Our today's and yesterdays
Are the blocks with which we build
Build today, then strong and sure,
With a firm and ample base;
And ascending and secure,
Shall tomorrow find it's place.

-Henry W. Longfellow.(1963)
CHAPTER - 2

REVIEW OF RELATED LITERATURE

2.0 IMPORTANCE OF RELATED LITERATURE:

Review, according to Oxford's dictionary (1987) is "a general survey or assessment of a subject or thing, it is a retrospect or survey of past". In research, review of related literature means to conduct general survey of related studies to analyze them critically and put them logically such that a certain frame work and dimensions can emerge. In research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. Based on this, a researcher, can look for missing links in the chain of knowledge continuum.

Review of a good number of area based studies can prove to be very helpful in enabling researcher to understand how various issues have been studied by researchers in different parts of the world.

Further, the reviewed studies are helpful when the researcher completes the analysis part of the research, where one needs to compare the result in the light of the other study findings. Review of related literature of present study has been classified in to two parts. The part I of the review contains studies related to women education and part II deals with the studies related to the educational and vocational aspirations.

2.1 PART - I, STUDIES RELATED TO WOMEN EDUCATION:

Agrawal, Kusum (1986) investigated on "A study of the effect of parental encouragement on the educational development of students (Secondary stage)". Main objectives of the study were (a) to make a comparative study of the effect of parental encouragement on the educational development of the varied groups of pupils at the
secondary stage (b) to make a district wise comparison of pupils' belonging to different groups in relation to the effect of parental encouragement on their educational development (c) To compare the different educational groups of the 'father absent' boys and girls in relation to the effect of maternal encouragement on their educational development. Major findings of the study were:

- Parental encouragement and educational development were found to be positively correlated.
- It was found that when sex differences were taken into account, the girls belonging to urban as well as rural areas were significantly higher in parental encouragement in all the three groups as compared to their male counterparts.
- Identical results were obtained in the case of the father-absent boys and girls, who were found to have received significantly more maternal encouragement.

Singh, Sudhabala (1989) worked on "A comparative study of personality of working and non working women with special reference to family adjustment and their impact on the education of their children". Main objectives of the study were (i) to study the difference in various factors of personality among working and non working women (ii) to test the significant difference in the achievement of the children of working and non working women. She concluded:

- Significant differences existed between working and non working women with regard to certain personality factors
- No significant difference was found among children of working and non working women regarding scholastic achievement.
Ellen Greenberger and Robin O'Neil (1990) conducted a study on “parents’ concerns about their child’s development: Implications for Fathers’ and Mothers’ wellbeing and attitudes towards work”. This study focuses on that portion of the parenting role associated with responsibility for the child’s well-being and examines the relationship of employed parents’ concerns about their children to parents’ own well being and orientation to work. Results of the study reveal that:

- Child related concerns had unexpectedly strong associations with fathers’ well being and somewhat stronger relationships to the wellbeing of single mothers than married mothers.
- Concerns stemming from maternal employment were not simply proxies for parents’ concerns about their child’s current behaviour and adjustment: each had unique effect on parents’ well being.

Kantamma, K. (1990) conducted a study on “Status of women in relation to education, employment and marriage”. Main objectives of the study were (i) to examine the impact of education and employment on the status of women (ii) to analyze the pattern of decision making, inter-spouse communication and opinion on a number of current issues like dowry, marriage etc. among women with different educational and occupational status. Results reveal that

- The higher the education of women, the greater was their participation in decision-making, inter-spouse communication and a progressive opinion on different issues.

Katherine L. Bourne and George M. Walker, Jr. (July, 1991) conducted a study on “The differential Effect of Mothers’ Education on Morality of Boys and Girls in India”. The main objective of the study was to investigate the influence of a mother’s education is the same on here daughters and her sons in a society which often treats
them differently. In this study Median-polish technique was used with data from the 1981 census of India to determine the relative effect of mothers’ education on mortality of boys and girls in childhood. It was found that:

- improved mothers’ education reduced mortality at all ages below five years for both sexes
- The effect was found to be greater on girl than on boy children, particularly in the northern states.
- The effect of mothers’ education was much greater than that of rural or urban residence.

