INTRODUCTION

The present study attempts to investigate the vocational preference of the adolescents in relation to the gender, urban-rural background and vocational personality of the teachers and to inquire whether the social, structural and personality variables have any effect on the vocational preference of the adolescents. The research design followed for the present investigation adopts a factorial design. The students were classified into a 2x2x6 factorial arrangement to facilitate adopting an analysis of variance for analysing the data.

The sample for the study included 1320 students, both boys and girls, studying Standard XI in the higher secondary schools in the Coimbatore Educational District during the year 1995. In order to ascertain the teachers' influence on the students, a sample of 554 teachers under whom the sample of students studying were also included in the sample for the present study. The data were collected using a personal data sheet and PSG vocational preference inventory.
(Balakrishnan, 1979). The data were analysed using analysis of variance.

The progress of the economy of the country mainly depends upon the growth of industries. Such industries can survive, develop and flourish only when they are able to enhance productivity and profits. It is nevertheless to be stated that the excellence of such industries is based on the optimum utility of their human resource. It is possible only when the right person is appointed for the right job. The success and failure of the person in performing the occupation depend mostly on the inherent interest he shows in that particular occupation or on the occupational choice he has made. It can also be viewed in the light of whether the choice is made on an accidental basis or on certain criteria.

The vocation plays an important role not only in the industrial environment but also in one's own life, since it is the major focus of one's activities and usually of one's thoughts. The proper evaluation of the role of vocation in the life of an individual should rightly begin with an understanding of the individual and his needs. Though the natural urge of an individual is to work, the inherent basis
for such an urge is to earn one's livelihood. But it is slightly difficult to come to a conclusion on the basis of the above statement. There are certain other reasons such as fulfilment of the needs of an individual and his family to acquire a status in the society and so on. Hence, selection of a vocation and entering into it is a complex task. It has many dimensions and it is being influenced by many factors.

Though a number of factors influence the vocational preference of adolescents, the present study focuses on factors such as gender, urban-rural background and the influence of teachers' vocational personality, in the light of Holland's theory of vocational choice.

MEANING OF VOCATION

Almost every individual has a vocation of some kind or the other. People use the term vocation to mean a job, an occupation, a career, a trade or a profession a person is engaged in. A vocation is the pattern of work and work related activities that develop throughout one's lifetime. There are thousands of vocations. Most people involve in different vocations to achieve certain goals. Such goals might include earning a living or helping others. The best known vocation develops around work for pay. Some people
pursue the vocation to create a comfortable home-life and some others spend much of their time on charitable activities.

According to New Webster's (1989) Dictionary of the English language, vocation means a particular occupation, business, profession, trade or calling a summons to or predilection for, a particular activity or career.

In the Dictionary of Psychology, Warren (1934) defines a vocation as that form of productive activity in which an individual engages himself as a means for subsistence.

THE ROLE OF VOCATION IN HUMAN LIFE

Vocation finds an important place in everybody's life. As Mores and Weise (1968) have indicated, vocation does not simply function as a means of earning livelihood. Even if there is no economic necessity for the individuals to work, most of them work. It makes one to be contented and enriches the life style and satisfaction. Individuals have the consuming role as well as the producing role which fulfils the needs of human life in the different stages of life span. This is possible only when they involve in different
occupations or vocations. The needs according to Cleeton (1949) are Food, Bodily well being, Mating, Sharing of thoughts, Self-determination, Achievement etc. In order to fulfil these needs, people have to select different vocations according to their tastes.

There are certain drives which influence people in selecting vocations. They are Social Conformity, Altruism, Activity, Independence, Power, Superiority, Social Admiration, Pleasure and Ease (Vernon, 1938).

Peerbolte (1949) points out that labour which is only self preservative in character is not satisfying but that everyone needs to find some form of spiritual or self-realisation in his work.

These references show that it is generally accepted that occupation plays an important role in the life of an individual. The individual will be happy when his basic needs are fulfilled. The occupation in which one is involved has a great role to play in making the individual happy. It is generally presumed that Maslow's arrangement of basic needs are mostly fulfilled through the occupation of the individual. Psychologists reveal that there is no single
situation which is potentially so capable of giving some satisfaction at all levels of basic needs as that of occupation. With respect to Psychological needs, it is clear that the usual means for allaying hunger and thirst and others is through occupation which provides money that can be exchanged for food and drink. The same is true for the safety needs. This applies not only to the possibility of buying a house, but also in extending medical care. It is obvious that security is promised through an occupation. The need to be a member in a group, and to give and receive love, are also things which can be satisfied in part by occupation. To work with a congenial group, to be an intrinsic part of the functioning of the group, to be needed and welcomed by the group, are important aspects of the satisfactory occupation. Entering into an occupation is generally seen as a symbol of adulthood. It is an indication that a young man or woman has reached the stage of some independence and freedom. Having an occupation carries a measure of esteem (Roe, 1956).

Economic status depends more upon the occupation than upon anything else. Sociological as well as Psychological studies are unanimous about this point, although there are some exceptions. Feelings of personal esteem are also
closely linked to the amount of responsibility the occupation entails. This is reflected in ratings of the prestige of occupations. The degrees of freedom and responsibility in an occupation enter into these evaluations more importantly than do the levels of skills and training or even salaries.

