DISCUSSION AND CONCLUSION
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The present investigation has brought some important points to light for the purpose of discussion, the same will be put as under:-

1. That the level of parental education has a significant role to play in determining the vocational interests of girls. A chi-square analysis has shown that highly educated parents' children come for more prestigious occupations and less educated parents' children generally aspire for low-ranking occupations. So the null hypothesis which reads that "there is no relationship between parental education and vocational interests of their daughters" was rejected. This result is fairly consistent with the earlier studies like those of Burlin, F.D. (1976), Penix, L. (1976), Ehman, C.V. (1977), Eleanor Sin yin (1979), Tamilnson, I.C. (1980) and Gosselin, J.M. (1983).

2. The level of intelligence is significantly related with the vocational interests of girls. Here, again, significant chi-square values were found. In view of the results, the null hypothesis of no relationship between intelligence and vocational interests stood rejected. The studies seem to be more or less
conclusive that intelligence is positively related to vocational choices. Gaur & Mathur (1974) also found the similar results. They found significant and positive correlation between occupational aspiration and level of intelligence. Prenter and Steward (1972) also found that there existed positive relationship between high I.Q. and high vocational aspiration. Chadha (1982) has obtained a highly positive correlation between intelligence and vocational aspiration. He has found a positive correlation between the intelligence test score and hierarchical levelling of occupations. He also observed that intelligence of sons' and fathers' level of aspiration for them showed a positive correlation.

3. It was also shown that socio-economic status of the parents also has an important place in influencing the vocational interests of girls. Significant chi-square values have rejected the null hypothesis reading that, "There exists no relationship between socio-economic status and vocational interests of girls".

This finding is in line with the results of Adams (1974), Anderson (1974) and Gould (1976). But a markedly divergent view has been put forth by Teahan (1974), Misra (1975) and Brook et al. (1974) who believe that socio-economic status could not
be a determining factor in aspiration, preference and choice of occupations.

The results are also fairly in line with various theoretical formulations. Theoretically, different models have been presented to show the development of occupational choice. Beilin (1952) for instance, considers some reality factors like socio-economic status as an important factor to determine the vocational choice of both college and non-college groups. He argues that the people at lower rungs of socio-economic status realise the difficulties in "climbing the vocational ladder and choose occupations that do not involve many difficulties".

The same point has been reinforced in the works of Blau, Gustad, Jessor, Parnes and Wilcock (1956). Their analysis has shown that vocational choice of an individual is more often determined by the economic, social and psychological factors.

Caplow (1954) in his broad-based research programme has brought out a number of factors directly or indirectly responsible for the determination of vocational choice of young people. One of his researches show that the choice of occupation follows the laws of inheritance and succession i.e. farmer's son would more often than not choose his father's occupations. In another of his researches, Caplow has shown that occupational choices
are made by the students when they are still in schools but these choices are not yet realistic; it needs a long time to abandon unrealistic aspirations and finally opt for limited choices.

Carp (1949) has investigated desirability and probability of occupations on the part of young students. While comparing the results, she found that the probable occupations of the subjects fell in line with their fathers' and grandfathers' occupations.

A formidable theoretical model for vocational choice has been presented by Ginzberg, Ginsburg, Axelrad and Herma (1951). They believe that occupational choice is basically a process and as such continues over a long period of time. A minimum range for vocational maturity is fixed between six and seven years. The process of decision-making is basically irreversible. It follows a meaningful sequential development from fantasy through tentative to realistic stages. Majority of the persons have to go through these stages. In all these stages, the aspirants keep some models before them and it has been shown that parents, teachers and some successful workers influence the aspirants' vocational interests.

Miller and Form (1951) have reported that vocational choice is subjective experience, observation and expectation. Family has to play a significant role in setting boundaries of the occupational choice.
Also, education of the family members directly and largely determines the expectations of the youngsters towards the world of work.

Roe (1956) in her remarkable work on the 'psychology of Occupations', has collected an insightful data on various occupation groups and found probability of different factors influencing their occupational choice. Her studies emphasise a number of factors accounting for vocational decisions. She has shown that intelligence, interest and family status play very significant role in influencing the occupational choice.

Hollingshead (1949) also thinks family background important for moulding the vocational behaviour of the growing young men and ladies.