Bhatnagar J.K. & Madhu Sharma (1992) conducted a study on “A study of the relationship between parental education and academic achievement in a semi-rural setting”. The present investigation was designed to study the relationship between parental education and academic achievement of students. The results of the study reveal that:

- Children whose parents attended school performed at a significantly higher academic level than the others.
- Parental education appears to be related to the academic achievement of students.
- Children whose mothers attended school performed significantly at a higher academic level than students whose mothers did not attend the school.
- This study highlights the great need for education of females because education of mothers appears to be even more important variable than education of fathers.
Pande, S.K. (1992) conducted a study on "Effect of the parent child relationship perception upon the academic achievement of delta class pupils". Major objectives were (i) to analyse the perception of parent child relationship (ii) to identify the degree of parent child relationship (iii) to find out the effect of parent child relationship upon the achievement of delta class pupils.

- In an urban set up, both the parents were perceived equally acceptable and helpful to the child, father's share of help was perceived as slightly more than mother's, parents of opposite sex was perceived as preferred parent, girls did not appreciate life controlling measure of their mothers, where as father's controlling measures were appreciated, boys did not like infantile care behaviour from their fathers though they did not disapprove father's controlling measures.

- In a rural set up, mother was perceived as more helpful in comparison to father, children did not perceive the controlling measures of fathers as positive, mother's controlling measures were perceived as positive and mother was perceived as the preferred parent.

Kapoor, V. (1999) conducted a study on "Women post secondary education in relation to family life and work – A comparative study of post independence India and Malaysia". Main objectives of the study were (i) to understand the traditional role in society (ii) to understand the appropriate gender role in society (iii) to analyze the work, family interface and its effects on occupational choices/work aspirations.

- Parents' educational and occupation standing is crucial in influencing and motivating an individual, particularly a girl to be educated and the level of education that she could aspire to reach.
Parents' who have received quality education and now occupy prestigious position in the occupational hierarchy are in a position to appreciate the intrinsic worth of education and therefore encourage their children to pursue it.

Emerson, E. (2003) conducted a study on "Mothers of children and adolescents with intellectual disability: social and economic situation, mental health status, and the self assessed social and psychological impact of the child's difficulties. The aims of the present study were to compare the socio-economic situation of mothers raising a child with intellectual disability to that of mothers of non intellectual disability children. It has also investigated into the contribution of raising a child with Id to negative psychological outcomes for mothers. The results indicated that

- Families supporting a child with ID were significantly economically disadvantaged when compared with families supporting a child who did not have ID.

- Among mothers of children with ID, mental health problems were associated with the child's difficulties having a greater social impact, having a boy, the child experiencing more than one potentially stressful life event, poverty, receipt of means-tested welfare benefits and 'unhealthy' family functioning.

Ahuja, Malvinder & Goyal, Sunita (2005) investigated on "Study of achievement of adolescents in relation to parental involvement". This study was conducted to investigate significance of difference in achievement and aspirations (educational & occupational) of adolescents belonging to highly involved parents and least involved parents. Important objectives of the study were (a) To study the impact of parental involvement on academic achievement of adolescents. (b) To study the impact of
parental involvement on educational aspirations of students. To study the impact of parental involvement on occupational aspirations of students. Major findings of the study were:

- The students belonging to highly involved parents show higher achievement as compared to their counterparts belonging to low parental involvement group.
- Students belonging to highly involved parents do not show higher educational aspirations as compared to their counterparts belonging to low parental involvement groups.
- Students belonging to highly involved parents do not show significant higher occupational aspiration as compared to their counterparts belonging to low parental involvement group.

