CHAPTER II
REVIEW OF RELATED LITERATURE

For any worthwhile study in the field of knowledge, the researcher needs an adequate familiarity with the library and its many resources, only then will an effective search for specialised knowledge be possible.

In the field of education, as in other fields too, the researcher needs to acquire up-to-date information about what has been thought and done in the particular area. Since effective research must be based upon past knowledge, the review of related literature helps to eliminate duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation.

One of the urgent problems of our country is to improve productive efficiency and to increase the national wealth and to improve the standard of living. To achieve this our education must include instructions and practicals in different vocational fields which will help the students to lead a happy life.

Following chapter deals with 14 researches related to vocational interest.

1. **PATEL, R.P.** A critical study of recreational, socio-cultural intellectual and occupational interests of high school pupils in Gujarat, Ph.D. Edu., MSU, 1967. The major objectives were:
1. To study various types of interests of school pupils and
2. To find out differences in interests if any, due to age,
   sex, rural-urban origin and cultural areas.

It was found that travels and sports activities received
first and second preferences among recreational interests.
In socio-cultural interests, pupils responses indicated two
items very prominently, viz., collection of funds for charity
shows and organising students’ councils. Besides, school
co-operative canteen and activities for the welfare of
backward class people were of interest to the majority of
students. Among the intellectual activities, class debates,
general debates and book reading received preferences. The
profession of medicine and engineering had the maximum
appeal, while clerical work the minimum. On a comparative
analysis it was found that the difference in interests on the
basis of age and sex were significant. The differences on the
basis of districts, urban, semi-urban and rural were
significant in a few cases. The cultural differences revealed
that pupils of Bhal, Nalkantha and Charotar showed more
interest in recreational and co-curricular activities. The
students of Charotar showed more interest in excursions and
extra reading. Pupils of Bhal, Nalkantha and Daskoshi
showed interest in reading.

The purpose of investigation was to study the patterns of educational and vocational interests of adolescent boys and girls from rural and urban areas.

The findings reveal that educational and vocational interests of adolescents were not in agreement and thus educational courses of subjects for study and vocational interests were not directly related. The subject courses offered and the educational interests of male students differed significantly with regard to their educational interests in scientific and constructive areas but had more or less similar interests as regards literary, commercial, aesthetic and agricultural vocations. Significance zonal differences in educational interest of female students existed for the aesthetic and literary groups, but in the scientific, commercial, constructive and agricultural areas, the females of both zones seemed to be equally interested. Significant differences in vocational interests of male students for literary, scientific, commercial, constructive, aesthetic, agricultural, social service and household vocations existed, interest in persuasive vocations was equal. Urban and rural girls differed significantly with regard to vocational interests in literary, constructive, aesthetic, agricultural, social service and household vocations, but interest in scientific, commercial
and persuasive areas was equal. Urban males were more in constructive and least interested in the agricultural courses, while rural males were most interested in literary and least interested in the aesthetic educational courses. Female urban students were most interested in scientific education and least interested in the agricultural courses, while rural female students were most interested in literary education and least interested in agricultural education. Urban males were most interested in literary and rural males in aesthetic vocations and both groups were least interested in household vocations. The urban girls were most interested in persuasive vocations and rural girls in household vocations, while both groups of girls were least interested in agricultural vocations. The coefficients of correlation between educational courses of subjects offered and groups linked most, between groups offered and vocational linkings for them, were -0.089, -0.10 and -0.60 respectively. In other words high school students were studying educational courses which they did not quite like and which seemed to be in line with their vocational preferences.

3. **BUREAU OF PSYCHOLOGY (U.P.)** Interest Inventory (Ruchi Pattri), Allahabad, 1968.

The aim was to construct an interest inventory to measure the interest of students of classes X and XII.

The product moment's among the ten interest areas

(61)
ranged between 0.51 (musical) and 0.67 (mechanical). All the correlations were significant at .01 level. As regards the validity, it is suggested that the interest inventory was constructed on the basis of the interest area given by Kuder. Items were selected on logical analysis based on the suggested vocational activities described in the manual. Thus, its validity has been proved with its popular use more evidence could be collected. Standard criterion was based on the scores obtained by the students of classes X and XII for which percentages were found out.


The major hypotheses of the study were:

1. There are no significant difference between the composite index of vocational environment (IVE) as perceived by certain groups of students studying science or humanities as electives at the higher secondary stage.

2. There are no significant difference between composite index of vocational environment (IVE) as perceived by certain groups of students choosing science, agriculture, humanities, home science and commerce as electives.

3. There are no significant difference between the levels of vocational preference measured in terms of occupational
preference scores (OPS) of certain groups of students and
4. There are no significant differences between the
vocational environment of home (VEH) as perceived by
certain groups.

The findings of the study were as follows:
1. Rural and urban students studying humanities and science
differed significantly.
2. Boys differed significantly from girls in their level of
vocational preference.
3. Significant relationship were found to exist between
vocational environments of home, community and level of
vocational preferences.
4. Home environment was more favourably perceived in
comparison to that of the school and community and
5. No clearent rural-urban pattern of occupational choices
was evident.

