the subjects previous experiences is controlled and to examine all aspects of the subject’s response rather than limiting examination to the difference between expressed and achieved goals.

In an investigation Gardner (1939) investigated level of aspiration in respect to a pre-arranged sequence of source. The result of the study found that reliable measures could be obtained, and high inter-correlation between tasks indicated that the behavior of these measures was characterized by a high degree of generality. Discrepancies between aspiration level and past performance level tended to be positive and low when performance was improving rapidly and markedly higher when the curve was falling. Individuals tend to maintain the same rank within the group with respect to discrepancy scores when the performance curve was rising as when it was falling.

**Personality Characteristic**

Almost every day we describe and assess the personalities of the people around us, the first step is to understand exactly what is meant by the term personality. Personality is the particular combination of emotional, attitude and behavioral response pattern of an individual. Personality refers to the distinctive qualities of a person, especially those personal characteristics that makes one socially appearing. Although, there are many definition of personality. A brief definition would be that “personality is made up of characteristics pattern of thoughts, feelings and behavior that makes a person unique”. In addition to this, personality arises within the individual and remains fairly consistence throughout the life.
Robert, Walton and Viechtbauer (2006) in one study evaluated the pattern of Mean – Level change in personality traits across the life course. He used a Meta analysis of longitudinal studies. The no. of the sample used in the study was 92. Result of the study showed that people increase in measures of social dominance (a facet of extraversion), conscientiousness, and emotional stability, especially in young adulthood (age 20 to 40). In contrast people increase on measures of social vitality (a 2nd facet of extraversion) and openness in adolescence but then decrease in both of these domains in old age. Agreeableness changed only in old age. Of the 6 categories, 4 demonstrated significant change in middle and old age. Gender and attrition had minimal effect on change, where as longer studies and studies based on younger cohorts showed greater change.

Crae, Robert and Antonio (2005) in an investigation studied the universal features of personality traits from the observer’s perspective. The data was collected from 50 cultures. The sample of the study was 11,985 and NEO personality Inventory was used to collect the data. Findings of the factor analysis within cultures showed that the Normative American self Report structure was clearly replicated in most cultures and was recognizable in all. Sex differences replicate earlier self report results, with the most pronounced differences in Western cultures. Cross sectional age differences for 3 factors followed the pattern identified in self reports, with moderate rates of changes during college age and slower changes after age 40 with a few exceptions, this data supported the hypothesis that features of personality traits are common to all human groups.

In an investigation Klein and Carolyn (2003) investigated Distinctive Personality Characteristics of 8, 9 and 10 years old with Williams Syndrome. Children’s behavior
questionnaire (CBQ) and Multidimensional Personality Questionnaire (MPQ) were used in the study. The findings of the study suggested that on the CBQ, high mean rating on Shyness (reverse – coded) and empathy together characterized 96% of the children in the Williams syndrome group but only 15% of the mixed etiology. On the MPQ, high ratings on items measuring certain characteristics combined (gregarious, people oriented, tense, sensitive and visible) were characteristic of 96% of the Williams syndrome group but only 15% of the mixed etiology group. The personality profiles emerging from the CBQ and MPQ provide a crucial step toward investigation of genotype / phenotype relations.

In one study Caspi et al. (2003) studied children’s Behavioral styles at age 3 are linked to their adult personality traits at age 26. The sample of the study was 1000 children. The findings of the study indicated that longitudinal data provide the longest and strongest evidence to data that children’s early emerging behavioral styles can foretell their characteristic behavior, thoughts and feelings as adults pointing to the foundation of the human personality in the early years of life.

Tsang, Brion and Cullough (2003) conducted study on personality traits in Adolescence as predictors of Religiousness in early Adulthood. The sample of the study was 492 adolescents between the ages of 12 to 18. The result of the study showed that among the Big Five, conscientiousness in adolescence was uniquely related to higher religiousness in early adulthood. For adolescents high in emotional stability, the link between strength of religious upbringing and religiousness in adulthood was weaker than it was for adolescents who were less emotionally stable.