Peggy S. Meszaros, Elizabeth Creamer, Carol Burger, Jennifer Matheson (2005) studied on "Mothers' and Millennials: Career talking Across the Generations". This article explores career decision communication between mothers and daughters living in the information age. Findings indicate that

- Daughters are turning first to their mothers for career advice and communication is taking place while simple routine tasks of daily living are performs.
- Generational differences in communication with quality and quantity of conversation about career improving.
- Mothers are a source of career information for their daughters and could benefit from additional resources about non traditional careers so that the guidance they provide to their millennial daughters in this information age includes a wide range of career options.
Hyde, Janet S., Else-quest, Nicole M; Alibali, Martha W., Knuth, Eric et al (2006) conducted a study on "Mathematics in the home; Home work practices and mother child interactions doing mathematics". Parents are a largely untapped resource for improving the mathematics performance of American Children which lags behind the performance of children from other nations. The purpose of the research reported was to assess homework practices in the home and to examine interactions between mothers and their children as they worked challenging mathematics problems. Results reveal that

- The children spent an average 23 min per day on mathematics homework, with an average of 8 min of help from parents.

- Videotapes of mother-child interactions indicated that mothers varied considerably in the quality of the mathematics content that they conveyed while teaching, and in the quality of their scaffolding of the material for the child.

- Mothers who themselves had more mathematics preparation performed better in conveying mathematical content and in scaffolding.

- Mothers with more mathematics self confidence also performed better.

- Children face inequalities in the parental resources available to them for math's, learning.

Simpkins, Sandra D., Weiss Heather B., me Cartney, Kathleen, Kreider, Holly M. (2006) conducted a study on "mother-child relationship as a moderator of the relation between family educational involvement and child achievement". The main objective of the study was to investigate the moderating effect of mother child warmth and conflict on associations between family involvement in children’s education and
kindergartener’s mathematics and literacy achievement. Results of the study reveal that:

- Maternal perceptions of warmth evidenced a significant moderating effect, but perception of conflict did not.
- Higher maternal school involvement in their children’s education was related to higher child achievement if the mother and child shared a warm relationship.
- Child outcomes associated with family educational involvement in the school vary based on the positive nature of the mother-child relationship.

Bala P. & Kumar S. (2007) worked on “Adolescents’ world mindedness and mother’s academic qualifications”. The study aimed to find out the effects of academic qualification of the motherhood and her adolescents world mindedness attitude. The objectives of the study were to find (a) the effect of academic qualification of the mothers on their adolescents world mindedness attitude, (b) the influence of mother’s academic qualification levels on their adolescents’ world mindedness attitude and, (c) the influence of mother’s academic qualification on their sons and daughters’ world mindedness attitude. Important findings of the study were:

- Mother’s academic qualifications affect the world mindedness attitude of her child. Mothers who received academic qualification attempt to keep at a relatively high level the intellectual environment of the home.
- Because of the education, mothers in most cases are in better economic position and this is turn provides the children greater material facilities for education.
- There is direct relationship between higher education of the mother and the development of her child’s world mindedness attitude.
• If the mother is more educated, she can influence the development world mindedness of her child in a better way.

• The post graduate and graduate group mothers influence the adolescents’ world minded attitude better than the mothers’ who receive primary academic qualification.

• Post graduate and graduate mothers also influence the adolescents’ world minded attitude better than the mothers who received matric degree.

• Girls and boys differ significantly on their world minded attitude in comparison to whose mothers have received matric degree.

• The boys and girls did not differ significantly on their world minded attitude, whose mothers received only primary degree even at 0.05 level of confidence.

• The girls have higher world minded attitude than boys.

Zhang, Yuping; Kao, Grace; Hannum, Emily (May, 2007) attempted to answer the question “Do Mothers in Rural China Practice Gender Equality in Educational Aspirations for their children?”. In this article, the authors focus on a poor rural area in northwestern China and investigate whether the gender attitudes of mothers can be linked to their plans for educating their own children in the future. The authors even explore whether mothers’ attitudes toward gender equality and old-age support, their expectations of future returns from children, mothers’ perceptions of a child’s promise for continuing schooling and the child’s actual school performance are linked with mothers’ educational aspirations for the child, controlling for family characteristics. The authors’ main findings suggest that:

• Mothers’ attitudes about gender equality are closely tied to their educational aspirations for their children.
Mothers’ aspirations have a strong impact on their children’s school persistence, controlling for other family characteristics.

