NEED OF THE STUDY

The increasing complexity of society has reduced the assurances that decisions will lead to viable goals. The competitive pressure of a fast changing world demand that young people make decisions about specialisations and careers, yet society may outgrow its needs for their skills almost as soon as they are mastered. In a labour market where unskilled jobs are rapidly being replaced by specialised ones, the individual may not only frequently be forced to take further training but they may also have to stand prepared to change the other vocational areas.

Most of us spend the greatest portion of our lives engaged in work and therefore it is a salient area of life which needs a thorough and clear understanding (Muchirisky, 1983). The discipline of vocational psychology attempts to study the world of work which is exceedingly complex in nature, researchers in this area are making continuous efforts to provide answers to some very difficult, vexing but potent questions.

The study of vocational choice holds a very important place in Vocational Psychology, because this is one of the salient decision of life which not only shapes the future of the individual but of the whole nature at large. Adequate vocational choices would not only lead to personal growth and
satisfaction but would also help in making maximum utilisation of a nation's human resources.

To attain this goal, more and more, research derived knowledge of developmental sequence of vocational behaviour and of the determinants of vocational behaviour is needed. The psychological and socio-economic conditions in India are different from other countries and in selecting an occupation an individual is more and less directly influenced by several social systems (Super & Bachrach, 1957). With the introduction of 10+2+3 system of education in India from 1977, the students are required to decide the main stream of education that they have to pursue at the end of 10 years of school education, wherein the +2 stage offers academic and vocational streams for them. As such by the end of +2 stage and during the +3 stage the self exploration takes place (Super, 1977).

Vocational guidance at the school level, therefore, is essential. 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 programmes. 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.
AIMS OF THE STUDY

India's most pressing need today as a developing nation is to increase production and eliminate the wastage of manpower. Indications are there that proportion of able youth entering college after the high school is now increasing but even more specialised training will be insufficient unless qualities of flexible and adaptive thinking are also fostered (Foangan et al. 1964). (The problem of human resource wastage demands specialised personnel services to help the individual plan realistically in accordance with the existing condition in the world of work).

Even though the rural areas account for three-fourth of the population they are getting much less by way of resources for education than the urban areas. Result being that more and more students are migrating to urban institutions for higher education. Rural areas have been touched only marginally by higher Education of quality. Moreover the enrolment pattern in far too skewed in favour of what passes for general education. Efforts to encourage science, technology and other professional courses at various levels have not met with much success. (Challenge of Education, 1985).

Lipsett (1955) reported that youth in large cities have greater educational and occupational opportunities than those living in the rural areas. Urban students are exposed to variety to occupations than those from the rural area.
The share of educational expenditure has been gradually getting balanced in favour of the rural areas (Challenge of Education, 1985). The present study therefore is expected to shed some light on the area of vocational choice which have not been explicated to a large extent till now. We are now passing through a crucial period of social change. Old social order is being challenged by modern ways of living. Modernization with its scientific temper, humanistic, spirit and secular view of life is uprooting the customs of long centuries and creating a ferment of restlessness. The youth of today is suffering from a more or less unconscious identity conflict.

Mohan, Sujata & Banth (1986) found rural and urban differences of vocational choices. The results revealed that though the differences emerged in the choices of rural/urban youth but these differences also emerged between the choices of male and female from rural/urban background. It was decided to probe further the differences between the occupational choices of the four groups i.e. rural male, rural female, urban male and urban female.

The present investigation is an attempt to look for the difference in the rural and urban male and female for each of the vocation that comes their way. The study is likely to provide an insight in the various intellectual, personality, socio-economic and cultural factor into the various patterns of vocational choice.
It would also bring out the degree of relationship of the variables (Intelligence, Personality, nAch, I-E Locus of Control, S.E.S. and Academic Achievement) to different vocational choices. It may further be possible to find some cluster of these correlates which go together in formation of different vocational choices. This study also aims to provide an answer to the question whether or not these variables (Intelligence, Personality, nAch, I-E Locus of Control, S.E.S. and Academic Achievement) contribute towards the prediction of various vocational choices.

It remains an open question for future generations to build up against the new trends of 21st Century India, where Govt. of India is certainly an inertia to move at a faster pace. If only this research presents a significant picture of the Rural/Urban Male & Female students career choice set against the new perspective.
HYPOTHESES

The formulation of hypotheses is a process derived from the scanning of the related research literature. An attempt is being made now to deduce the relevant and related hypotheses based on earlier researches as well as inductive process.

