Chapter 2  Review of the Literature
At the adolescents stage of development the future is indeed remote and tends to be of little concern. Adolescents do spend time and effort on vocational decision. One who does not take such a decision may choose a wrong curriculum and make his life devoid of a worthy contribution of the endowments. Life becomes complex as the time passes. There is a proliferation of courses or subjects to learn. Educators believe in the limitation of time, human capacities and special aptitudes and interests in specific areas and recommend a thoughtful choice of courses or subjects. The selection of courses or subjects should be based on students' interest, ability and personality disposition.

Vocational guidance has not taken root in India and our education does not prepare a youth for an occupation. Ideas, dreams and thoughts are progressive and even humanistic during the school years but they overshadow the realities of life. Students have no contact with the actual world of work which is engaged in cutthroat competition in win bread, comfort, power and position while the students of advanced countries are not so much worried about jobs at the time of
school leaving. In our country where unemployment and under-employment are the main problems, students' main concern in on employment irrespective of their interest, ability or personality make-up. Kakar (1974) investigated school children at different ages. In urban areas boys and girls are in constant tough with new ways of life, new fashion and scientific achievements. He found that the students choose the subjects according to the need of society. Now girls are becoming increasingly job-oriented due to the changes in the prevailing socio-economic conditions. Students' choice of jobs are influenced by the family, social esteem, advice, salary, etc.

Conception of the connection of interest and emotions speak of native interests as the effective side of the native capacity. Segal (1961) says that vocational choice is not a peripheral decision of the individual made on chance but it is a concrete expression of personality development and emotional experiences within the framework of the environmental pressure and opportunities with which an individual is confronted. Vocational choice is, therefore, a result of the emotional development of the individual and is a part of
expression of the individual method of adjustment to his environment. In his theory of vocational choice Segal speaks of need gratification by a particular outlet and socially defined role of the worker in the community and status values of the jobs. Thus, we see that social factors and social activities tend to differentiate some of the professions and the higher level of business occupations.

Vocational development is a long process which continues from the childhood to adulthood. The school, family and society all influence this developmental process. Very few studies in India and abroad have focussed their attention on the study of occupational development amongst school children and youth. Various researches have pointed out that career patterns for science and non-science students are distinguishable by the time a boy is in high school (Cropley, 1966 O. Hara, 1963) Interest, aptitude and personality variables are all useful in discriminating between high school boys; those planning a science career and those planning other careers. Some students who do not know their future vocational choice reveal a state of indecision. They have less ability but enjoy
independence and democratic modes of thoughts more than those who choose engineering, agriculture and technology based vocations.

The influence of masculine role on different vocations is reported by Thuinin (1965), Goyal (1969), Sternberg (1955), Roe (1956), but they say nothing of the men and women who choose the same occupational category. This neglected area has been pointed out by Silverman in 1971. Roe, Sigelman and Pack (1964) compared male and female engineers with male and female social workers on the basis of early childhood experiences and parent-child relationship. Individual personality is one of the vital factors associated with vocational choice and vocational success. Roe (1957) states that occupational choice for those people who fall in middle range of population in personality characteristic will depend on the relevant sex stereotypes and the possession of appropriate ability. Carter (1944) has emphasised the need for an adequate understanding of the adolescents' vocational interest. He concluded that brighter students develop their vocations. The normal students develop socialized anxiety to
climb to a higher status but often the level of aspiration is out of line with that he might reasonably by expected to achieve. Many persons' interests are integrated in such a way as to make them appear to be aesthetic, social or political. The normal individual patterns of responses are never static. They fluctuate as adjustment are made from situation to situation. It is difficult to make any clear distinction between personality and interest because an adequate description of personality must include the interests of the individual. Intellectual, physical, cultural, social, occupational and recreational interests are elements in the total personality and aptitude patterns.

Studies, of Holland (1966) highlights that people seek work environment congruent with their needs or predispositions. Osipow (1969) also kept alive Holland's aforesaid hypothesis. Roe and Siegelman (1964) concluded that situational influences or chance factors probably play a commanding role in vocational decisions. Holland (1973) and Hill (1977) suggested that influences of various situations act as positive and negative performances.
Some studies throw light on personality variables which are expressed in the form of the society needs. Small, Sweat and Arnold (1953) mentioned that personality in the form of need is related to occupational choice. To fulfil the society need and to earn his livelihood a high school student has to choose a course of study from a contributes to the mental health of the adolescents.

Adolescent interests have been widely studied by educationists and psychologists. Some outstanding books (Fryer, E., 1931; Strong, 1956; and Darley and Hagenah, 1955), many significant monographs (Garretson, 1930; Super, 1940; Darely, 1941; Carter, 1944; Strong, 1945; Barrett-et.al. 1952; Brogden, 1952; Guilford, 1954; Layton, 1960) and a number of published researches (Berdie, 1944; Supr, 1945, 1947, 1954) throw light on the various aspects of adolescent interests.

It has been claimed that increase in age, education and intelligence brings betterment to vocational interest and supernormal adolescents develop better vocational interests than the normal adolescents. Kauffman (1955) attempted to find a relationship between interest and chronological age but
he found no relationship with purely chronological age.