2.2 Part-II STUDIES RELATED TO ACADEMIC AND VOCATIONAL ASPIRATIONS:

A. Venkata Rami Reddy (1978) studied on the topic “Source of influence in the occupational choices of Adolescent Boys”. It has been observed by the researcher that the person who influences the occupational choices of adolescents is an important factor in vocational guidance. This brief research report investigates the source of such influence in different places of residence of school children. Major findings of the study were:

- 40% of the students from all localities reported that their occupational choices were based upon self decision.
- Father and Mother occupied the second and third places respectively as the influences of occupational choice are concerned.
- The influence of mothers was the most in the semi urban areas and least in the metropolitan localities.

Bedi, H.S. (1982) conducted a study on “Aspirations of adolescents as related to socio economic status, intelligence and sex”, in order to find out the correlation between the SES and aspirations of the adolescents and at the same time to the find out the affect of the sex on the aspirations of the adolescents. Main objectives of the study were (i) SES had no significant correlation with aspirations of adolescents (ii) Intelligence had no significant correlation with the aspirations of adolescents (iii) Sex did not affect the aspirations of adolescents, significantly. Major findings were:

- Educational and occupational aspirations of adolescents were significantly correlated with intelligence.
Correlation between intelligence and occupational aspirations differed significantly in respect of sex and place of residence.

The factor of educational awareness affected the educational aspirations and occupational awareness contributed to occupational aspirations.

Bhatnagar, H. (1983) conducted a study on “A study of occupational choices of adolescents girls and factors influencing them”. Main objectives of the study were (i) to find out the occupational choices of girls (ii) To find out factors which influenced the occupational choices of girls (iii) to study the differences among the different groups of female students in occupational choices and factors influencing them, along with their interests. Major findings were:

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

Jasuja, S.K. (1983) conducted a study on “A study of frustration, level of aspiration and academic achievement in relation to age, educational and sex differences among adolescents” Main objectives of the study were (i) aspiration and frustration are not related (ii) there is no effect of age on the level of aspiration (iii) there are no sex differences in the level of aspirations. Major findings were:

- Frustration and level of aspirations were positively related.
- Level of aspiration and frustration did affect the achievement.
- Both age and sex separately influenced significantly the level of aspiration.

Singh, R.D. (1983) conducted a study on “A study of deprivation, achievement and level of aspiration in high school students of science group” Main objectives were (i)
to study the effect of deprivation on high school students’ achievement in science (ii) to study the effect of deprivation on level of aspiration of high school science students in relation to urban and rural areas. Major findings were:

❖ Deprivation had negative effect on achievement in science and level of aspiration.

❖ Measure for mitigating the effect of criterion aspects of deprivation, lack of parental sympathy and care, bitter childhood experiences, lack of proper educational facilities – had a positive effect on the achievement of the students and would enhance the level of aspiration of the students.

❖ There was a positive correlation between level of aspiration and achievement.

Rao, K.N. (1985) conducted a study on “Factors influencing the choice of courses at Higher Secondary level”. Main objectives of the study were (i) to ascertain if educational choice is associated with each selected variable (ii) to ascertain if occupational choice is associated with each selected variable (iii) to ascertain if educational choice and occupational choice are differentially associated with the selected variables. Main findings of the study were

❖ All the variables in the study were found to be significantly associated with educational choice.

❖ The variables socio economic status, parental guidance, academic achievement, educational aspiration, subject interests and the economic and occupational values were found to be significantly associated with occupational choice.

❖ It was further established that while educational choice is significantly associated with occupational choice.
Dabir, D. (1986) conducted a study on "A study of vocational aspirations as a function of aptitudes, and motivational patterns among the boys and girls studying in 9th, 10th and 11th grades in Nagpur dist." Main objectives of the study were (i) to study vocational aspirations (ii) to find out the interaction between achievement motives and vocational aspirations (iii) to find out that the hierarchy of motives leads to hierarchy of vocational aspirations. Major findings were:

- It was found that the relationship between socio economic status and vocational aspiration was predominant. It seemed that vocational aspirations were not merely a function of the socio economic status of the subjects.
- The hierarchy of the needs was associated with hierarchy of vocational aspirations of school going youth.
- Some cluster of needs was found to be associated with vocational aspirations.
- The socio economic status of boys as well as girls contributed most considerably to vocational aspirations.

Das, S. (1986) conducted a study on "Peer influence and educational aspiration of secondary school students – A study in relation to their academic achievement". Main objectives were (i) to study the effect of area of institution, nature of institution and their interaction on educational aspirations of students (ii) to study the effect of intelligence, socio economic status and their interaction on educational aspirations of students. Major findings were:

- Peer influence was stronger among the students of rural schools in comparison with those of urban schools.
The educational aspiration of students belonging to urban schools was higher than that of students of rural schools.

The high intelligence group had higher educational aspiration than the students of low intelligence group.

Students of the high socio economic status group had higher educational aspirations than students of the low socio economic status group.

Suman, S. (1986) conducted a study on “A socio-psychological study of goals and aspirations of female students”. Main objectives of the study were (i) to find out the educational and vocational goals and aspirations of arts and science students and the various factors reported by them to be responsible for their goals (ii) to find out the various personal and social characteristics associated with different levels of educational and vocational goals. Major findings were:

- For arts students, the most important educational goal was a bachelor degree in education followed by a simple bachelor’s degree and a master degree; and for science students the goal was a bachelor’s degree followed by a bachelor’s degree in education, medicine, a simple bachelor degree and a masters’ degree.

- Advice of friend, and ability was the most important determinant of educational goal for arts and science students.

Arora, P.N. (1988) conducted a study on “Educational and vocational aspirations of students of class XII – preparation of an interview schedule – A pilot study”. The main objective was to assess the educational and vocational aspirations of class XII students. Major Findings were:

- The percentage of boys obtaining marks above 75 percent was greater than that of girls.
The sex wise degree of importance of reasons motivating students to pursue higher education was also studied. The reasons regarded most important by boys were (i) to improve prospects of employment (ii) to come in their area of interest (iii) to seek new knowledge

The reasons regarded most important by girls were (i) desire to cultivate the right interests, attitudes, morals and intellectual values (ii) To seek new knowledge (iii) to have a good social life.

Sungoh, Sherwin (1988) conducted a study on "A survey of the educational and vocational aspirations of the Doordarshan viewing pre-university students". The main objectives of the study were (i) to find out the educational aspirations of those pre university students of shillong who were exposed differentially to television programmes (ii) to find out the vocational aspirations of those pre university students of shillong who were exposed differentially to television programmes. Major findings were:

- Female students, rare viewers of T.V. and commerce stream students showed significantly higher educational aspirations as compared to their respective counterparts.
- Male viewers and science students had significantly higher vocational aspiration as compared to their respective counterparts.
- There was a high negative correlation between the educational and the vocational aspirations of students.
- Socio-economic status was positively related to the educational aspirations of students.

Gaikwad, Kanchanbala S. (1989) conducted a study on "A descriptive and an experimental study of educational and vocational choices of the students after passing
standard X and of the efficacy of guidance services at different levels". The main objective was to study the relevant factors that affect students’ choice-making, namely the agencies parallel to guidance services, parent’s influence, information services from career masters or counselors, counseling services. Major findings were:

- Most of the students from different socio economic background selected the medical and technical streams.
- Students from the better socio economic backgrounds selected commerce and fine arts.
- Students who had interest in a particular field did not possess knowledge about the educational and vocational opportunities in the field.
- Students with high intelligence showed definiteness and students with low intelligence were not certain about further courses.
- Student’s choices were related to their friends’ choices.
- Due to their parent’s wishes students chose courses for which they had neither aptitude nor the required level of intelligence.
- Student’s choices were not related to interest, aptitude or intelligence.

Tripathi, Ravindra Nath (1989) conducted a study on “Time perspective, level of aspiration and task persistence as function of culture and socio-economic status”. The main objective of the study was to measure how culture and socio economic status influences time perspective, level of aspiration and task persistence as a functional and socio economic status. Major findings were:

- Hindu and Muslim culture groups were different in their time perspective.
- Culture and Socio economic status had no effect on level of aspiration or task persistence.
- Hindu and Muslim culture groups were different in their time perspective.
Culture and Socio economic status had no effect on level of aspiration or task persistence.