The following hypotheses are based on group differences:

1. **Vocational Choices of Rural and Urban Undergraduates**

Dwelling of the individual plays an important part in choosing a vocation. Choices of rural and urban students differ significantly because in the urban area there are better educational opportunities and also availability of necessary sources which prove to be of great importance. Lipsett (1955) reported that youth in large cities have greater educational and occupational opportunities as compared to those living in the rural areas. Reddy (1973) found that urban students make more realistic choices than rural students. Desai (1974) pointed out that residential background have important bearing on the occupational decision-making. Iheagwam (1981) found students living in urban areas face less problems in making vocational choices than the rural students.

Anderson (1932) analyzed the vocational choice of 619 college males from villages, town and cities and concluded that city boys selected engineer and manufacturer than the farm boys who chose farmer more than any other occupation. Sisson (1941)
found essentially the same relationship as of Anderson. He concluded that city boys choose engineering approximately one-half of the time, whereas farm children select an agricultural occupation almost as often. Mohan, Sujata & Banth (1986) found urban youth preferred organisation, rural youth preferred outdoor and arts and entertainment.

In the light of the above cited research evidences, it may be expected that:

Urban youth would choose occupations like organisation and rural youth would choose occupations like outdoor and arts & entertainment.

**Vocational Choice of Male and Female Youth**

Significant sex differences in vocational choice patterns have been observed by earlier researchers. Lehman and Witty (1936) reported that these different vocational orientations are apparent in very young boys and girls. Girls frequently selected occupations involving teaching and personal service, whereas boys more frequently chose those involving travel, physical danger and power. Rosenberg (1957) noted that one half of the men planned to enter law, engineering, farming or business, on the other hand, half of the women selected teaching, social work, secretarial work, art, journalism and drama.

Although a much larger percentage of women are working and the trend is steadily increasing, there is still resistance
to entrance of women in the labour force. Tyler (1972) concluded that such resistance keeps her away from maximizing her potentials and from making 1st class rather than 2nd class contribution to the society. It is concerned about the complexity of demands, pressures and conflicts facing women at different life stages and the limited reward system which denies them the range of options and rewards available to men. Tulsi (1983) concluded that such resistance is expressed subtly but effectively by encouraging women to enter only certain occupational fields such as clerical, stenography and teaching etc., while discouraging them from entering occupations in which men traditionally dominate.

It may be expected that:

Male youth may show greater liking for jobs requiring technical specialization and power and female youth for only certain occupations which fit into their role of home maker and less responsibility. Thus males are likely to prefer Organisation, Technology, Science, Outdoor, Business Contact and females will prefer Social Service, Arts & Entertainment, General Culture.

Vocational Choice with Certain Psychological Variables:

In contrast to the various ecological variable there are various psychological variables which determine the choices of the individual. There are various psychological variables effecting the vocational choice but few of them like
Intelligence, Personality, nAch, Internal-External Locus of Control, Socio-Economic Status and Academic Achievement are taken for the present research study.

**Vocational Choice and Intelligence**

General ability is the basic as well as the limiting factor of one's daily functioning. Moser (1949) reported that intelligent students choose occupations that required advanced professional training, while less intelligent selected occupations that require no or little academic training. Harkness (1973) concluded intelligence as a single predictor of occupational knowledge at elementary stages. Tanpraphat (1976) observed that students interested in arts and entertainment possessed higher Intelligence than students interested in groups like Social Service, Technology, Organization, Business Contract and Science. Madan (1984) reported that intelligence was positively and significantly related to vocational choices on 'Social Service', 'Organization', 'General Culture' and 'Arts & Entertainment'. On the basis of the above mentioned empirical studies it may be hypothesized that:

Intelligence of Rural/Urban Youth would be positively related to the Vocational Choice for 'Social Service', 'Organization', 'General Culture' and 'Arts & Entertainment' at Level I.
Vocational Choice and Personality

Personality plays a significant role in the choice and success of occupation of the individual. The result literature revealed a number of studies (Rieger, 1949; Daniels and Hunter, 1949; Roe, 1950, 1952) indicating the relationship of personality and individuals' vocational choice behaviour. Andrew (1971) reported some significant results to support Holland's premise that people search out environment and hence vocations that are compatible with their personalities.

This point of view is fundamentally research oriented and is worthwhile for further testing.