People whose life situation is difficult may find that the status and prestige conferred by the occupation, or received from the fellow workers are the greatest source of satisfaction for these needs. This may apply particularly to members of minority groups of all types who may receive an acceptance occupationally, which they cannot achieve socially.

Occupations as a source of need satisfaction are of extreme importance in our culture because many needs are well satisfied by them. The important aspect here is the social relationships which are attained by the value of occupations which the individuals hold. Even the need for beauty is closely associated with the occupation in which an individual is involved. But there will be small variations due to different artistic vocations.
However, it is understood that when an individual is fully satisfied with his vocation, he has the sense of accomplishment. Thus occupation plays a pivotal role in human life.

THE ROLE OF VOCATION IN THE SOCIETY

Man is a social animal. He may live as part of a family or group and usually he does not live alone. There is no place on earth where life can be maintained without some vocation. At least, food must be gathered and prepared. Some shelter is needed. Even in the primitive society, there was some division of labour. Every society distinguishes between men's and women's occupation. Even there were subdivisions on the basis of sex or age. There are few occupations which are completely limited to one sex; yet most of them have unequal proportions of men and women. We also have age restrictions. In part, these are due to training and experience requirements. There is also the tendency to believe that the older person is more likely to be reliable.

In certain highly specialised activities, membership in a particular age-sex category may be a prerequisite for the full functioning in the activity. For example, although young people may function as doctors, older people are
usually regarded as fully reliable. A similar attitude is common with regard to the members of most professions.

Although age-sex divisions are characteristic of all societies, the particular activities ascribed to men and women are by no means always the same. It is generally true that the more energetic and exciting occupations are assigned to men and the more routine ones to women. But this trend is slowly changing.

The social status is very much associated with the occupation in which an individual is involved in the society. Occupation of the father is widely accepted as the most usable single index of the social and economic status of all the members of the family.

A person's status and role with respect to the economic processes of the society impose upon him certain attitudes, values and interests related to his role and status in the economic sphere. The status of the individual in relation to the means of production of goods and services gives rise to a consciousness of membership in some class which shares those values and interests (Centers, 1949).
There have been certain societies where prestige did not accompany wealth. It is merely based on the occupation in which the members of the society are associated.

Occupational choices determine how a democratic society will utilise its manpower. A young person who chooses his own field of occupation may not think much about the impact of his choice upon human welfare, but the aggregate of thousands of such choices may determine where serious shortages and surplus of manpower will occur. Economic rewards and public policy affect the distribution of manpower; but in a democratic society the final determinant is that person himself. When too few persons choose to be teachers, the education of a whole generation may suffer. When too many persons prepare for a few popular occupations and fail to find them, precious manpower is wasted. This is how the society at large is directed by different occupations. Thus occupations have an important place in the society.

**MEANING OF VOCATIONAL PREFERENCE**

By the term vocational preference is meant vocational choice. Vocational choice refers to the choosing of an
occupation and is an expressive act which reflects the person's motivation, ability and personality. Occupations represent a way of life rather than a set of isolated functions (Holland, 1977).

The term vocational choice can be used as the label for the particular field of enquiry at the point of the entry of young people into vocation.

Vocational choice is a process which takes place over an extended period of time, rather than at a given moment in time. As a process which encompasses a series of related decision events, vocational choice fits into a discernible pattern and hence is predictable (Super and Bachrach, 1957).

The founder of Vocational Guidance, Parsons (1909) conceived vocational choice as an event and it is largely influenced by the intelligence of the individual in terms of what the individual knows about vocations and about himself. The problem of vocational choice can be approached from different angles.
Vocational choice denotes three different meanings. Firstly it refers to the vocation one prefers. Secondly it refers to the vocation one is trying to pursue and Lastly it refers to the vocation in which one is a member (Roe, 1956).

Vocational choice is said to be a development process. During the childhood, without being aware of the nature and extent of their abilities and potentials, the children fantasise about a number of vocations. In the early adolescent stage, the individuals tentatively make choices, taking into account the reality factors such as interests, capacities, work requirements, work rewards, etc. Only in the late adolescence, the individuals explore and crystallise a general vocational choice and specify vocational choice with a reality thinking.

IMPORTANCE OF VOCATIONAL PREFERENCE

Selecting a vocation in the pre-industrial society has not been that very difficult as it is at present. Division
of labour was the common trend in those days in many societies and choices of vocations did not exist. But at present, each and every individual has to select his own vocation. It is true that the simplicity has been lost and selection of a vocation has become a Herculean task. It involves all the natural as well as acquired potentialities, since the individual enjoys the freedom in most of the cases to pick and choose the vocation of his choice.

The industrial revolution has paved the way for a complex industrial society and promised greater opportunities for more vocational pursuits. The ever increasing array of vocational opportunities encouraged the adolescents to take crucial decisions on the choices of their vocations.