5. GOPALAN, N. P. Construction and standardization
of vocational interest inventory for the secondary

The main purpose of the study was to develop a
standarised instrument to assess the interest of secondary
school pupils in Kerala to reveal educational and vocational
choices.

The present study has resulted in the development of
an inventory consisting of 227 valid items presented in 132
trades in twelve statement sheets to measure the vocational interests of the secondary school pupils of Kerala. Answer sheets, scoring stencils, a manual containing general background information instructions for administration and norms for various groups are also developed.


The main objectives of the study were:

1. To use free-expression drawings as predictors of children's vocational interests.

2. To prepare norms for the interpretation of vocational interests on the basis of free-expression drawings of children in the age group of 13 to 14 years.

3. To develop a usable projective tool for the prediction of vocational interest.

The study resulted into a scoring manual developed on the basis of five criteria, namely, emotion, imagination, intellect, activity and finger dexterity. Each of these criteria was further split into two characteristics - open and seclusive. On the basis of the total scores for each of the ten characteristics, stanine grade norms were prepared for each characteristic in two ways separately for each of the three vocations studied and general norms. The study concluded that this total could safely be used to interpret the free
expression drawings and predict vocational interests of pupils.

7. **SAMAL, S.** Construction of a vocational interest inventory to study the interest pattern of high school seniors and its relationship with their intelligence, social-economic status and academic success, Ph. D. Edu., Sam. U., 1977.

The objectives of the investigation were to have a differential study of the interest pattern of high school seniors sex-wise and place wise and to study the relationship of interest with intelligence, socio-economic status and academic success.

The findings of the study were as follows:

Sex-wise difference was found significant in administrative, business, social service and arts scales of interest. Place wise satisfaction had no impact on variation of interest scores. The sample displaced a very high degree of interest in social service, agriculture and science. Interest in agriculture, business and clerical activities correlated negatively with socio-economic status.

None of the interest scales correlated significantly with intelligence and there was no marked difference in interest of high and low intelligence groups. Trend of relationship between academic success and interest suggested that success in any curricular subject required
interest in related vocational area.


The study proposed to answer the question as to what extent the family as a unit (parent-child relationship, socio-economic status and parental values) predicted the vocational interests of intermediate students. The main aims of the investigation were:

1. To study the vocational interests of students.
2. To study some components of the family environment and
3. To study the role of the family as a unit in the vocational interests of the students.

The findings of the study were:

1. Family environment characterized by amicable parent-child relationship inculcated among children love and linking for vocations in the scientific and executive fields.
2. Family environment characterized by parental avoidance and high economic and social values motivated the students for vocations in computational, business and persuasive fields.
3. Interest for vocations in artistic and musical fields was endangered in the family environment where children were not accepted by the parents and there was an absence of parental democratic values.
parental democratic values.


The objectives of the study were:

1. To find out the nature and extent of relationship of intelligence, scholastic achievement, socio-economic status, values and needs with vocational preference to determine their role as motives and

2. To predict vocational preference by means of intelligence, scholastic achievement, socio-economic status, values and needs.

The subsidiary objectives of the study were:

1. To find out the patterns of vocational preferences of adolescents.

2. To compare the vocational preferences of arts, commerce and science students.

3. To find out the value system of adolescents and

4. To find out the need patterns of adolescents.

The findings of the study were:

1. Intelligence and socio-economic status were two factors which start influencing the vocational preference of the adolescents much earlier at the time of choosing their courses of study. Intellectually brighter and economically better-off students went to science and commerce streams and poorer ones to arts and in turn their vocational preferences were, by a large in tune with the courses of study. This conclusion extended support to Super's
developmental theory of vocational behaviour.

2. Intellectually, academically and socio-economically, superior adolescents were more definite and specific in their vocational preference than their opposite.

3. Needs seemed to be stronger motives for vocations preferred, to those vocations which could potentially reduce their needs.

4. A fairly large number of vocational preferences were predicted by the motives included in this study. The extent of determination of vocational preferences by these motives varied from 20 percent to 30 percent.


The major objectives of the investigation were:

1. To find out the effect of vocational interest on the achievement of bright students.

2. To study the relationship between the achievement and personality characteristics of bright students, and

3. To find out how parental attitudes, family background and basic skills influenced academic achievement of bright students.

The main findings of the investigation were:

1. The vocational interest in agricultural, persuasive, social and household areas had a changing role in scholastic
achievement. Less vocational interest in the above areas helped in achieving high whereas greater interest was detrimental to achievement.

2. The bright under-achievers showed greater vocational interest in artistic areas and agriculture area than other students. Bright under-achievers in mathematics were most interested in vocations related to household area than normal achievers.

3. The bright under-achievers in mathematics were more warm hearted than normal achievers and bright normal achievers in English were more conscientious than bright under-achievers.

4. The bright, normal and under-achievers in science, mathematics and English differed in their attitude to parents whereas the common students did not.

5. The bright normal achievers in English possessed significantly higher basic skills in English than bright under-achievers in English.