Eysenck and Eysenck (1968, 1970) describe the dimensions of Psychoticism, Extraversion and Neuroticism as follows:

Vocational Choice and E/I

Eysenck (1968, 1975) maintains that extraversion refers to impulsive and sociable tendencies and introversion implies controlled responsible and non-sociable tendencies.

Roe (1956) classified occupations as either person oriented (sociable) or non-person (non-sociable) oriented. One may deduce from the above classification that extraverts would prefer person oriented jobs (Social Service, Business Contact, General Culture) whereas Introverts would prefer
non-person oriented jobs (Science and Technology). 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 need sustained attention, hard work and task persistence, and thus would suit individuals with introvert tendencies.

Gupta (1971) also indicated that individuals high on E/I scale preferred outward oriented jobs like 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. Madan (1984) found personality factor E/I to be significantly positively related to the vocational choice namely, 'Social Service', 'Business Contact' and 'Organization'.

In the light of the above stated research evidences it may be expected that:

Vocational choices of Rural/Urban youth on 'Social Service', 'Business Contact' and 'Organization' would be positively related to their E/I scores.
Vocational Choice and Neuroticism

High N score on the other hand are indicative of emotional lability and over-reactivity. Such individuals are predisposed to develop neurotic disorders under stress, but such predispositions should not be confused with actual neurotic breakdown, a person may have high score on N while yet functioning adequately in work, sex, family and society spheres. Eysenck & Eysenck (1977) found that arts students score high on N. Similar findings were previously reported by Rao (1966) and Hornet et al. (1975). Vohra (1978) found low correlation between Neuroticism and Vocational Choice for 'Technology' group. Madan (1984) found factor N emerging as significantly and positively to choices on 'Social Service'.

In the light of the above cited research evidences it may be hypothesized that:

N would be positively related to the vocational choices on 'Social Service', 'Organization', 'General Culture' and 'Arts and Entertainment'.

Vocational Choice and Psychoticism

Eysenck discovered a third dimension of personality unrelated to the two already existing ones, this he called Psychoticism (P). Eysenck (1970) described Psychotic as aggressive, troublesome, insensitive, sensation seeking and hostile. Eysenck and Eysenck (1978) found that Arts students
scored highest on Psychoticism followed by Medical, Engineering and Athletic students. According to Mehryar and Hosseini (1973) high Psychoticism scores had high level of Neuroticism. Similar results were reported by Eysenck and Eysenck (1978) for males. Gulati (1982) found positive relationship between N and Psychoticism.

Though there is a paucity in the area of research on Psychoticism and occupational choices, but on the bases of above mentioned studies indicating positive relationship between N and P,

It may be hypothesized that:

Psychoticism would be positively related to occupation on 'Social Service', 'Organisation', 'General Culture', and 'Arts & Entertainment'.

Vocational Choice and nAch

Need achievement of the student is an important determinant of his vocational choice. Mahone (1960) revealed that the men in whom need achievement is dominant, more frequently, have high realistic choices. McClelland et al. (1953) indicated that subjects with high nAch tend to choose 'Business Contact', 'Science', 'Technology', and 'Organisation' group of occupations. Harrel and Stahl (1981) with a new approach for measuring nAch directed individuals to weigh the role of their needs (nAch, nAff, nPow) in the formation of their job choices. The sample consisted of graduate students, scientists, engineers and
management executive. Multiple regression was used to determine the weight of each need in arriving at his/her job-choice decision. The results indicated that nAch plays the dominant role in the formation of the vocational choice for scientist, engineers and graduate subjects. Madan (1984) reported that nAch of Arts students were positively related with their choice for 'organisation' and 'Business Contact' group of occupations.

In the light of above cited research evidences it may be expected that:

nAch of Rural and Urban youth would be positively related with their choice for 'Organisation' and 'Business Contact' group of occupations.

Vocational Choice and Locus of Control:

There is a paucity of direct studies of occupational choice with external-internal locus of control but some indirect studies in the area are helpful to show us some way. Tiwari, Sushil, Tripathi and Narendra (1981) examined the relationship between socio-economic status, sex and components of perceived locus of control in terms of 240 subjects scores on the 3 subscale of Levenson's Internal-External Control scales. Results indicate that low SES Ss are more internally controlled than high SES Ss. Danga (1984) examined the relationship between 200 male high school students, locus of control and their occupational choice behaviour by asking students to
complete Rotter's Internal-External Locus of control scale and the motivation for occupational preference scale. Findings indicate that Internal Locus of control Ss were intrinsically influenced to choose their occupations, while external locus of control students were extrinsically influenced. It is possible that external locus of control individuals are passively dependent on External factors such as chance and good fortune to influence their occupational choices.