In the face of the forces of increased change and concurrent choice, the achievement and the maintenance of one's personal well-being are becoming progressively more important and more complex. If an individual has to maintain a healthy relationship with the environment through his vocation, he has to find out new and better avenues for better adaptation, adjustment and better vocational choice.
Outdated educational system and lack of occupational information are generally considered to be the basic hindrances which badly affect the vocational choice of an individual. In addition, much attention is not paid to the individual's talents and capabilities. Due to the above reasons, many a time, people are misplaced in most of the vocations, as square pegs in round holes. This naturally leads to dissatisfaction in the vocation of an individual and hence he becomes frustrated. The need of the hour is the selection of the right person for the right job for the sake of overall satisfaction of the organisation and the individual. In the light of the above facts, vocational preference becomes highly relevant and most important in an individual's career.

If a right choice is not made, the life of an individual would become miserable. It would definitely affect not only the individual but also the environment in which he lives. The effects of proper and improper choice of vocations are presented in the pages to come.

It is generally felt that personality development of an individual plays a significant role in the choice of his vocation. But at present, people advocate that in addition
to personality, there are many more factors which influence the vocational choice of an individual.

Whatever be the factors and however the vocational choice is made, there are certain assumptions about such choices which may throw some light on the pros and cons of the same.

There are a few reasons which underscore the importance of the wise choice of an occupation. The choice of an occupation may determine whether one will be employed or not. In some occupations, employment is notoriously irregular; in others, it is much more stable and secure. So, one must be cautious in the selection of an occupation.

The choice of an occupation may determine success or failure. Many things affect success. They include effort, luck and knowing the right people. They also include the ability of the worker to satisfactorily perform the tasks assigned to him. People differ both in the nature and the level of their abilities. Occupations differ in the abilities required for their acceptable performance. By making a right choice of an occupation, one may be able to succeed in his task.
The choice of an occupation may determine whether one will enjoy or detest his work. By the wise choice of an occupation, one may find a large share of life's pleasures and satisfaction in his work.

One's occupation must provide an outlet for one's particular, personal and emotional needs. The major part of one's emotional life is lived in one's occupation and not elsewhere, as is commonly supposed. Different vocations offer quite different emotional outlets. If the vocation does not offer the emotional outlet to one's own needs, unhappiness and discontent follow. Though material and professional success is achieved, it is likely to be as dust in the mouth (Williams, 1930).

The choice of an occupation influences every aspect of life. For example, it affects a woman's chances of marriage. It determines where the family will live, where the children will go to school, and how often they will move. It also determines the choice of his friends. It changes the values, and the ideas of the worker and helps to determine the economic and the social status of the family. It also affects both the mental and physical health of the individual. These lines indicate that one must be careful
and quite cautious in selecting an occupation; it is so not only for making a good choice but also for performing it successfully for the sake of a happy life.

THEORIES OF VOCATIONAL CHOICE

Individuals choose the vocations not only to meet their needs but also to be more comfortable. When they believe that the vocations they have chosen would best meet the needs, they are more satisfied. Thus vocational choice is made on the basis of several factors like hopes, feelings and desires. It is also said that vocational choice is made on the basis of chance or environmental factors. The social scientists who have studied the determinants of vocational choice have advocated certain theories. Since there are a large number of theories, it is felt that a review of them would provide some insight into the study of vocational choice.

There are certain theories other than those advocated by the psychologists. They contribute to establish that the choice of vocation of an individual is based on some system which is external to the individual. According to these theories the individual's intelligence, interests or any other personality traits are not considered for the
vocational choice. The individual selects the vocation by the influence of some environmental factors like social factors, the laws of supply and demand and other contingency factors.

Hoppock (1957) has given an illustration in this regard. A man is unemployed and has not eaten for two days. He takes the first job he gets though it is not to his liking and does not meet many of his obvious needs. At the moment the need is for food. He will be miserable until that need is met. Other needs can wait. This vocation offers the most acceptable, available way to meet the need that he feels the most important. He takes up the vocation. Later, he will look for another vocation that will provide food and also fulfil other needs. Like this, one may select the vocations one by one according to the priority of needs. There are a few theories which deal with the effects of each of these factors upon choice, like economic, sociological and accident theories of vocational choice.

Accident Theory of Vocational Choice

Sometimes people make decisions about their vocations accidentally, but this is not the case always. The accident theory is a popular theory because it is the layman's
explanation of how he entered his vocation. A layman might attribute his choice of vocation to an 'accident' or to an unplanned exposure to a powerful stimulus. What the individual means is that he has not deliberately intended to enter his vocation. Chance factors are the fortuitous, unplanned and unpredicted events which affect a person's vocational choice (Ginzberg 1951).

**Economic Theory of Vocational Choice**

According to the economic theory of vocational choice, the individual selects the vocation which he thinks will bring him more advantage. The advantage may be interpreted in terms of the money value or the income that he is going to get. Thus there emerged the classical economic principle that the vocational distribution is a function of supply and demand in the labour market. In spite of the supply and demand, the vocations are selected on the basis of the information about the vocations and the cost of education and training.

**Sociological Theory of Vocational Choice**

Industrial sociologists are of the view that vocational choice is influenced by the culture of the society. This has
a wider impact in India because of the cultural norms, the caste system and the ascribed vocations by the family. In spite of the above factors the vocational choice is influenced by the social system, the group identification, the neighbourhood, the peer identification in the school and the parental expectation. Each of these factors may affect the individuals' vocational choice in varying degrees.

PSYCHOLOGICAL THEORIES ON VOCATIONAL CHOICE

Psychological theories of vocational choice focus more upon the individual person as the crucial variable in the vocational decision making process. The explanations classified as developmental, psychodynamic, psychoanalytic, self, need and decision theories conceive that the individual has some freedom in the choice of vocation and posit that vocational choice is centrally determined by different psychological characteristics of him. However, the trait and factor theories of vocational choice proposed by Parson (1909) and Holland (1966; 1973; 1985) admit that personality and environmental factors together meaningfully help determine one's vocational choice. A description of these theories is given hereunder. As the theory of vocational choice given by Holland (1966; 1973; 1985) has
more heuristic value in the social work context, it is elaborated in detail.

**Developmental Theories of Vocational Choice**

The selection of a vocation can be conceptualised as a process made up of a series of events. These events take place over a period of time, usually during the ten years from the end of childhood to the beginning of youth. It terminates when the individual enters an occupation (Crites, 1969).

The concept of vocational choice implies more than just change, although this is a necessary condition for the development and maturation of behaviour. The changes which take place in the choice behaviour over a period of time must be orderly and patterned and they cannot be random and unsystematic for vocational development to occur. These changes must be interrelated and conducive to an end product or state and they must proceed in certain sequences and according to established principles. As a developmental process, vocational choice has a definite form and content which follow each other in time.
Ginzberg's Theory of Vocational Choice

Ginzberg (1951) formulated a theory which consists of three propositions about the developmental nature of vocational choice. They indicate that contrary to the traditional conception of a choice as a single event in time, it is a process which spans the entire period of adolescence. Also, this process is largely irreversible - once launched upon a particular course of action, such as training for a specific occupation, a person finds it increasingly difficult to change his goals as time passes. He is restricted more and more by his previous decisions. As a result, the single most important factor in his vocational choice becomes the inertia of the decision-making process itself. Further, the process ends in a compromise between the individual's needs and the realities which impinge upon him. Even for those who are in favourable reality circumstances, Ginzberg maintains that vocational choice involves some element of compromise, some concession to the limitations of environmental conditions.

Super's Theory of Vocational Choice

Another developmental theory has been formulated by Super (1953) in which he has utilised principles from
differential and phenomenological psychology to describe the choice process. He formulated his theory based on the ten propositions listed below.

1. People differ in their abilities, interests and personalities.

2. They are qualified, by virtue of these characteristics, each for a number of occupations.

3. Each of these occupations requires a characteristic pattern of abilities, interests and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

4. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts, change with time and experience (although self concepts are generally fairly stable from late adolescence until late maturity) making choice and adjustment a continuous process.

5. This process may be summed up in a series of life stages characterised as those of growth, exploration, establishment, maintenance and decline, and these stages may in turn be subdivided into (a) the fantasy,
tentative and realistic phases of exploratory stage, and (b) the trial and stable phases of the establishment stage.

6. The nature of the career pattern (that is the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socio-economic level, mental ability and personality characteristics and by the opportunities to which he is exposed.

7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self-concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept: it is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.
9. The process of compromises between individual and social factors, between self-concept and reality is one of role playing, whether the role is played in fantasy, in the counselling interview, or in real-life activities such as school classes, clubs, part-time work and entry jobs.

10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values; they depend upon his establishment in a type of work, a work situation, and way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.

Super places more emphasis on vocational choice as a process, and suggests that the term 'development' be used rather than 'choice' because it comprises the concepts of preference, choice, entry and adjustment. He introduced the concept of vocational maturity to denote the individual's degree of development from the time of his early fantasy choices in childhood, to his decisions about retirement from work in old age. As the individual matures vocationally, he passes through a series of life stages each of which
corresponds to some phase in the development of his self-concept (Super, 1957). In adolescence, the individual elaborates upon and clarifies the concept of himself he has formed during childhood and begins to translate his self-concept into vocational terms through his aspirations, preferences and work values. To the extent that he successfully copes with the developmental task of a life stage the individual can be considered as more or less vocationally mature.

Super and Bachrach's Theory of Vocational Choice

Recognising the fact that many factors may affect choice, Super and Bachrach (1957) have formulated a general theory of vocational choice. They stated the theory in a series of 12 propositions. It is briefly presented herein.

1. Vocational choice is a process, which takes place over an extended period of time, rather than at a given moment in time.

2. As a process which encompasses a series of related decision events, vocational choice fits a discernible pattern and hence is predictable.
3. Vocational choice involves a compromise between or synthesis of personal and social factors, self-concept and reality, newly learned responses and existing patterns of reacting.

4. Self-concepts begin to form prior to adolescence, become clearer in adolescence and are translated into occupational terms in adolescence.

5. Reality factors become increasingly important as determinants of vocational choice as the individual grows older.

6. An individual's identification with his parents directly influences his vocational choice.

7. The direction and rate of the vocational movement of an individual from one occupational level to another are related to his intelligence, parental, socio-economic level, status needs, values, interests, skill in interpersonal relationships and the supply and demand conditions in the economy.

8. The occupational field which the individual enters is related to his interests, values and needs, the identification he makes with parental or substitute role models, the community resources he uses, the
level and quality of educational background, and the occupational structure, trends and attitudes of his community.

9. Individuals are generally multipotential enough in their abilities and other characteristics and occupations are usually broad enough in the scope of their duties and tasks to allow some variety of individuals in each occupation and some diversity of occupations for each individual.

10. Work and life satisfactions depend upon the extent to which an individual can implement his self concept through his occupational role.

12. An individual's work may provide him with a means to integrate or maintain the organisation of his personality. In other words, the activity of work may be one of the individual's main adjustment or defence mechanisms.

This theory places emphasis upon the developmental nature of work related decision making and uses the development framework of life periods or stages to describe the various phases in the selection of an occupation and to
specify the cultural and social trait, and psychodynamic factors which influence the choice process from childhood to late adulthood.

Central to Super and Bachrach's formulation is the concept of vocational developmental tasks. At each stage in the individual's vocational development, there are certain tasks which society, as represented primarily by the parents and the educational system, expect him to accomplish.

The basic assumption which underlies Super and Bachrach's theory is that vocational development is a special aspect of general development. In other words, vocational development is a dynamic process which parallels, influences, and is modified by emotional, intellectual and social development.

Tiedeman's Theory of Vocational Choice

An attempt has been made by Tiedeman (1961) and O' Hara and Tiedeman (1963) to clarify the series of decisions which an individual makes during the course of his entry into a vocation. Tiedeman divided the process of vocational decision making into two periods and then continued by delineating stages within each period.
First, there is a period of anticipation which has four stages: exploration, crystallisation, choice and clarification. During the exploratory stage, the individual becomes familiar with and considers the alternatives which are available to him. In the crystallisation stage, he accepts some of the alternatives as feasible ones and rejects others as inappropriate. In the choice stage, he decides upon which alternative he wants to select and follow. Finally, in the clarification stage, he works out in detail how he will implement his choice.

Second, there is a period of implementation and adjustment, which follows the clarification stage of the anticipation period and which encompasses three additional stages: introduction, reformation and integration. The succession of these stages represents a progressive realisation of the individual's goals as he enters and advances into his chosen vocation.

Psychodynamic Theories of Vocational Choice

Any Psychological system that strives for explanation, or behaviour in terms of 'motives' or 'drives' is referred to as psychodynamic. English and English (1958) explain that
psychodynamic is a psychological process that is changing or is causing change. The psychodynamic theories of vocational choice are psychoanalytic, self theories and need theories of vocational choice. These theories emphasise that vocational choice is a motivational process.

**Psychoanalytic Theories of Vocational Choice**

In the view of psychoanalysis, an individual adjusts to social expectations by sublimating the desires and impulses which he experiences as a result of his biological nature. He expresses libido in a socially acceptable form by involving in appropriate activities or by making responses which are conversions of psychic energy.

Brill (1949) reveals that every activity or vocation not directed to sex in the broadest sense, no matter under what guise, is a form of satisfaction.

Through the satisfaction process, the individual learns to satisfy his aggressive and sexual needs in a way which meets the approval of his parents, teachers, friends and the society at large. The behavioural mechanisms he adapts to cope with life constitute his character and personality. That are the bases for his selection of a vocation.
Self Theories of Vocational Choice

The self influences vocational choice. As Super (1951) has said 'The choice of an occupation is one of the points in life at which a young person is called upon to state rather explicitly his concept of himself; to say definitely 'I am this or that kind of person'.

Throughout his life, the individual plays a variety of roles which provide him with an opportunity to discover who he is and what he wants to be. As he grows older, he integrates the various pictures he has of himself into a consistent self-concept, which he strives to preserve and enhance through all his activities but particularly through his vocational activities. He attempts to select a vocation which will be compatible with his self-concept and which will allow him to make it a reality by permitting him to play the role he wants to play.

Need Theories of Vocational Choice

Need theories pay more attention to the desires and wants which stimulate the individual to prefer one vocation or the other. Roe (1957) has formulated an important theory of vocational choice. In her theory, Roe begins with the
individual's early psychological experiences in the family and traces their effects on the formation of needs and the patterning of psychic energy. The way in which the individual learns, more or less unconsciously, to satisfy his needs determines which of his special abilities, interests and attitudes he will follow and develop. Needs which the parents fulfil routinely appear to have little effect upon the factors which determine an individual's vocational behaviour, but needs which they satisfy only minimally or with delay become unconscious motivations and directly influence the individual's performances for activities which involve working with things or with people and which are the basis for vocational choice.

Decision Theories of Vocational Choice

Decision making theory is one of the psychological theories of vocational choice. Though it has been formulated with economics and allied areas, it has been related to vocational choice (Edwards, 1954).

Tiedeman (1961) has also related decision making and vocational choice as mentioned earlier.
A model of decision making proposed by Gelatt (1962) has implications for conceptualising vocational choice within a decision making theory framework and has served as a point of reference for other analysis.

A more complex conceptualisation of the decision making process which relates it to a general theory of choice behaviour, has been outlined by Hilton (1962).

There are certain other theories of vocational choice. For example, Forer (1953) expresses that choice of a vocation is not primarily rational or logical, but is a somewhat blind, impulsive, emotional and automatic process and is not always subject to practical and reasonable conditions.

Selection of a vocation, like the expression of other interests, is a personal process, a culmination of the individual's unique psychological development.

Raylesberg (1950) contends that the personal values are the determining factors of occupational choice.
Evidence seems to indicate that most occupations have room for people with diverse personality patterns, provided they can select an aspect of the occupation in harmony with their value structure and abilities.

Segal (1953) has stated that vocational choice is not a peripheral decision of the individual made on a chance or necessarily a reality basis, but is a concrete expression of personality development and emotional experiences within the framework of the environmental pressures and opportunities with which an individual is confronted.

**Trait and Factor Theories of Vocational Choice**

Trait and factor theories of vocational choice emphasise the relationship of an individual's personal characteristics to his selection of a vocation, based upon the psychology of individual differences and the analysis of occupations. Individuals enter into different vocations because, vocations need varying amounts and kinds of traits and factors and also because individuals differ in their interests, aptitudes and personalities.
In his trait and factor theory, Parsons (1909) has expressed three steps through which an individual selects a vocation.

i. a clear idea about himself and his abilities, interests, ambitions, aptitudes, resources, limitations and their causes.

ii. a knowledge of the conditions and requirements of success, advantages and disadvantages, opportunities and prospects in different lines of work.

iii. actual reasoning on the relations of these two groups of facts. In short, the individual compares his capabilities and dispositions with those demanded by vocations and selects the one he 'matches' best.

HOLLAND'S TYPOLOGICAL THEORY OF VOCATIONAL CHOICE

The typological theory of vocational choice of Holland (1973) is based on four main assumptions.

According to him, the first assumption is that, generally persons can be grouped in terms of six types -
Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C) - such that each person is characterised by one or more combinations of these types.

Campbell (1974) also says that the six types correspond closely to the groupings.

To estimate each of these six major vocational types or groups of vocational choice, Holland utilised, a person's responses to Holland's (1975) system or that of Campbell's (1974) system.

The second assumption is that there are six types of vocational environments - Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C) - each of which is dominated by a given type of person. Thus personality types do as much as job requirements to establish the working tenor of a given occupation.

Astin and Holland (1961) developed an environmental assessment technique to be used for assessing these environmental types.
The third assumption is that people search for environments that will permit them to exercise their skills and abilities, express their attitudes and values, take on problems and roles that they find stimulating and satisfying and avoid responsibilities they find distasteful.

Different types require different occupational environments to flourish. That is R, I, A, S, E, C vocational environments in that order when there is a perfect match between personality type and vocational environment - For example, if the enterprising type lives in an enterprising vocational environment that relationship is referred to as 'Congruent'. Incongruence occurs when a type lives in an environment that provides opportunities and rewards foreign to the person's preferences and abilities, for instance a realistic type in a social environment.

The final assumption is that a person's behaviour is determined by an interaction between his personality and the characteristics of his environment. Factors such as vocational choice, job satisfaction and stability are influenced by this interaction.
Holland (1973) considers that a person's personality type determines the primary direction of his vocational choice. Primary direction equals the choice of one of the six main groups of occupations in the classification. For example, a person with an enterprising personality type will choose an enterprising occupation. The types that the person resembles secondarily and tertiarily determine secondary and tertiary direction of his vocational choice. Holland and Gottfredson (1976) have proposed a learning or behavioural account of how people come to fit into these types.

The six types are depicted as forming the corners of a 'Hexagon' moving about the perimeter one passes from - with order of - R to I, A, S, E and C which is again adjacent to R. The relationships within and between types or environments are assumed to be inversely proportional to the distances among types or environments. The shorter the distance between any two types or environments, the greater will be their similarity or psychological resemblance.

On the Hexagon, the adjacent types are the most closely related types, the non adjacent and non opposite types are the next most closely related types, and the opposite
categories on the diagonal are the least related types. For example, the degrees of relatedness to the conventional type are as follows:

1. The realistic and enterprising types are the most highly related to conventional.

2. The investigative and social types are moderately related to conventional

and

3. The artistic type is the least related to conventional.

The Hexagonal model for estimating the relatedness among personality types or occupational groups has received substantial support (Fig. 1). (Crabtree 1971, Cole 1972).
FIG. 1 HOLLAND'S HEXAGONAL MODEL
Personality and Vocational Choice

The primary concern of the theory of Holland is to explain the vocational behaviour and suggest measures to attain vocational satisfaction. The theory of Holland (1973, 1985) construes that people can be characterised by their resemblance to each of the six personality types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Likewise, the environments can also be characterised to be resemblances of six model environments. From the knowledge of the personality types and pairing of the environments, we can understand the vocational preferences of the individuals. This can be described as follows:

Realistic

Persons of this type are robust, rugged, practical and physically strong; somewhat uncomfortable in social settings, have good motor co-ordination and skills but lack verbal and interpersonal skills; usually perceive themselves as mechanically and athletically inclined; are practical, stable, natural and persistent; prefer concrete to abstract problems and rarely perform creatively in the arts and science but do like to build things with tools.
Realistic types prefer such vocations as Engineer, Mechanic, Electrician, Fish and Wildlife Specialist, Crane Operator, Tool Designer and various technician positions.