Choudhury, Kriti (1990) conducted a study on “A study of the vocational aspirations of standard IX students of English medium schools in Pune city” The main objectives of the study were (i) to find out the vocational aspiration and occupational choices of students (ii) to find out academic choices for a future academic career, including the subjects liked most and least (iii) to find out parental background related to education and occupation. Major findings were:

- 40% of the sample students wanted to be either doctors or engineers.
- 80% decided to select the science stream for their future academic career.
- The majority of the students liked subjects from the science stream and disliked those from the arts / humanities stream.
- No relationship was found between occupation of fathers and the occupational choices of the students

Jain, Maradula (1990) conducted a study on “The impact of adjustment, frustration and level of aspiration on the children of working and non working mothers”. The objective was to study academic achievement among children of working and non working, educated and uneducated mothers, frustration and level of aspiration. Major Findings were:

- A significant difference in academic achievement was found in the case of the children of working uneducated, working educated, non working uneducated and non working educated mothers’ children.
- Children of working uneducated and working educated mothers having a high level of aspiration differed significantly regarding their scores of achievement.
The difference in non working uneducated and non working educated mothers having a low level of aspiration was significant on the achievement scores.

Kaur, D. (1990) conducted a study on "Educational and vocational aspirations of students belonging to different socio-economic levels of Jammu Division". The main objective was to study (i) the variables associated with educational and vocational aspirations (ii) to compare the spectrum of vocational aspiration of boys and girls emerging from the study, with the actual regional requirements (iii) to frame suggestions for administrators, guidance workers, teachers and parents to induce appropriate educational and vocational aspirations in students/wards in consonance with the avenues available. Major findings were:

- Both educational and vocational aspirations were influenced by sex, socio-economic status and locality when taken independently.
- Urban students differed significantly in their educational preferences as well as vocational aspirations
- Rural students largely aspired for a degree in arts while urban students aspired for a degree in science.
- Rural youth largely aspired for high academic degrees while urban youth tended to aspire for high professional degrees.

Pareek, D.L. (1990) conducted a study on "A comparative study of the self concept personality traits and aspirations of the adolescents studying in central schools, state Government schools and private schools in Rajasthan". Main objectives of the study was to explore the self concept, aspirations and personality traits of students in different types of schools and to determine the relationship between self concept,
personality traits and aspirations of adolescents studying in different schools. Major findings were:

- Adolescents studying in private and central schools were more intelligent than the adolescents studying in government schools.
- Adolescents in central and government schools preferred science subjects while adolescents in private schools preferred arts stream.
- There existed no significant relationship between personality traits and level of aspiration among students from different types of schools.

Vijai (1990) conducted a study on "A study of personality, educational achievement and level of aspiration among the children of working and non working mothers" The main objective of the study was to compare the personality, educational achievement and level of aspiration of the children of working mothers and non working mothers. (b) To see the correlation between educational aspiration and level of aspiration among the children of working and non working mothers. Major findings were:

- Significant difference was found in educational achievement of the male and female children of working and non working mothers.
- No significant difference was found in the level of aspiration scores of the male and female children of working mothers and non working mothers.
- High correlation was found between education achievement and level of aspiration among male and female children of working mothers while it was positive and moderate for the male and female children of non working mothers.

Nagar, Rashme (1991) conducted a study on "A study of vocational aspirations of educated girls in Gorakhpur division and facilities available to them". Main
objectives of the study were (i) to study the vocational aspirations of educated girls belonging to various educational levels (ii) to study the vocational aspirations of rural and urban educated girls (iii) to study the effect of socio-economic status on the vocational aspirations of educated girls (iv) to study the effect of intelligence on the vocational aspirations of educated girls. Major findings were:

- As the educational level increased, the socio-economic status and intelligence profile showed an upward trend.
- Level of education did influence the vocational aspirations of girls at different levels of education.
- A significant difference in the vocational aspiration of urban and rural respondents showed a higher preference for household vocations for the rural whereas the urban counterparts preferred the scientific area.