Several important studies have been made on the difference in interest which are associated with differences in age. Studies of Strong (1931), Rosenberg (1953), Herzberg and Russel (1953), Long and Perry (1953), Tutton (1955), reveal that age differences are less significant than occupational differences. Older students are likely to become somewhat more realistic in their vocational choices while younger adolescents tend to select more exclusively on the basis of their interest or what they interpret as their interest. Astin (1968) noted that the characteristics of high school curriculum may play an important role in the shaping of career and ultimately in developing skilled manpower. If a student demonstrates an interest in physical science it is very likely that he may choose a career in science and engineering. If he shows strong interest in social sciences he is likely to choose a career in teaching or the profession. Canning (1941) noted that the vocational interests scores of high school boys are less stable than those of recent college graduates. Fryer (1922) noted the unstable and unsubstantial status of vocational interests among younger
people. Carter (1940) and Taylor and Carter (1942) have demonstrated that the interest pattern of the high school boys and girls remains fairly stable throughout the high school years.

Conkin (1940) reported a wider variety and choice in occupational interests in the earlier years as against greater specialization and special attention in the later years.

Gesell (1956) reported that the children reached a firm vocational choice between the age of 13 and 16. Marr- (1965) reported in a longitudinal study that majority of adolescents are able to formulate vocational plans and verbalised their choice sometimes at the late high school level.

Clear sex difference in occupational choices have been observed in many studies. Girls choose different types of work from boys and confine themselves to a more restricted range of jobs. Their popular choices are teaching, nursing and white collar (clerical) occupations. Powell and Bloom (1962) reported that girls choose a smaller range of jobs in comparison of boys. Douvan and Adelson (1966) and Hollender (1971) found adolescent girls to be more decided on occupational
choice than the boys. Kuder (1961) found that the mean position of boys is higher than that of girls on mechanical, computational, scientific and persuasive scales while girls are higher on artistic, literary, musical, social service and clerical scales. Masculinity and femininity of interests are widespread. Studies of Terman and Miles (1945), Carter and Strong (1933), Yun (1942), Strong (1945), Traxler and McCall (1941), all agree that men tend to be more interested in physical activity, mechanical and scientific matters, political and selecting works. Interests in arts, music, literature, people, clerical work, social work is more characteristics of women. Thus, many researchers agree that girls have greater personal and social interests while the boys are more restive and more interested in things having possible vocational significance.

Miller (1957) found that high school girls cluster their job choice to a large extent as around what are considered traditional female occupations (teacher, nurse, clerical worker, shop assistant). It is obvious that girls choose different type of jobs from boy and confine themselves to a more restricted range of jobs.
Srivastava (1972) found that girls' occupational choices were homogeneous and consistent across age and good in comparison to boys.

Bhargava, Mishra and Gyanani (1973) surveyed, "The interest pattern of Indian youth" and reported that both the sexes like scientific discipline and scientific jobs but among females preferences were shown for medicine over science because they have better sense to avail opportunities to serve people in the family and society. The concluded that the females are more interested in fine arts, literary work, medicine and household work whereas the males are more interested in the scientific work, medicine, mechanical, agricultural and outdoor work.

Interest in influenced by the socio-economic background also. Clark (1967) found that middle class boys expressed a greater preference for white collar and professional jobs but this type of difference was not found for girls who preferred the jobs of teacher and nurse irrespective of social class. Hollender (1971) claims that vocational development may be seen to be influenced by quite specific environmental factors.
Rushing (1977) report that lower class adolescents tend to choose jobs requiring less education and of a lower status. Lower class boys choose more skilled jobs while higher class adolescents choose jobs requiring higher education and higher status. Genzberg et. al. (1951) have pointed out that for lower class boys skilled job or ownership of a small business may represent just as fine an achievement as a professional or managerial job would to a middle or upper class boy. On the contrary Form (1943) (and Mill (1946) have noted that the prestige hierarchies of occupations is not the same for all the social start a not even one sees professional and managerial occupations as the finest thing to aspire for.

Wilson and others (1953), Small (1967) suggest that children from high soci-economic status families are in a better position to know the world of work and the interest than boys but they were significantly less interested in technical field.

Fryer (1922) suggested that potential interest could be measured by sampling a person's preference for activities and topics. Jordan (1949) found that mechanically gifted boys tend to have the expected scientific and technical interests.
Kuder inventory shows that social service interest tends to be high in brighter boys of upper middle class status but low in equally bright boys of middle class background.

Parents, friends, professional acquaintances, relatives other than the parents, teachers are the know sources to influence the occupational choice. Williamson and Darley (1937) used a somewhat different approach and asked a number of students their impressions as to what factors were operating when they made their vocational selection. The students felt that it would be impossible to decide in relative potencies but finally agree that the most important factors in vocational selection were parental occupation, admiration for a successful adult relative and a choice made by friends and class-mates.