**Investigative**

This category includes those with a strong scientific orientation. They are task oriented and asocial; prefer to think through rather than act out problems; have a great need to understand the physical world; enjoy ambiguous tasks; prefer to work independently; have unconventional values and attitudes; usually perceive themselves as lacking in leadership; confident of their intellectual abilities and dislike repetitive activities.

Vocational preferences include astronomer, biologist, chemist, technical writer and zoologist.

**Artistic**

Persons of the Artistic type prefer free, unstructured situations with maximum opportunities for self-expression, are creative in artistic and musical media, see themselves
as expressive, original, initiative, creative and independent.

Vocational preferences include artist, author, composer, writer, musician, director and symphony conductor.

Social

Persons of this type are social, responsible, humanistic, religious; like to work in groups; avoid intellectual problem solving and highly ordered activities; enjoy activities that involve informing, training, developing; perceive themselves as responsible, idealistic and helpful.

Vocational preferences include psychologist, missionary, high school teacher, marriage counsellor and speech therapist.

Enterprising

Persons of this type have verbal skills, dominating and leading, prefer to be strong leaders, have strong drive to attain organisational goals, have greater concern for power, status and leadership, see themselves as aggressive,
popular, self-confident, cheerful and sociable and show an aversion to scientific activities.

Vocational preferences include business, executive, politician, real-estate owner, stock and bond sales and television producer.

Conventional

This type of people prefer well ordered environments and like systematic, verbal and numerical activities; prefer subordinate roles; avoid ambiguous situations and problems; describe themselves as efficient, obedient, calm, orderly and practical and identify with power, value and status.

Vocational preferences include book-keeper, clerical worker, quality control expert, statistician and traffic manager.

The background principles in the development of the typology and environment construed are as follows:

1. The choice of vocation is an expression of personality in work, school subjects, hobbies, recreational activities and preferences.
2. Interest inventories are personality inventories. They relate to the person's values, academic achievement, liberalism, adventurousness and other personal characteristics.

3. Vocational stereotypes have reliable and important psychological and sociological meanings.

4. The members of a vocation have similar personalities and similar histories of personal development.

5. Similar personality types in a vocational group respond in similar ways and create characteristic interpersonal environments.

6. Congruence between the personality type and the working environment determines vocational satisfaction, stability and achievement.

This theory is a fulfilment model when compared with other theories of personality.

FACTORS OF VOCATIONAL CHOICE

Normally, vocational choice of a person is made on the basis of certain criteria. This may occur due to the personality make-up of the individual or due to the
environment in which he is a member. However, it is true that a wide variety of factors influence vocational choice. One among such factors is the economic factor which influences occupational choice by helping to determine the age at which a person terminates his formal education and enters into the vocational field on a full-time basis.

The economic cycle moving from periods of prosperity to depression and back again, helps to determine the number and the nature of employment opportunities available at the time a person is looking for an occupation. Immediate and potential future earnings affect the extent to which a contemplated occupation may be expected to meet one's economic needs.

Education influences occupational choice by opening the doors to some occupations, that would otherwise be closed to those who have no previous knowledge. For some persons, school or college provides a new social group with which they identify and which profoundly influences the social and economic needs which they feel their occupations must meet.

Psychological factors influence occupational choice by helping to determine the extent to which one perceives his
own needs, accepts or suppresses them, faces the realities of employment opportunities and of his own abilities and limitations, and thinks clearly about all these facts. The extent to which the aptitudes and interests are general or specific will probably be argued as long as there are psychologists to speculate and statisticians to calculate probabilities, but there is little doubt that interests help to determine the occupations a person will consider and that aptitudes help to determine whether or not he will achieve enough success to get and to hold on to the job that he has chosen (Hoppock 1957).

Research studies conducted on vocational choice reveal that personality factors like interests, intelligence, aptitude and self-esteem have influenced the vocational choice of the adolescents.

Roe (1957) has offered some positive conclusions on the relationship between personality and vocational choice.

Nachman (1960) and Segal (1961) have stated that the relationship between personality and vocational choice can be generated, tested and confirmed.
Interest may be thought of as one of the aspects of personality and studies show that there is much association between interest of the persons and vocational choice.

A study by Astin (1968) was designed to predict the career plans of high school seniors from their personal characteristics. Seniors choosing different careers could be differentiated in terms of interests.

Studies show that there is a relationship between intelligence and vocational choice. For example Wartz (1969) has pointed out that intelligence influences vocational choice.