Most significant work has, however, come from Super (1960) who followed a sample of 9th grade students longitudinally for 12 years and confirmed his basic theoretical assumptions. According to him, vocational behaviour is a developmental process. It starts from less complex and less effective behaviour to more complex and effective one and also,

2. "Vocational behaviour becomes increasingly reality-oriented.
Vocational behaviour becomes more specific, less general."
3. As the individual becomes capable of increasingly complex vocational behaviour, he becomes ready to progress from one life stage to another.

Each life stage makes characteristic demands upon the individual.

Acquiring the behavioural repertoire required to cope with the behavioural demands of a particular life stage (i.e. the vocational developmental tasks of that life stage) is prerequisite to success in handling the behavioural demands of the next life stage.

Progression from one life stage to the next depends on a combination of readiness for more complex vocational behaviour and encountering the societal demands of next life stage.

4. The vocational development of an individual may be evaluated with reference to the maturity of his vocational behaviour. This may be done on a normative basis following —

A determination of the vocational development tasks characteristic of each life stage.
A determination of the behaviours engaged in by individuals who are coping with the same developmental tasks.

A qualitative evaluation of the presumed complexity and effectiveness of such behaviour.

5. The more highly developed the behaviour, the more effective it will be.

Vocational maturity is, therefore, a predictor of vocational adjustment.

6. Vocational behaviour is the result of a variety of determinants.

Some determinants, such as intelligence or socio-economic status are more important than other determinants. Determinants vary in importance from one life stage to another.

Determinants interact in affecting vocational behaviour.

7. Vocational behaviour is not entirely subsumed under a dealing - with - vocational - developmental - task classification?

Besides, these empirical evidences regarding occupational choice as a function of intelligence, parental education, socio-economic status and some other factors, a set of psychological and personal aspects of
occupational choice have been presented by thinkers like, Brill (1949), Forer (1953), Kline and Schneck (1950).

Brill, for example, thought of some immediate psychic determinant, both conscious and unconscious responsible for shaping one's occupational aspiration.

Forer considered the following points very important in this connection:

1. "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 considerations.

2. Primary reasons for selecting a particular vocation are unconscious in the sense that when the individual is pressed to elaborate beyond the superficial rationalization of economic advantage and opportunity, he is forced to admit that he does not know why; he simply has to build bridges or can't stand paper work. These activities have immediate appeal or distaste for him. We are saying that interests and references have unconscious roots:

3. Both of these factors point ultimately to the purposive nature of occupational choice. Obviously it is necessary for most persons
to find gainful employment. But the economic motive is secondary. Occupational choice, the specific occupation chosen or the fact of lack of preference, is an expression of basic personality organisation and can and should satisfy basic needs.

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

The same point has been reported by Kline and Schneck in "An Hypnotic Experimental Approach to the Genesis of Occupational Interests and Choice". They believed that the changes in personality organisation greatly influence not only occupational interests but the level of job adjustment. So they held the view that there is relationship between vocational interests and personality organization.

In the light of the views presented above, occupational choice seems to be a process strictly following the cause-effect sequence and in our study, most important causes have been explored.
EDUCATIONAL IMPLICATIONS:

On the basis of the findings derived from the statistical analysis and interpretation of data, the following implications can be drawn:

1. That parental education plays an important role in influencing the vocational interests of girls. It was found that the daughters of those parents who were highly educated, showed their vocational interests in higher jobs. Similarly, less educated parents' daughters opted for low-ranking occupations.

2. Emotional needs may have something to do with vocational interests. So, in order, to choose the right vocation, we should help the students to become more aware of their emotional needs and to act effectively to meet them.

3. The students should be helped to learn what occupations are within their reach and what these occupations can offer them to meet their needs and also what, in turn, each occupation requires.
4. While helping the students for selecting a proper vocation, we should know their socio-economic background, attitudes and value systems.

5. Another very important condition to be considered is intelligence. Vocational choice, satisfaction and success have been found directly related with intelligence. Also, parental expectations about their children have some role to play. Sometimes parents want to make their children doctors, engineers or I.A.S. officers, ignoring the fact whether they can cope with the studies or not. On certain occasions, their vocational aspirations are also not found to be in accordance with the basic interests. If an individual, for example, may be having such high intellectual abilities that he can become a doctor, but may not have a genuine interest in medical profession, he will never be able to profit more in this direction. On the other hand, a man having great interest for medical profession despite his low intellectual abilities, may profit more if is placed in this field. Of course, he may not
prove himself beneficial as a physician, 
surgeon or child specialist but he will 
certainly do well as a compounder, nurse, 
vaccinator etc.