Lounsbury, Sundstorm, Loveland and Gibson (2002) in one study studied Intelligence, “Big Five Personality Traits and Work Drive as Predictors of course grade.
The sample of the study was 175 students. Using a hierarchical multiple regression on analysis, general intelligence accounted significant for 16% of the variance in course grade, Big Five Personality measures accounted significant for an additional 7% of the variance, and work drive accounted significant for an additional 4% of the variance. However, when work drive was entered before the Big Five Variables, the Big Five variables did not add significantly (either as a set or individually) to the prediction of course grade.

Livens and Dilchert (2002) conducted study on Medical student’s personality characteristics and academic performance, a five factor model perspective. The sample used in the study was 785 students. NEO – PI – R scale was used to collect the data. The result of the study revealed that Medical students who fall into the group of majors score highest on extraversion and agreeableness. Conscientiousness (self achievement and self discipline) significantly predicts final scores in each pre-clinical year. Medical students who score low on conscientiousness and high on gregariousness and excitement seeking are significantly less likely to sit examination successfully.

In an investigation Fulkerson, Keel, Leon and Dorr (1999) investigated the Eating – disorders behavior and personality characteristic of high school athletes and non – athletes. The sample of the study was 678 students. Eating disorders Inventory (EDI), restraint scale, Risk Symptom, Check list, Multidimensional Personality Questionnaire (MPQ), and body Mass Index (BMI) were used to collect the data. Result of the study indicated that athletes did not have higher level of disordered eating behavior and attitudes than their non – athletic counter parts. Athletes had less negative views of life than non – athletes. However, perfectionist tendencies may put some athletes at risk. The
findings indicated that high school athletes were not at greater risk for the development of an eating disorder than other students. Athlete’s positive outlook on life and high self-efficacy may serve as protective factors. Alternatively, athletes may not be at risk until they train for one particular sport in a highly competitive environment.

In an investigation, Carless (1999) studied the Career Assessment. He tried to study Holland’s Vocational Interests, personality characteristics and abilities. Two study designs were used in the study. The sample used in study one was 139 individuals, and the sample in the study two was 669 men and 206 women. The scale used in study one was self – Directed search, the revised NEO personality inventory and the Wechsler adult intelligence scale. The scale used in study two was the SDs, the Myers Briggs type inventory and a measure of general abilities the PL – PQ. In both studies, conceptually similar vocational interests and personality were found to be empirically related. A weak moderate relationship was observed between general abilities and investigative interests and between general abilities and the personality characteristics of openness to experience and intuition. It was concluded that assessment of three domains of interest’s abilities and personality has several advantages for assisting clients seeking vocational counseling.

Krueger (1999) in an investigation investigated personality traits in late adolescence predict mental disorders in early adulthood. Personality traits were assessed through self report questionnaire at age 18 and mental disorders were assessed through diagnostic interview at both ages 18 and 21. Findings showed that high “Negative emotionality” at age 18 were linked with affective, anxiety, substance dependence and antisocial personality disorders at age 21 when corresponding mental disorders at age 18
were controlled low “Constraint” (difficulty inhibiting the expression of affect and impulse) at age 18 was linked with substance dependence and antisocial personality disorders at age 21 when corresponding mental disorders at age 18 were controlled.

Dennis, Zuckerman and Kraft (1999) in one study examined the personality characteristics of male and female in team sports. Result showed that all teams were significantly higher on the anxiety and lower on neuroticism – Anxiety scale than the general college population of the University of Delaware. Lacrosse’s and field hockey athletes were higher in activity than equestrians and baseball player’s. Equestrians and baseball players were higher than football player on this scale. Contrary to prediction, football player scored lower than the general university male population on impulsive sensation seeking and the lacrosse’s and field hockey players did not differ from the general college female on impulsive sensation seeking. The baseball players also scored lower on this scale. The hypothesis that body contact sports attract high sensation seeking and aggressive participants was not supported. Sensation seeking is more characteristic of participants in high risk sports unusual sensation and personal challenges.

