CHAPTER II

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A survey of related literature gives us better insight into the complexities of any problem. Before starting any systematic research, it is very necessary to know that has been done before, how it was done, what were its limitations, and how the gaps can be filled. That gives us the base for starting any study scientifically and systematically. From the literature we know about the potential factors
contributing towards the results of a problem. It also helps in verifying the results by comparing them with the results shown by the other studies.

In India very limited work has been done on the aspirations of adolescents. Much of the available literature is from the Western countries. Most of the research studies on the basis conducted so far deals with more than one independent variable at a time. So it becomes very difficult to arrange the studies on the basis of the variables taken in the present study as it deals with three independent and four dependent variables.

In the west so much work has been done on the aspirations of adolescents that volumes can be written on it. It is very difficult to include all the related studies. It has been tried to incorporate only those studies which probe into the relationship of socio-economic status, intelligence and sex on the educational, personal, social and occupational aspirations of adolescents. However studies relating to rural Vs urban area have also been included. Other studies relating to general aspiration levels, effect of personality traits or other psychological variables on the aspirations or those studies which probe the effect of race, community, T.V...
Cinema, peer group, school and such other aspects of life which can directly or indirectly affect the aspirations of adolescents, or those studies which have been conducted on small children or persons above the age of adolescents, all have been left out.

Studies in this chapter have been arranged yearwise on the basis of independent variables taken in the present study. Some areas of study which could have been taken up, were left out because of limited resources and non-availability of the material.

SOCIO-ECONOMIC STATUS:

Socio-economic status of a family influences to a great extent in the development of a child's personality. It is because of this that there are a number of studies from India and abroad showing influence of this important factor on the aspirations of adolescents.

Hollingshead (1949) writes, as a result of his Emtown study, that lower class children "have limited their horizons to the class horizon and in the process have unconsciously placed themselves in such a position that they will occupy the same levels as their parents."
Cobb (1954) found that children's wishes are influenced by the culture and socio-economic status.

A study by Sewell, Haller and Strauss (1956) using Wisconsin high school seniors of both sexes also indicates that values specific to different status positions are important influences on levels of educational and occupational aspirations. Thus it would appear that it is rare for an adolescent from any walk of life not to want to get ahead (or to maintain the level that places him ahead). Lower class youth do not limit their occupational aspirations to the class horizon, but their aspirations tend to be less, lofty than those of children in the upper strata.

In the study of occupational aspirations Empy (1956) attempted to analyse occupational aspirations by measuring it from both a relative and an absolute standard. When an absolute standard was used, the aspirations of lower class subjects were compared with upper class subjects. In this manner an individual's actual occupational choice and his socio-economic status were considered in determining his levels of aspirations. In a discussion on his findings Empy wrote:— The absolute occupational status aspiration of male high school seniors from middle and upper classes are significantly higher than those of seniors from the lower classes, and........ The relative
occupational status aspirations of lower class seniors indicate that they prefer and anticipate having significantly higher occupational status than their fathers.

Holloway and others (1959) indicate that there was no consistent tendency for level of aspiration to be associated with social class, nor was there any tendency for the plans of the white middle class boys to be more nearly equal to their aspirations than the plans of other groups, as predicted however the aspirations of both races were roughly equivalent when social class was held constant.

Form and Gesch-Wender, (1962) found that the children of manual workers tended to depend on peer groups and on the other male members of their family as they lacked ideology of opportunity coming from their parents. They further observed that 80% of the subjects (N = 595) stated that their parents had no aspirations for them. Perhaps for most of the manual workers, it is normal not to expect great upward mobility.

Miller and Haller (1964) found a correlation of +.37 between socio-economic status of family and occupational aspirations of respondents.
Gribbons and Lohns (1964a) in their studies found moderate correlation \( r = .50 \) for both eighth and tenth grade subjects between RVP (reading for vocational planning) and socio-economic status.