6. Under-achievement was related, to some extent, with economic conditions at home but not with the personal health of the student.

7. Under-achievement was directly related with the parents care concerning collecting fees and other facilities for their children.

8. Under-achievers lived in more noisy houses.

The main objective of the study was to investigate the extent to which institutionalised adolescents on future time perspective, self-control and vocational interests.

The main findings were:

1. The institutionalized and lower income groups adolescents had shorter future time perspectives and lower coherence than the middle and upper income group adolescents.

2. The middle class adolescents had a more extended future orientation than the other groups.

3. Adolescents listed more present events than future or past events.

4. Lower income group boys listed more past events than present or future events.

5. Institutionalized adolescents had lower temporal relatedness than the non-institutionalized.

6. Institutioned adolescents were most past-present oriented in comparison with the upper and middle class adolescents who were present-future oriented.

7. Four significant factors emerged from factor analysis with high loadings on spontaneous extension, FTP's core, past predominance and coherence.

8. The ideal actual discrepancy in self-concept was more for the institutionalized than for the non-institutionalized...
lower group.
9. The middle class adolescents were more stable in their self-concept than those from the upper class.
10. The lower income group adolescent evidenced higher interest in science.
11. The institutionalized showed interest in fewer vocations than the lower income group.
12. Vocational interest of adolescents were directly related to their social economic status.


The aims were:
1. To find out the occupational choice of the girls.
2. To find out the factors which influenced the occupational choices of girls.
3. To study the extent of divergence between the occupational choice and vocational interests of girls.
4. To study the differences among different groups of female students in occupational choice and factors influencing them along with their interest.

The findings were:
1. The girls had diversified occupational choices.
2. The highest factor influencing occupational choices was "interest" followed by "serving sick/ disabled", "to see
different places”, “to please oneself”, “to be a model for youngsters”, “economic”, and so on.

3. Only ten percent of the girls were able to make occupational choices in accordance with their vocational interest.

4. No significant difference was found amongst urban and semi-urban girls in the congruence of their occupational choices and vocational interests. However, girls belonging to higher income group were found to have more congruence in their occupational choices and vocational interests.


The investigation was designed to study the occupational interest trends of adolescents in relation to sex, rural / urban residence, socio-economic background and prevalent job trends of employment in Eastern Uttar Pradesh.

The main findings of the study were:

1. The dominant occupational interest trends of boys, in descending order were agriculture, literature, fine arts, science, crafts, outdoor activity, technology, medicine, sports and household matters.

2. The dominant interest trends of the girls, in the descending
order, were fine arts, literature, crafts, technology, science, household matters, sports, outdoor activities, agriculture and medicine.

3. The dominant occupational interest trends of urban adolescents in descending order, were literature, fine arts, science, crafts, sports, outdoor activities, technology, medicine, household matters and agriculture.

4. The dominant occupational interest trends of the rural adolescents were agriculture, fine arts, literature, technology, crafts, science, outdoor activities, household tasks, sports and medicine.

5. There were marked difference in occupational interest trends of adolescents belonging to different social economic groups.

6. There was conformity between the occupational interest trends of adolescents and the prevailing job trends of employment.


The objectives of the study were:

1. To identify the gifted with the help of verbal and non-verbal tests of creative thinking and intelligence tests.

2. To find out the vocational interests of intelligent, creative
and gifted adolescents separately.

3. To study the vocational interest of intelligent, creative and gifted adolescents across sex.

4. To find out the family and peer group influence on vocational interests.

5. To study the influence of socio-economic status on the vocational interest of gifted adolescents and

6. To study the influence of parental aspiration on the vocational interest of gifted adolescents.

The findings of the study were:

1. The intelligent adolescents showed high interest in scientific areas. The creative and gifted adolescent also showed similar interests.

2. The intelligent, creative and gifted boys showed high interest in artistic and executive areas, whereas their girl counterparts showed high interest in scientific areas.

3. The intelligent, creative and gifted adolescents influential in the section of courses of study, motivation, fulfilment of aspiration, interest and a sense of labour.

4. A majority of adolescents in the intelligent group and creative groups showed high, above average and average interest in different vocational areas came from middle strata of society. But gifted adolescents who showed high and average interest in different vocational areas came from upper and upper-middle social economic strata of society.
5. A majority of parents of intelligence, creative and gifted adolescents had very high aspiration regarding education, job, income and social status, marriage and social roles.  
6. Because of "very high" parental aspirations, the parents of the intelligent, creative and gifted adolescents exerted influence for the future vocational interests of their wards.

In these 14 related researches based on vocational interest, it was found that 3 researchers constructed vocational interest inventory in order to study the interest pattern of the students, while 11 researchers have considered the relationship of vocational interest with different variables in their studies such as achievement, intelligence, socio- economic status, free expression drawings, sex, age, rural, urban, family environment etc.

In the present study the researcher used the standard Vocational Interest Record constructed by Dr. S.P. Kulshrestha. With the help of this record the vocational interest of the sample was measured in 10 different vocational fields.
REFERENCES