There are certain other studies which report positive correlation between aptitude and vocational choice. In a study of aptitude as a factor, Holden (1967) has shown that it has a close relationship with vocational choice.

Self-concept is a significant factor in an individual's vocational choice (Super, 1953).
Other personality aspects like motivation, value system and needs determine vocational choice (Darley and Hagenah, 1955; Ziller, 1957).

Kline and Schneck (1950) and Segal (1954) have shown that vocational choice is based on the emotional needs with or without the awareness of the individual.

Sociological factors affect occupational choice by helping to determine the occupations with which a person is familiar by virtue of his contacts with family and friends. The cultural pattern of his social group helps to determine the occupation. Social pattern in which an individual is a member also helps him to select his occupation (Hoppock 1957).

As mentioned earlier family has a vital role in determining the vocational choice of the individuals because it is one of the important institutions in which they have interactions from the childhood onwards.

In addition to the above factors, caste system which has been prevalent in India determine the vocation of the individual on the basis of the parental occupation. In
typical caste system, occupations were hereditary in nature in India.

Not only do the family members influence vocational choice, but also the significant persons of the environment in which the individual is a member also influence the vocational choice. For example teachers in the school would influence the children because the school is an important institution where the children spend much of their time next to family.

The research studies conducted by Berdie (1942), Carp (1949) and Strong (1957) have concluded that the parents influence the choice of vocations of their children to a greater extent.

Gender also has an impact on the vocational choice of the individuals. Witty's (1961) study among boys and girls with regard to vocational choice stated that boys preferred high prestige jobs and girls preferred less prestige jobs.

Another important factor of vocational choice is social class. Stefflre (1955) revealed that majority of the boys from white-collar homes have a white-collar vocational
objective which is a supportive evidence that the children belong to higher class families in the society preferred higher class occupations.

The urban-rural background of the individuals has its own effect on the vocational choice of the adolescents. Children hailing from the urban background have much exposed to the advanced part of the society and the rural children have comparatively less. The cross cultural effectiveness, the development in science and technology, the educational opportunities, the effect of mass media and the total interaction of the individuals in the urban environment make them more privileged than the rural mass. Hence, it may be concluded that it is quite natural, children would definitely differ in their vocational choice, depending on the environment from where they hail, the urban or the rural.

Some of the studies on vocational choice of adolescents reveal another dimension. For instance, Clark (1931), Hollinghead (1949), Miller and Form (1951), Beilin (1952) and Caplow (1954) explain that vocational choices are made purely on the availability of the employment opportunities to which the individuals have access.
Samler (1953) shows that counselling situations provide a highly particular series of experiences which enable the individual to derive personal data necessary for vocational choice.

SIGNIFICANCE OF THE PROBLEM

Whatever be the nature of vocation, the choice of such vocation is an expressive and conscious activity of an individual. It reflects the motivations, intelligence, knowledge and capabilities of the individual. Vocations represent the way of life and hence increased attention is being given for the selection of a vocation. It has become an indispensable area of one's life. It has an impact on the personality of the individual and has the capacity to influence him in his social relationships. Nothing else can mould the individual so strongly as a vocation in his life. The choice of a vocation has thus been recognised as one of the clear-cut avenues through which a person can establish his identity.

It is quite true that every individual is different from others in many aspects, which is very much endorsed in the vocational choice of any individual. It is quite
interesting to note that when two individuals are exposed to the same situation, they express their choice to enter two different vocations. While one may choose medicine as his field the other may choose engineering. This quite often happens even among the brothers or sisters of a single family.

This differential reaction to vocational opportunities even among the siblings, psychologists would explain by way of postulating their differential personality make-up. Although this appears to be a very significant aspect in the vocational development, the most potent force operating in the determination of vocational choice is the experience through which a person passes during his involvement in that past of the educational system to which he has been assigned by the multiplicity of environmental factors existing in the area in which he is living. In this context it becomes the responsibility of the social workers and the social work educators to study deeply the significance of the problem of vocational choice and suggest measures through vocational guidance or counselling and make the process easy and meaningful.
NEED FOR THE STUDY

The basic resources of any society is the quality of the people who compose it. Some individuals inherit special talents and develop them through training. People say that these talents become the base for their choice of vocation. In spite of the above assumption many individuals select their vocations according to their personality make-up. Several studies report on the positive relationship between personality variables and diverse vocational choice.

In fact majority of the people feel that free vocational choice is essential for both the development of the individual and the society. This is possible only when individuals are prepared according to their taste. This mostly depends on the behaviour pattern and personality of such individuals. However, in the general social context, one has to observe that, it is not individuals who choose their own vocational behaviour and ideas; these things are chosen for them by their situations in life and the environment in which they are living.

The increased need to modify the pattern of behaviour for coping with the increased complexity of career
development has led naturally to a demand for professional help. It is the responsibility of the professional social workers to render some sort of vocational information to such individuals who need it. In the present context, research studies are necessary to identify the different environmental variables with a view to explore the possibilities of understanding all the dimensions of vocational behaviour. An attempt is made in this direction to study the factors which influence the vocational preference of adolescents in terms of Holland's Hexagonal model of environment - individual vocational choice.