Lawrence Howard Roberts (1966) found that the boys who expressed unrealistic occupational preferences were from high S.E.S. than boys who expressed realistic preferences. In girls no significant difference was found in S.E.S. of girls experiencing unrealistic and realistic occupational preference.

Bender and others (1967) reported aspirations of boys in low income area compare favourably with those in high income areas. However there was considerable discrepancy between the occupational aspirations of the sample and their occupational capabilities measured by standardized aptitude tests.

Little (1967) reported that subjects in the lower third of the student population in S.E.S aspired to high prestige occupations, significantly less often, than would be expected by chance, conversely, students in upper third aspired to such occupations significantly more often, than would be expected.

Kurt Robert Durig (1967) reports that there is a significant relationship between occupational prestige level
of white fathers and their children's occupational aspiration. Significant relationship between occupational aspirations and S.E.S. of neighbourhood was also found.

Willie Fred Jackson (1969) stated that students of upper SES. choose professions of high categories than the students of medium level categories. Students of low S.E.S. aspired for lower categories.

Calvin (1969) studied relationship of occupational aspirations of youth to selected variables in two mississipi countries and found that all students had relatively high occupational aspirations except negro students in low socio-economic country. The study pointed out that low aspirations in one goal area tended to influence low aspiration in another goal area but high aspiration in one goal area did not provide any conclusive evidence. The perception of opportunity was positively and significantly related to occupational aspiration. The above study signifies the pivotal position socio-economic status possesses in vocational aspirations of the children.

Jose Cervants Hernandez (1970) found that students in lower S.E.S. perceived the possibility of attaining high educational level.
Cosby, Arthur (1971) showed that when S.E.S. controlled, there was a failure to find a consistence tendency for whites to express higher aspirations. Black had higher level aspirations in majority comparison.

Tseng (1971) studied social class and occupational aspirations using Holland's occupational aspiration scale and found that subjects from lower - lower socio-economic groups had significantly lower occupational aspirations and more distorted perception of occupational prestige hierarchy than subjects from middle classes.

William Mastin Cross (1971) found significant association between S.E.S. factor and occupational specialization aspirations and expectations.

Shah and others (1971) reported that 35.2% of females with low academic performance from low socio-economic status families aspire for a college degree. 93.7% of males with high academic performance from high status families have such aspirations.

Independent influence of socio-economic status of student's families is much greater than that of academic performance on their educational aspirations.
Prenter and Steward (1972) showed that high IQ and superior classroom performance were related positively to high vocational aspirations and also high socio-economic status.

Vigod, Zena (1972) found that higher the socio-economic status of the child, higher was his level of expected occupation than wished occupation, more over socio-economic status has found to be negatively related to the discrepancy between expected and wished occupation.

Melvin James Knapp (1972) reported status difference did relate positively to youth's educational and occupational expectations. However there was no differential relationship of S.E.S. and educational attainment.

Dennison John, D. (1973) found that socio-economic factors appeared to be closely related to student's intentions.

Parham, Thomas David (1973) stated that socio-demographic factors were found to be more highly correlated with occupational aspirations and expectations than personal attitudes and value orientation.

Gilbert, Sidney Norman (1973) reported that educational and occupational aspirations were found to be
related to various factors, S.E.S. peer influence, family
dynamic, intelligence, program study, self-concept of ability,
sex and ethnic and religious group membership.

Brook, Whiteman etc. (1974) found that the
educational and occupational aspirations of the child were
related to socio-economic status of the family to which the
child belonged. The correlation between the parents and
child’s aspirations were highest for 5th grade subjects of
white parents irrespective of socio-economic status and for
the black parents of higher socio-economic status level. This
shows differential value attached to the economic status.

John, Cynthia Crist (1974) reported that with the
decrease in status, parent-pupil expressing high status career
also decreases.

Adams, S. Arlon, E (1974) showed that significant
relationship exists between occupational aspirations and S.E.S.

Teachan (1974) while studying the effect of sex and
predominant socio-economic class on expectation of success among
black students observed no difference in socio-economic level.
The 5th grade female subjects from 3 out of 4 schools selected
lower prestige occupational goals than males.
Berman (1975) studied the relationship between ethnic group membership and occupational aspirations among graduates of a girl public high school. He found that ethnic group membership was a factor in the determination of occupational aspirations.

Misra's (1975) cross cultural studies of socio-economic status and vocational aspirations among aboriginal tribes of Bastar (India) could not lend support to the acceptance of socio-economic status as one of the determinants of the level of vocational aspirations. This may be due to special cultural attributes of his sample.

Pappas, Anthony Vincent (1975) reported important relationship of occupational aspirations, level of educational aspirations, realism of occupational choice, accuracy and perception of education required for occupation chosen with S.E.S. level.

Rogers Charles (1975) reported S.E.S. is positively related with educational aspirations.

Martin, Anna Cecilia (1976) found no relationship between S.E.S. and occupational prestige aspirations.
Beerling Joan, D. (1976) reported that for whites the most important variable for both educational and occupational aspirations are self-concept of academic ability, S.E.S. and achievement orientation, for blacks educational aspirations are self-concept of academic ability, mental ability, achievement orientation and positive self esteem. Therefore occupational aspirations are positive self esteem, awareness of limited opportunities, least anxiety and achievement orientation.

McInvale, Anne (1976) found that aspirations of foster care are less dependents on structural variable of S.E.S. and intelligence and more dependent on psychological variables of self assessment and influence of significant others than are aspirations of non-foster adolescents.

Jones Rubye, J. Williams (1977) found that type of college a respondent attends, parents income level and self-concept of ability are significantly related to occupational aspirations of under graduate college students.

Riedl, Mario (1977) found strong affect of socio-economic background of youth as a determinant of level of aspirations.
Akinkunle, Oladejo, Akinfemi, (1977) found sex, S.E.S. community's significant relationship with career aspirations. Students career and educational aspirations were not independent of each other.

John Janeway Conger (1977) reported that socio-economic status is significantly related to level and kind of educational aspirations.

Hurst, Virginia Foye (1978) reported that children of employed mothers have high occupational and educational aspirations than children of non-employed mothers, maternal employment was significant predictor of occupational aspirations.

Sharma (1978) has developed a scale to measure social status of the schools. It was based on fee charges procedure of admission, result of institution and many more factors contributing to the social prestige of the school which in turn establishes the prestige and status of the person or family seeking admission in a particular school. Thus not the school but socio-economic status of the family also influenced the plan for future career.

Chadha (1979) concluded that vocational aspirations of urban and rural subjects were different. The intelligence, socio-economic status and need achievement were found to be associated with levels of vocational aspirations.
INTELLIGENCE:

A number of studies have shown relationship between intelligence and vocational choice preferences (Witty and Lehman, 1931, Wrenn, 1935, Jones, 1940, Holden, 1961, Joshi and Srivastav, 1964, Perrone, 1964, Pal 1968a, b, c): but only in a few of them such a relationship with vocational aspirations has been reported.

Grace (1931), Sparling (1933) and Wrenn (1935) demonstrated positive relationship between intelligence and appropriate vocational goal in ninth grade boys. Wrenn (1935) Super and Overstreet (1960) reported greater consistency, permanency and suitability of vocational choice of students high in academic intelligence as measured by the psychological examination than the students low in such intelligence.

Strong (1952) reported that the level of aspiration of able learner is not as unrealistically high as that of slow learning group.

Super (1957) in role of intelligence and career development stated that intelligence was generally the Index of the level of occupational aspirations. Brighter children aspired for high level occupations, duller children were more likely to be interested in lower occupations. He however concluded that (1) given intelligence above the minimum required
for entry into an occupation, additional intelligence does not make for greater success in that occupation. (ii) people tend to gravitate towards occupational level and job opportunities according to level of intellectual abilities. These findings were also supported by the Gatzol and Jackson (1960) and Scheller (1973) studies. Terman (1954) and Blackman (1963) report that there is a relationship between the levels of adolescent's intelligence and both the types of aspirations he set for himself and the level of aspirations. However this relationship is not so high as one might expect, social pressures play an important role in distorting the relationship. Supper (1955), Darley (1955) and Crowley (1959) found that Bright adolescents as a group set levels of aspirations keeping in with their intellectual abilities and opportunities they have for training, the less bright are by contrast more influenced by what they would like to do than what they are capable of doing. Further more, the less bright think less or how they are going to get the preparation they need for the vocation they choose or how they will meet the obstacles they may encounter in getting jobs in their chosen line of work. Crowley (1959) states on the whole adolescents are well aware of their intellectual capacities by the time they reach high school to set realistic levels of aspirations. Aslo recognition of obstacles which can prevent them from reaching a goal they want to set is more characteristic of bright than of less bright adolescents.
This is taken into consideration as they form their levels of aspirations. The bright adolescent is likewise more aware of shortcomings within himself, this helps him to be more realistic.

Muthayya (1962) and Harnnet (1969) found insignificant relationship between intelligence and occupational aspirations.

Sylvia Harnet (1968) reported that occupational aspirations of intellectually normal adolescents are significantly higher than occupational aspirations of mentally retarded adolescents with respect to realistic, ideal and perceived parent's occupational choices.

Robert, B. (1968) found significant relationship at .0001 level of confidence for each of these comparisons, i.e. of achievement motivation to sex achievement, intelligence S.E.S. and level of educational aspirations.

Sewell, William, H. & Shah, Vimal, P. (1968) state that education of mother has strong effect on female when parents have discrepant levels of educational achievement. The answer to the question of which parent's education has more effect on aspirations and achievement depends on children's sex and intelligence level.
Prenter and Steward (1972) showed that high IQ and superior classroom performance were positively related to high vocational aspirations and high economic status.

Richard Noel Manley (1973) reported negative correlation between vocational choice and intelligence, vocational aspiration and intelligence.

Wayman Trans Webster (1973) reported that with the increase in intelligence occupational aspiration increases.

Gaur and Mathur (1974) found significant correlation between aspiration and level of intelligence.

Thakral (1977) stated that interaction between general intelligence and vocational aspiration was found to be significant. The coefficient of correlation showed significant but low relationship between general intelligence and vocational aspirations.

Byrn (1939) Canter (1956), Joshi (1963), George and Mathew (1966), Pal (1968), Chadha (1979) reported that intelligence is positively related to vocational aspirations.

SEX:

Walter and Marsolf (1951), Kuhlenand Johnson (1952),
Ausubel (1953), Caplow, T. (1954) Crane, A.R. (1956), and Bennett (1959) reported that in academic work, sports and vocational choices, boys' aspirations tend to be out of line with their capacities. Because parents expect girls to achieve more socially than boys, 'girls' social aspirations tend to be more out of line with their capacities.

Jahoda (1953), West (1953), Singer and Stefflre (1954), Christensen and Swihart (1956), Empy (1958) and Packard (1962) found out that when an adolescent girl enters vocational field, she soon lowers the level of her vocational aspirations. This she does when she realizes that achievement in many work areas is blocked or made especially difficult for women and when she recognizes that she cannot hope to aspire to a high level of achievement in a vocation if she marries. Boys by contrast have less reason to lower their levels of vocational aspirations. They know that obstacles that stand in the way of girls's achievement do not exist for them.

Brim and Forer (1956) reported that girls regard marriage as their major goal in adult life. Because they do not know, during adolescence, when they will marry, whom they will marry or socio-economic status they will have after marriage, it is difficult for them to plan ahead. Even their
educational aspirations are month to month basis. This is not true for boys regardless of marriage they must plan ahead so that their education can serve as a foundation for their vocational aspirations.

Ross, W. Matteson (1956) found out that self estimates of college freshmen showed strong tendency in both male and women towards unrealistic objectives and aspirations, they came to college with grandiose expectations. There is disparity what they are and what they would like to be.

Bennett and Cohen (1959) stated that aspirations of boys are concentrated in areas, such as athletics, academic achievement and vocational, when sex-appropriate achievements are possible, Girls by contrast, put more emphasis on aspirations that relate to personal attractiveness and social acceptance- areas that are more highly valued among adult women than men.

Wiesinger, F.R. (1963) reports that major vocations of girls are stenography, teaching, medical and Engineering, attitude towards social inter course with boys is one of aloofness.

French and Lesser (1964) and Gottlib (1964) reported that not only do members of the two sexes develop
different types of aspirations, influenced by interests that are sex appropriate and by group pressures, but they differ in their levels of aspirations. As adolescence progresses, both boys and girls develop aspirations more in line with adult values.

Lenton Malry (1968) reported that within sex ethnic category a direct relationship was found between social class and absolute level of educational and occupational aspirations and inverse relationship was found between social class and relative level of aspirations.

Allan Silvio, Williams (1969) reported that few girls than boys had high level of educational aspirations. There was significant relationship between father's occupation and high level of educational aspirations.

Gladys Masih (1969) found that significant differences were found between educational and occupational aspirations of boys and girls.

Calvin Lewis Vanlandingham (1969) found that when race and sex were related to occupational aspirations, the most effective factor was sex. In comparing race, country and educational aspirations to occupational aspirations, Educational aspirations was the most effective variable.
Beverly Louise Stafford (1969) reported statistical insignificant differences in sexes and their level of aspirations. Age was the significant factor in level of aspiration in four of six motor tasks.

Richard Allyn English (1970) found statistical significant relationship between sex and aspirations. Male had higher aspirations than females. Aspirations of black females were higher than white females.

Gough, I. R. (1970) reported girls aspired to higher occupational levels than boys.

Looft William, R. (1971) findings suggest that sex role expectations pertaining to vocational aspirations are acquired and solidified far sooner than the time. When the individual actually has to begin to make decisions regarding his adult life.

Mohammad Yousifbin Hashim (1971) reported that factors found to be significantly related to participant's aspirations and expectations were sex, fathers' educational status, father's income, fathers' occupation, past experience and academic standing.

Bisht, G. S. (1972) reported that urban boys had higher educational aspirations than rural boys. Boys studying in English medium Schools had higher educational aspirations than ordinary school.
Lacy Wilkins (1972) reported that over all conclusion was that background factors and personal attributes were more significant than school, social classes and race in the explanation of boys educational and occupational aspirations.

Moisest Venegas (1973) found out that students in all groups regardless of ethnicity, sex, grade or school program, had high aspirations and expectations for education and occupation. A statistically significant difference was found between Anglo American and Mexican American and between male and females.

Simon L. Orta (1973) found both male and female, Mexican American students had significantly higher occupational aspirations than expectations, while only male anglo American did so.

Jane Stobo Gaskell (1973) reported that occupational aspirations were related only to the social class of a girl's parents.

Rao, G. C. and Pal, K.A. (1973) showed medicine and teaching were dominant occupational preferences for both boys and girls.

Olutola Aderemi Michael Dada (1973) reported parent's choices of occupational goals coincide with particular children aspiration. More boys aspire to prestige occupations than girls.
Brook and others (1974) reported parents educational and occupational aspirations for the children were related to (a) S.E.S. (b) race in educational area only and (c) sex.

Crawford, Harlod Bernell (1975) found females pressed stronger desire to achieve their educational goal and significantly higher occupational position than their male counterparts.

Dimattia Judith Anne (1975) showed sex role ideology, religion and personal competence were all found significantly related to educational aspirations. No evidence was found to support a relationship between domicile, mothers employment status, fathers occupation and level of educational aspirations.