Due to the lack of empirical evidences indicating the relationship of Internal-External Locus of control and vocational choice it is difficult to get the clear cut picture pertaining the relationship between the two. But on the bases of General characteristics we may draw the following hypothesis:

External Locus of Control would be positively related to non-scientific occupations and Internal Locus of Control to Scientific occupations.

**Vocational Choice and Academic Achievement**

Holden (1967) in a longitudinal study with a sample of 109 students from grade 8th to 11th, concluded that students tend towards vocational choices that are more suitable to their scholastic abilities. Another longitudinal study of academic achievement based on Holland's theory of vocational choice was conducted on 208 males by Soliah (1972). He applied both the analysis of variance and co-variance and arrived at the
conclusion that significant relationship existed between grade point average and career preferences. In India, Grewal (1972) gave similar conclusion on a sample of 431 higher secondary students of Madhya Pradesh. Mossin (1949), Wingent (1973), Mohan and Ramdawa (1977) reported that the academic achievement did not play significant role in the occupational choices of the students for the various groups of courses. The lack of proper information of the suitability and availability of the jobs based on various academic grades are also lacking with the students coming out of the portals of schools and particularly with the rural backgrounds (Reddy, 1973). Vohra (1977) conducted a study on Indian Sample and concluded that students high on Academic Achievement would opt for Technology, General Culture, Social Service and Arts and Entertainment group of occupations.

However, it is evident from the admission patterns in the various courses in India that the marks in the academic subjects do influence the vocational choice of the individual. Students scoring high academically can apply for the professional courses like, engineering, commerce, computer science, etc.

In the light of the above stated evidences it may be hypothesized that:

Academic achievement would be positively related to the occupations like Technology, General Culture, Social Service and Arts and Entertainment at Level I.
Vocational Choice and Socio-Economic Status

Social class status of the student has a positive correlation with vocational choice. Bloss (1972) is of the view that most of the vocationally immature children come from the parents who could not get education beyond 10th class. Vignod (1972) reported that higher the S.E.S. of the child, higher was his level of expected occupation than wished occupation. Bhatia (1962) studied the S.E.S. conditions and curricular choices of XI class students and found students belonging to the lowest S.E.S. have shown comparatively more preference for clerical area which indicate that the level of aspiration of these students is low because of economic distress. Mohan & Sujata (1985) reported that a general trend will be towards higher level of jobs. Roe (1956), George and Mathew (1966), Teahan (1974), Misra (1975) and Brook et al. (1974) believed that SES could be a determining factor in the aspirations preference and choice of vocation.

On the bases of the above cited research evidences it may be hypothesized that:

S.E.S. would be positively related to the various group of occupation based on Roe's (1956) classification at higher level jobs.
Intelligence, Personality, nAch, I-E Locus of Control, Academic Achievement and Socio-economic Status as Predictors of Vocational Choices of Rural and Urban Arts Students

Within the framework of the hypothesis of the present study, it has been assumed that there is a set of intellectual capacity, personal qualities, achievement motivation, Locus of Control, Academic Achievement and Socio-Economic Status that characterize the vocational choice of rural and urban arts faculty, which further makes us assume that these set of variables may also predict vocational choices.

Vocational choices can be understood by relying upon intellectual as well as personality variables (Super, 1957; Subramanium, 1962; and Crites, 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.

Madan (1984) studied the range of predictive efficiency of the variables of Intelligence, N, E/I, nAch, nAff and nPow taken conjointly for vocational choices of Arts students was between 17% to 58%, which indicates that these variables account for almost 1/6th to 1/2 of whatever determines the choice of Arts students, which indicate that rest 5/6th may be emerged from rest of the variables.
Brosman (1981) studied 130 full time freshmen who entered college and who indicated that they were undecided about their educational and vocational choice. The correlational analysis indicated that an internal LOC is significantly correlated with both career exploration and career knowledge of CDL. Further regression analysis demonstrated that LOC is a significant predictor of exploratory behaviour and that LOC along with value orientation are significant predictor of career knowledge.

In the light of above cited evidences it has been indicated that Intelligence, Personality are significant predictors of vocational choice and contribute better towards the prediction of vocational choices if taken conjointly rather than their separate contribution. It may be expected that:

As Intelligence and Personality taken conjointly are the better predictors so rest of the variables may add to better prediction if taken conjointly.