CHAPTER III

AIMS AND HYPOTHESES
Need of the Study

Freedom to choose one’s lifestyle is basic to our democratic society and is necessary to the fullest possible growth of individual. India today is one of the leading developing countries, seeking to become self-sufficient and solve its problems. A vigorous effort is being made to plan the educational and vocational system so as to utilize human resources to the maximum. According to Chandrakant (1966) the most important investment that a country can make, is in its human resources. Money and time spent on training students in different courses has to be optimally utilized with a view to develop potentialities to the maximum. Selection procedure ought to be such, which deputes the right man for the right job, keeping in mind the abilities, aptitudes, personality, motives and interests suited for the job. This would result in increased work efficiency, production and personal satisfaction.

Education Commission (1966), Rao and Arunajatai (1971) pointed out that students are admitted to vocational courses unsystematically and unscientifically. Keeping this in view, Government of India introduced career education strategy in the form of 10+2+3 educational system, whereby +2 stage offers different academic and vocational streams for the students. The +2 stage according to this system, is a crucial stage for making choice of different educational programmes, leading to
different vocations. In order to avoid wastage of man power and the money spent on education, which a developing country like ours cannot afford, it is essential that at the +2 stage selection of right educational courses be made, leading to appropriate jobs.

The aforesaid strategy of right job-right-man can be best implemented through vocational guidance at the school level. Paul Kline (1975) emphasizes vocational guidance in terms of job specification and person specification. Job specification entails evaluation of the job in terms of the basic functions involved, with rapid advancement in technology, new jobs are coming up, which need highly trained work force. Personal specification involves knowledge of the individual's personality, abilities, attitudes and capacities. In a country like India, where vocational guidance is in its infancy, a study throwing light on the psychological determinants of vocational choice would be useful for such services. The availability of information about relationship of various intellectual, personality and motivational factors, with vocational choice, would enable one to guide students at +2 stage to make adequate vocational plans in terms of right job for the right man.
The chapter of the review of factors effecting vocational choice has brought to surface the fact that vocational choice is a function of numerous environmental and psychological variables. Any research on vocational choice has to take into cognisance a host of interacting factors. However it is neither feasible nor possible to include all the variables in one study. Wedge (1978) realised the above difficulty and advocated the use of manageable variables in any research on vocational choice. The present research endeavour has taken up only three psychological factors i.e. Intelligence, Personality and Motives in relation to vocational choice.

The present investigation is an attempt to study the intellectual personality and motivational variables as correlates and predictors of vocational choice of postgraduate students from various faculties (Science, Arts & Languages). The study is likely to provide an insight into the various patterns of vocational choice, as found in different faculties. It would also bring out the degree of relationship of the three variables (Intelligence, Personality and Motives) to different vocational choices. It may further be possible to find some cluster of these correlates which go together in the formation of different vocational choices. This research is also directed to provide an answer to the query - whether or not the variables of intelligence, personality and motives contribute towards the prediction of various vocational choices?
Hypotheses

I. Vocational Choice patterns of post graduate students

Education imparted at post-graduate level is specialized in nature, as different post-graduate courses correspond to educational requirements of different occupational fields. Vocational choice of students at this level should be selective and congruent to their respective educational courses. Hence students majoring in Science faculty should prefer occupations where they can utilize their educational training e.g., jobs in the field of 'Science or Technology'. Similarly arts and language students due to the nature of their respective training should show preference to 'Social Service', 'Business Contact' 'Organisation' and 'General Culture'. Freudsen (1953) indicated that students with social study courses tend to choose social service occupations, whereas students from scientific courses tend to select scientific occupations. Parameswaran et al. (1968) found that responses to vocational interest reveal patterns in line with the course of study for engineering and science group. This trend was also observed in the study reported by Vohra (1977), who indicated that students from polytechnic college gave preference to technology group. Rashmi (1977) indicated that library science students gave first preference to the job which was related to the educational course they were undergoing.
In the light of above cited research evidences, it may be expected in the present work, that students from Science faculty would give maximum preference to 'Technology' and 'Science' groups, whereas Arts and Language students would prefer Social Service, Business Contact, Organisation and General Culture occupations.

In the present investigation the vocational choice is studied in terms of various occupational fields, and levels. Therefore hypothesis for vocational choice in terms of various levels has been also framed. The various levels used in the present investigation are placed in hierarchy of educational qualification. The first two levels stands high in this hierarchy and corresponds to the educational qualification of post-graduate students. It would be appropriate for these students to select occupations from the first two levels only. The disposition of adolescents to choose professional and skilled occupations has been reported in various investigations. Bell (1938) revealed that young people tend to select occupations which stand high in the prestige and skill hierarchy. Similar results were reported by Myers (1947), Wilson (1948) and Watson (1968). On Indian sample Mohan & Banth (1983) observed this disposition and reported that post-graduate Science and Arts students vocational choice was determined by upper two levels.

'In the light of above stated research evidences, it may be expected that Science, Arts and Language students would prefer occupations at first two levels only'.
II. Intelligence And Vocational Choices

Intellectual ability is considered to effect the 'field' as well as 'level' of vocational choice. Therefore hypothesis regarding both would be framed.

It has been empirically established that individuals with high intellectual ability tend to choose scientific and technological related courses and jobs. Wolfle and Oxtoby (1952), Shults and Angoff (1956), Mohan & Kumar (1976) have all indicated that students majoring in science subjects have higher intelligence scores, while those majoring in social sciences and humanities score less on intelligence tests. As regards relationship of intelligence and job choice Livesay (1941) indicated that individuals with high intelligence choose technical and scientific jobs, whereas individuals with average intelligence preferred teaching, business and agriculture occupations. Perrone (1964) reported that individuals with high intellectual ability choose non-person oriented occupations (Science, Technology, Organization) whereas average intelligence group opted for person-oriented jobs (Social Service, Business Contact, General Culture, Arts & Entertainment). Welsh (1971) in an investigation on gifted adolescents reported that there is a positive relationship between intelligence and interest scores on Science and Technology.

"Collaborating the above mentioned research evidences it may be hypothesized that :"
(a) Intelligence level of science students would be higher than that of Arts and Language students; (b) Intelligence of Science students would be positively related to their vocational choices on 'Science' & 'Technology' occupations; and (c) whereas Intelligence of Arts and Language group would be positively related to their vocational choice for Social Service, Business Contact, Organization and General Culture group.

As already mentioned in the beginning, intellectual ability affects the choice of occupational level i.e. high intelligence is positively related to professional and other high level occupations. Wrenn (1935) indicated that high IQ individuals choose occupations at the professional level. Livesay (1941) also indicated that students preferring occupations at the professional level had the highest intelligence scores. Similar findings have been reported by Gribbons & Lohnes (1966) and Welsh (1971).

In the light of above cited research evidences it may be expected that intelligence of Science, Arts and Language students would be positively related to the first level of vocational choices.

III. Personality And Vocational Choices

Eysenckian personality model has been used in the present investigation, therefore hypothesis for E/I and N are framed separately.

E/I and Vocational Choices

Eysenck (1968, 1975) maintains that extraversion refers to impulsive and sociable tendencies and introversion implies controlled responsible and non-sociable tendencies.
Roe (1950 on the other hand have indicated that occupations are either person oriented (sociable) or non-person (non-sociable) oriented. Taking cue from above theoretical expositions, one may deduce that extraverts would prefer person oriented jobs (Social Service, Business Contact, General Culture) whereas introverts would prefer non-person oriented jobs (Science & Technology).

Eysenck (1971) found that extraversion is linked with various aspects of performance. The ability of introvert to resist boredom and persist with a task for a long period of time is valuable in certain jobs. Mohan (1976) reported that extraverts are as efficient as the introverts but after a period of time their performance drops more quickly. The general indication is that jobs where sustained attention and task persistence is required extraverts are likely to show much more work decrement than introverts. Jobs in scientific and technological fields needs sustained attention, hard work and task persistence, and thus would suit individuals with introvert tendencies.

The above deduction has also been empirically confirmed in various investigations. Bendig (1963) found that introverts tended to prefer theoretical and scientific professions, while extraverts preferred people oriented jobs. Gupta (1971) also indicated that individuals high on E/I scale preferred outward oriented jobs - salesman, commerce trade, press correspondent.
army and foreign services. Vohra (1977) reported that polytechnic students preferring technological group of occupations were low on E/I scale. Wankowski (1976), Kokosh (1976) and Eysenck & Eysenck (1977) also stated that introverts gravitate towards the hard science courses while extraverts seem more at home in the Arts and Social Science courses.

'In the light of above theoretical and research evidences it may be expected that students from science faculty would be low on E/I and their vocational choices on 'Science' and 'Technology' groups would be negatively related to their E/I scores. Students from Arts and Language faculties would be high on E/I and their vocational choice for person oriented jobs (Social Service, Business Contact, General Culture) would be positively related to their E/I scores.'

IV. Neuroticism and Vocational Choices

The relationship between neuroticism (N) and vocational choices is more complex than that of Extraversion and Introversion. Eysenck (1953, 1977) maintains that neurotics are generally unstable, unadaptable, undependable and anxious individuals. N at the same time is also equated with autonomic drive (Eysenck, 1967a; Mohan, 1976) which makes their optimum drive or N for easier task higher than for the difficult task. Subjects high on N because of their characteristics and drive level are likely to avoid occupations demanding persistence hard work, and going through details e.g., Science and Technology whereas, high N individuals would like to choose
occupations involving low responsibility, low anxiety and
easier tasks e.g. the lower level and non-scientific jobs. It
has been empirically established by Vohra (1978) that there
is a very low correlation between neuroticism and vocational
choice for 'Technology' group.

Eysenck and Eysenck (1978) found that Arts students
score high on N, whereas Science and Engineering students were
low on N. Similar findings were previously reported by Rao
(1966) and Hornet et al. (1975).

"In the light of the above cited theoretical
and empirical evidences it may be hypothe-
sised that students from Science faculty
would be low on N and their vocational
choice for Science and Technology group
would be negatively related to N scores.
Arts & Language students would be high on
N and it would be positively related to
their vocational choices on non-scientific
fields."

Motives and Vocational Choice

Since in the present research effort, the three
motives - nAch, nAff and nPow - are studied in relation to
vocational choice, therefore hypotheses for each motive and
vocational choices are presented separately.

V. Achievement Motive And Vocational Choice

McClelland et al. (1953) regarded nAch as disposition
to engage in activities in which doing well or competing with
a standard of excellence was important. Individuals with high
nAch would choose those occupations where the potentiality
for the satisfaction of above disposition is comparatively higher, e.g., Science, Technology, Organisation and Business Contact group of occupations.

This trend has also been supported in several studies by McClelland, Atkinson, Clark and Lowell (1953); Rickett, 1954; and McClelland (1955). They all indicated that subjects with high nAch tends to choose 'Business' and Research scientist occupations. Nikore, Singh and Dashpande (1965) and Pal (1969) reported that Indian students with high nAch choose Science and medical occupations. Bose and Gupta (1979) and Barrell and Stahl (1981) have also indicated that nAch for scientists and engineers was higher than non-engineering group.

In the light of above cited researches it may be expected that nAch of Science students would be positively related with their choice for Science & Technology group, whereas nAch of Arts & Language students would be positively related with their choice for Organisation & Business Contact group of occupations.

VI. Need for Affiliation And Vocational Choice

Since nAff is a drive to relate to people (Veroff and Atkinson, 1966), therefore individuals with high nAff would like to choose people oriented jobs e.g. (Social Service, Business Contact and General Culture).

Nikore, Nath, Singh and Dashpande (1965) indicated in their study that need for affiliation is highly loaded in the students choosing commerce and arts related vocations, than
students opting for science and medical vocations. Harrell and Stahl (1981) indicated that graduate students and management executives, weighted nAff more than scientists and engineers, in arriving at their job choice decision.

In the light of above cited empirical evidences it may be expected that nAff of science students would be negatively related with their choice for science and technology group, whereas Arts and Language students would be positively related with their choice for 'Social Service', 'Business Contact' and 'General Culture' occupations.'

VII. Need For Power And Vocational Choice

McClelland (1970, 1975, 1976) and Winter (1973) indicated that the person high in nPow is an individual who acquires or displays the trappings of prestige, power and potency. Individuals with high nPower would choose occupations where the fulfilment of above needs are evident e.g. 'Organization', 'General Culture' and jobs at the professional and managerial level (Level I) of different occupations.

The above stated trend has also been empirically supported (Veroff, Atkinson, Feld & Gurin, 1960; Singh and Kaur, 1976; Eggleton, 1978). Harrell and Stahl (1981) indicated that management executives placed highest weight on the nPow for arriving at their vocational choice. The scientists and engineers placed comparatively less weight on the nPow for arriving at their vocational choice.
In the light of above cited empirical and theoretical evidences it may be expected that nPow would be negatively related to the vocational choice of science students expressing choice for science and technology group whereas nPow of Arts and Language students would be positively related to choice for Level I of Organization, General Culture.

Intelligence, Personality, Motives as Predictors of Vocational Choices of Science, Arts & Language Faculties

Within the framework of the hypothesis of the present study, it has been assumed that there is a set of intellectual capacity, personal qualities and motives that characterize vocational choices of each faculty, which further makes us assume that these sets of variables may also predict vocational choices.

Vocational choices can be understood better by relying upon intellectual as well as personality variables (Super, 1957; Subramaniam, 1962; and Critics, 1969). Results of studies by Vohra (1977), Josan (1983) have indicated that vocational choices cannot be studied in terms of singular personality variable, without rooting intellectual and other psychological variables in theoretical concepts.

In the light of above cited evidences it may be expected that intelligence, personality and motives are significant predictors of vocational choices. These variables taken conjointly contribute better towards the prediction of vocational choices than their separate contribution.