Besson and Tope (1928), Endicott (1931), Kroger and Louttit (1936), Kaplan (1946), Nortan and Kuhlen (1956), Rechey and Fox (1951), Porter (1954) and Jenson and Kischer (1953) reported that some were not particularly likely to follow the specific occupations of their parents. They were likely to choose occupations of some comparable rank which required
about the same length of schooling as that of their fathers.

Interest patterns have been related to other factors within the family: father, son and fraternal twins. Interest shows a similar degree of resemblance while identical twins are chosen. There appears to be the same relationship between patterns of interests and intelligence according to the level of occupations. There are many reasons for such differences. Heldreth (1945) noted that social interests of girls mature earlier than those of boys. This difference has been attributed to the earlier maturation of girls. He further pointed out that the incidence of social interests shown by boys is greater at the age of 12 years.

Gordan (1956) writes in 'Human Development' that the vocational aspirations of children are highly unrealistic. Their image of future is vague and autistic.

A number of investigators have attempted to study the association, if any, between the vocational interests and various aspects of personality. Personality does appear to be an important factor in vocational choice. Berdie (1944) noted
that measured and expressed vocational interests are consistently related to independently determinable aspects of personality. Siegelman and Peck (1960) indicate a number of different vocations characteristically manifest of different personality factors. Berdie (1955) correlated the data of personality with the revised Strong Vocational Interest Blank. He found ability unrelated, but interests related to occupational fields. Strong (1955) suggests that interest may be partly a by product of satisfaction through successful activity, a ptitude leads to success and success result in satisfaction. Satisfaction produces interest in the activity and interest results in more activity. According to Darely and Magenah (1955), personality (i.e, needs, values and motivation) leads to the development of interests, which in turn leads to the occupational choice.

Huston (1931) found low relationship between mental ability and announced interest. Fryer (1935) noted that the lack of reference to ability to succeed in a given of normal persons scoring high or low on particular vocational interest. Darley and Magenah (1955) found occupational interest scores significantly correlated with other measuredemotional and
attitudinal variables.

Personality traits at somewhat deeper level were also included in Darely's investigation, Darely (1941), Darely and Megenah (1955) reported that home and emotional adjustment were not related to any occupational interest patterns, inferiority feeling was somewhat common in those with welfare interest than those with a technical or no primary interest patterns but neither inferiority feeling nor family attitudes differentiated between other interest groups.

According to Bealt and Bording (1964), Elton and Rose (1967), occupational choice is related to personality characteristics. Salesmen have been found to be more dominating than office workers. Although they are not supposed to be more extroverted or sociable, apparently those who can dominate in face to face situations fit as salesmen. Extroverts prefered administrative posts. Their occupational preferences are of course a matter of environmental opportunity.

Small, Sweet and Von (1962) characterized Art students as withdrawn, narcistic and emotionally disturbed.
They appear to be men and women who made poor contact with the world around them. Rao (1953) applied the Maudsley Personality Inventory to students of Arts, Science, Law, Medical and Agriculture faculties as well as to four professional groups, viz., clerks, engineers, nurses and teachers to bring out the personality differences among different groups. While the female group showed a higher neuroticism score, the engineering and science groups were least neurotic. Sharma (1972) concluded that all the three factors; intelligence, interest and culture, influenced the reactivity.

Many of the researches based on interest measurement deal with personality factors as related to interest scores. Several researches describe the personality characteristics of men and women in various occupations. Some investigators have provided personality descriptions, but emotional adjustment being unrelated to interest. The economically conservative, socially aggressive and physically robust individuals will probably have business contact interest. The mature, socially aggressive, liberal and slightly feminine students will be interested in welfare and uplift types of jobs.
Tyler's (1945) report on personality and interest shows a clear correlation between the two biological and social adjustment. Social adjustment factor is the main discriminating measure of personality.

In her three monographs, Roe (1980, 1981, 1982) has provided an insight into the dynamics of choice and vocational adjustment and has also specified some of the personality dimensions upon which they differ.

Sarbin and Anderson (1942) obtained a positive relationship between scientific interest and theoretical values, welfare interest and religious value. Burgemeister (1940) confirmed that the interests of librarians, artists and authors tend to be associated with the aesthetic value and those of physicians and science teacher tend to go with the theoretical value.

Sharma (1969) tested the vocational choices of extroverts and introverts (women students) and found that occupation is as true of specialized ability or aptitude as it is of mental ability. He noted that specialized interests have little
relationship with specialized ability. The relationship between mechanical interest and mechanical ability is also reported to be negligible. Carter and Strong (1933) have reported low correlation between the kinds of interests measured by the Strong Vocational Interest Blank and performance on a wide series of different standardized mental tests.

Getzells and Jackson (1958, 1959, 1960, & 1961) studied differences between highly creative adolescents (grade 7-12) from the highly intelligent ones. It was found that the creative adolescents have the ability to produce new forms and to derive joy from the risk while the high I.Q. adolescents prefer the anxiety and delight of safety.

One exploratory investigation of the personality of gifted adolescent artists is reported by Hammer (1961) who found that the truly creative differed from mere faciles. They exhibited deeper feelings, greater original responsiveness, preference for observer's role over the particular role.