Sirinivas Acharya Lakshmi (1975) reported sex is an important factor in occupational aspiration influence.

Franken Mary (1976) reported that children named wide diversity of occupational aspirations. Boys begin naming greater variety of occupations than girls. Sometime between pre-school and second grade.

Konle Carolyn W and others (1976) showed significant differences in occupational expectations with 31% of the girls
giving relationship oriented occupations as compared with 10% of the boys. Both groups showed some sex preferences and expectations.

Henery Betty Martin (1977) reported significant relationship at .01 level were found between sex, age and aspiration for upward mobility.

Akinkunle, Olagejo Akinfemi (1977) reported sex of the students was a significant factor in occupational decision making. Majority of male and female students aspired to careers in high level manpower category.

John, Janeway Conger (1977) reported that girls group regardless of social class status, set their vocational sights lower than boys and have less commitment to vocational goals.

**URBAN - RURAL AREA (GEOGRAPHICAL LOCATION):**

Anderson (1932), Sisson (1941) indicated the effect of geographical location on vocational choice. Bell (1938) mentioned that subjects of urban area put stress on specialized training at all levels of vocational choice.

Middloton, Russell, and Grigg, Charles (1959) reported that there were no significant rural urban differences in the
the aspiration of Negro's. White urban males tended to aspire higher than those from rural areas. White urban females aspired higher educationally but not occupationally.

Miller and Haller (1964) also found that different geographical location (family atmosphere) as related to (or influencing) Holland's vocational preference inventory scores does have a bearing on vocational aspirations of adolescents.

K. N. Singh and K. N. Rao (1966) showed that 50% of the boys like to go for college education. 43.9% undecided, 21% expressed desire to become army officers, only 3% out of 284 desired to become farmers.

Donald (1971) and Jose (1971) studied effect of two geographical regions on attitudes towards education, both in students and in their parents influencing the student's educational - occupational aspirations and their parents expectations.

Charletta Borland Devis (1972) found that students from urban area are significantly more mature and significantly higher idealistic and realistic educational aspirations than their rural counterparts. Urban males had significantly higher
occupational aspirations than rural males. Urban white males and females had significantly more vocationally mature and higher idealistic and realistic educational aspirations than urban black males and females.

Pandey Rajindera (1973) reported that more rural youth of low caste wanted to study further.

O'Neil Gilbert Partric (1973) reported that rural non farm students did have on the average, higher level of educational and occupational aspirations than anyone of the rural farm, village, small town or city groups. City and small town subjects generally had higher level of aspirations than either the village or rural farm sectors.

Powers Betty Click (1974) reported significant relationship existed between student's self esteem and occupational aspirations, educational attainment of parents and occupational aspirations of the students, occupational status of father and occupational aspirations of students. No significant difference existed between level of occupational aspiration of male and females. Small town students had slightly higher occupational aspirations than rural students.

Desai (1974) in his studies conducted on the tribal people of Baster (India) pointed out that not only the educational,
occupational and residential identities of parents or guardians but also interaction between individuals who have different socio-economic cultural and residential background have important bearing on occupational decision making.

Amadi, Noel Justin Omuknforbi (1975) reported that most of the students from urban and rural aspired for prestigious occupations.

Johnston, James Gilbert (1975) concluded that adult population showed a higher rate of aspirations. Aspirations of adults and high school students were not independent of family income, sex and rural urban place of residence.

To sum up, the review of the literature suggests that socio-economic status, intelligence and sex are some of the determinants of the aspirations of urban and rural adolescents. Most of the studies available are on the urban areas. Keeping the related literature in view, the present study was planned for investigating the relationship of socio-economic status, intelligence and sex with the educational, personal, social and occupational aspirations of adolescents. It may be evident that no such study has been undertaken, as described previously four aspirations have been studied in relation to three independent variables, simultaneously in this investigation.