Haas, Toni (1992) conducted a study on “What can I become; Educational aspirations of students in rural America – ERIC Digest” Main objective of the study were (i) to report on educational aspirations of rural youth compared with students living elsewhere (ii) to suggest ways to communities to work together to raise the sights of their young people. Major Findings were:

- 50% of America’s teenagers intend to go to college, 25% intend to work and to attend college part-time and about 10% intend to work full time after graduation.
- 81% think it is very important to be successful at work.
- In comparison to urban young people, rural young people felt their parents were much more supportive of their taking full time jobs, attending trade schools, or entering the military rather than attending college.
Lower educational aspirations accompanied lower values for making a lot of money and higher values, having secure jobs, and maintaining friendships.

**Jennings, R.Greg (1992)** conducted a study on “*Parental aspirations for children and children’s aspirations. A longitudinal study of educational and career aspirations among hyperactive and non hyperactive children*”. The main objective of the study was to investigate the relationships between parent aspirations for their children and their children’s later aspirations and high school completion. Major Findings were:

- Parents use academic evaluations of their children to form educational but not career aspirations for their children.
- Neither parent’s careers nor educational aspirations for their children were related to their children’s levels of educational aspirations.
- Parents’ evaluation of students’ academic confidence and students educational aspirations predicted high school completion among high school ages.
- Parents of non hyperactive children in upper elementary grades had higher educational aspirations for their children they did parent of hyperactive and learning behaviour problem children of this age group.
- Hyperactivity and learning behaviour problems had an increasingly negative influence on parents’ educational aspirations for their children as students progressed in schools.

**Havalappanavar , N.B. (1999)** conducted a study on “*Vocational Interests of professional and non-professional college students*”. The present study aims to understand the vocational interests of professional-agriculture, engineering and
medical and non-professional arts, commerce and science college students. Results of the study reveal that:

- The vocational interests - technology, scientific, protective services and medical are more pronounced among professional students than non-professional college students.
- The vocational interests - secretarial, educational, economic, outdoor physical and legal administration are more pronounced among non-professional students than among the professional college students.
- The professional and non-professional college students differ significantly in nine vocational interests.
- The choice of the course of study among professional college students - agriculture, engineering and medical and non-professional - arts, commerce and science is more based on external factors rather than on individual’s interests.

Das, P.R. (2003) conducted a study on "A study of level of aspiration of deprived and non deprived adolescents". Level of aspiration is a deriving force in the life of Human beings. In choosing the life goals and doing daily activities, people differ in their expectations and aspiration. The main objectives of the study were (1) To see whether adolescents of both the categories differed or not regarding level of aspirations.(2)To see whether girls of both the categories differed or not regarding level of aspiration. To see whether boys of both the categories differed or not regarding level of aspiration. Important findings of the study were:

- Deprived and non deprived groups differ significantly regarding level of aspiration.
- Non deprived group aspires higher than the deprived group.
Boys of both the groups differed significantly regarding level of aspiration.

Non deprived boys aspire higher than the deprived group.

Girls of both the groups do not differ significantly regarding the level of aspiration.

Goel, S.P. (2004) conducted a study on "Effect of gender, home and environment on educational aspiration". The main objectives of the study was to explore the relationship, if any, between certain factors related to the homes of pupils and the levels of their educational aspirations and also whether there is a significant gender difference in the levels of educational aspirations. Major findings were:

- Educational aspirations and house environment scores of the girls were correlated. The results indicated that out of ten correlations eight were found positive and two were negative.

- When educational aspirations and home environment scores of the boys were correlated, the results revealed that out of ten correlations only three were found positive. This indicates when control, punishment and rejection by the parents increases, the educational aspiration also increased in a positive manner.

- The girls have much higher educational aspiration than boys and further the difference between boys and girls is significant.

(The researcher used EAS scale of V.P. Sharma)

Jones Gill, O’sullivan, Ann & Rouse, Julia (2004) conducted a study on “Because it’s worth it? – Education beliefs among young people and their parents in the united kingdom”. This article examines young people’s pathways between education and work and explores the motivations and pressures underlying choices about which path
to take. It identifies uncertain transitions where choices are revised and pathways changed. Main findings of the study were:

- Parents have increased power to affect their children's Transitions and that young people without parental support is severely disadvantaged.
- This study of parental support for transitions in youth involved with young people and their parents in two contrasting English towns.

Sawhney, Sandeep (2005) conducted a study on "Educational Aspirations of Adolescents in Relation to Their Family Environment, Locus of Control, and some Demographic Variables". The main objectives of the study focused on the relationship between Family Environment and Educational Aspirations of the Adolescents, Educational Aspirations & Locus of Control, Educational Aspirations of Males and Females, Parental Education, and the main and interactional effects based on group differences on the educational aspirations of the adolescents in relation to different dimensions of family. Main findings of the study were:

- The female students revealed significantly higher educational aspirations than those of the male students.
- The rural students revealed significantly higher educational aspirations than those of the urban students.
- There was found no significant difference in the educational aspirations of nuclear family students from those of the joint family students.
- The educational aspirations of the children were found inversely proportional to Parents' Education.
- Educational aspirations of the students were found independent of the locus of control in relation to their parents' Education.
Howley, Caitlin W (2006) studied on "Remote Possibilities: Rural Children's Educational Aspirations". This study takes up the question of rural children's educational aspirations. Findings of the study indicate that

- Rural children are as likely to aspire to a high school or an undergraduate education as are non rural youth.
- The significant difference in aspirations between rural and non rural children is in terms of postgraduate education.
- Rural youth come of age in familial contexts of attachment to place, with rural families being more likely than non rural families to have turned down a job to remain in their communities.

Mello, Zena R.; Swanson, Dena P. (2007) conducted a study on "Gender Differences in African American Adolescents' personal, Educational and occupational Expectations and perceptions of neighbourhood Quality". This study was conducted in an effort to generate information toward fostering academic outcomes among African American adolescents. Gender differences in African American adolescents' personal, educational and occupational expectations were examined in relation to perceptions of neighbourhood quality. Results reveal that

- Expectations were positively associated with perceptions of neighbourhood quality.
- Female adolescents reported more positive expectations than male adolescents.
- The association between expectations and perceptions of neighborhood quality depended on gender, with male adolescents who rated their neighborhood higher in quality reporting higher personal and educational
expectations than male adolescents who rated their neighborhood poorer in quality.

Patrie Akos, Glenn W. Lambie, Amy Milson, Kelly Gilbert (2007) conducted a study on "Early adolescents' aspirations and academic tracking on exploratory investigation". The main objective of the study was to explore the relationship between high school curriculum choices and demographic and school related variables. Major Findings were:

- Over half of the students in eighth grade appeared to be making choices that prepare them to pursue a college or university education.
- 34% were preparing for same type of post secondary education (i.e., business or trade school)
- School behavioural problems to be significantly correlated to students’ educational aspirations and achievement.
- Students with lower educational aspirations earned lowered grades and had more school behaviour problem.

Garg, Rashmi., Stella Melanson, Elizabeth Levin (2007) conducted a study on "Educational aspirations of male & female adolescents from single parent and two biological parent families: a comparison of influential factors". The main objectives of the study were (i) to study that youth from single parent families report lower educational aspirations than those from two parent families. (ii) To study the influence of background factors (gender, grade, parental education and SES), parental involvement with education, academic self concept, and peer influences on educational aspirations. Major Findings were:
Adolescents from single-parent families scored significantly lower than adolescents from intact families on educational aspirations and other predictor variables.

Hierarchical regressing analysis showed that the pattern of relationships between educational aspirations and other factors was very similar for adolescents from both types of families namely academic self concept significantly predicted educational aspirations.

Chaudhary, Vineeta (2007) studied on "A correlational study of level of aspiration and academic achievement of secondary school students". The main objective of the study was to find out whether there is a correlation between level of aspiration and academic achievement among the urban and rural students. Findings reveal that:

Level of aspiration is not a significant correlate of academic achievement. But it is desirable that students fixed up high goals commensurate with their ability and tried to achieve it. Low goal setting was in no way desirable characteristic for better achievement.