Spangler (1997) evaluated the psychological and physiological responses during an exam and their relation to personality characteristics. The sample of the study was 23 students. The findings of the study demonstrated different emotional and physiological response pattern to examinations as compared to the control conditions. Heightened anxiety was observed only before the exam, where as within situation physiological responses (higher hear periods, cortical and sign A, lower vigil tone) were observed both under the exam and control conditions, responses to exam condition indicated pre exam anticipatory activation and post exam restricted to recovery responses. With regard to
personality characteristics subjects with high ego–resiliency showed more flexible adaptation than subjects with low ego resiliency both on the emotional level (anxiety down – regulation after exam) and on the physiological level (situation – specific responses quick recovery). Subjects with high ego control exhibit a lower physiological reactivity under both conditions i.e. they seemed to maintain longer their control also on a physiological level independent of the type of situation.

In an investigation Brent et al. (1994), investigated the personality Disorder, personality Traits, Impulsive violence and committed suicide in Adolescents. The no. of sample used in the study was 86. Semi structural interviews and self report forms were used to collect data. The findings showed that probable or definite personality disorders were more common in suicide victims than in controls, particularly cluster B. (impulsive dramatic) and C type (avoidant dependent) disorders. Suicide victims also showed greater scores on lifetime aggression even after controlling for differences in psychopathology between suicide and control.

In one study Wong and Zentmihalyi (1991), studied the Motivation and academic achievement. He investigated the effect of personality traits and duality of experience. The sample of the study was 170 students in which there were 68 males and 102 females. Personality research form was used to collect the data. The result of the study revealed that controlling for ability, work orientation a PRF factor was a better predictor of grade than experience. However, an experimental variable intrinsic motivation while studying was related to the difficulty level of courses students look over the 4 years in high school. The result supported the notion that there are two kinds of motivation in scholastic
achievement, one directed toward long term goals, the other directed toward ongoing experience.

Tarter et al. (1984), in one study studied Alcoholics sons of Alcoholics: Neuropsychological and personality characteristics. In this study, Adolescents sons of alcoholics and non-alcoholics were compared on a battery of intellectual, neuropsychological, personality and behavioral measures. The former group demonstrated certain neuropsychological deficits in perceptual motor ability, memory and languages processing. They also had auditory and visual alertbonal impairments and a low level of achievement in reading comprehension. In addition, the sons of non-alcoholics presented a more neurotic personality profile than son of non-alcoholics. They were, however less impulsive than the comparison group. More developmental and familial problems were noted in the alcoholic’s offspring as well.

In an investigation Schaie and Parham (1976) studied stability of adult personality Traits, Fact or fable. Results of a sequential study of 19 personality factors over 9, 7 years period and with participants ranging in age from 22 to 84 years suggested that stability within generations appears to be the rule, albeit combined with many differences between successive population cohorts and subject to transient Swear trendy. A typology of 13 possible models is offered to account for the different developmental trends observed for the various personality factors.

In chapter two an attempt has been made by the investigator to review the studies conducted in the particular area. The investigator had gone through the last 10 years of studies in the past and found this field interesting. Therefore he chooses the
present problem to compare different groups of professional students with different groups of non-professional students on the above mentioned variables.

**Aims and objectives**-

Present study proposed to study self-identity, value preferences, level of aspiration and personality characteristics among professional and non-professional students. Present study is a comparative study of different groups of professional and non-professional students. In the light of the reviewed relevant literature the following objectives of the present study were formulated-

1. To determine that there is any difference between professional and non-professional students on self-identity.
2. To determine that there is any difference between professional and non-professional students on the preferences of the six values (Theoretical, Economic, Aesthetic, Social, Political and Religious.)
3. To determine that there is any difference between professional and non-professional students on level of aspiration.
4. To determine that there is any difference between professional and non-professional students on the five personality traits (Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness).