CHAPTER II

REVIEW OF LITERATURE
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REVIEW OF FACTORS EFFECTING VOCATIONAL CHOICE

The present research is an endeavour to study psychological correlates (Intelligence, Personality, nAch, Internal-External Locus of Control, Socio-Economic Status and Academic Achievement) of vocational choice. The various theoretical models of vocational choice lead us to conclude that vocational choice is the result of an interaction of the various environmental and psychological factors. The subsequent portion deals with the research literature regarding important environmental and psychological factors with special reference to its different variables included in this study. It brings to the focus some significant research trends in the light of which the hypothesis for the present study will be formulated in a subsequent chapter.

ENVIRONMENTAL AND SOCIAL FACTORS

(1) Culture: The modes of living of a community may be called its culture. Crites (1969) stated that culture in which the individual is raised effects his vocational choice. Sinha and Shankar (1970) in a comparative study on the Indian culturally disadvantaged population choose occupations trading to economic gains, involving less responsibility and those satisfying their immediate needs, whereas culturally advantaged population opted for occupations which involved responsibility, power and authority. It may be observed that
the pattern of vocational choice varies from culture to culture and also within one culture.

(2) Sub-culture: Within a culture there are sub-cultures which impinge upon vocational decision making. Crites (1969) found that patterns of vocational choices correspond with job patterns associated with each class in the adult world of work. Ginzberg (1951) found that boys from high income families thought in terms of professional executives kind of occupations while those from lower income families tended to think in terms of skilled jobs which offered a higher rate of wages than their father received.

(3) Home and family: Family is viewed as the basic agent of socialization. According to Roe (1951), the emotional climate at the home i.e., interaction between parents and children, develops the basic attitudes and interests which they may express in various aspects of daily life. This interaction may be of three types:

(1) Influence of family in form of interpersonal relationship.

(2) Individual's position in the family.

(3) Father as a role model influence the choice phenomena.

Moser (1952) studied the effect of level of parents education upon vocational preferences of high school students. The students whose parents had the highest percentage of college attendance preferred occupational areas with high cultural status.
Super (1953) and Crites (1962) found the parental identification is a significant variable in the selection of the occupation. Srivastva and Falo (1970) report that

(i) sons prefer occupations at a level higher than father's occupation level;

(ii) father suggest occupation to their sons at a higher level than their own.

The influence of family in the form of inter-personal relationship with parents have also been studied by certain investigators. The essence of Roe's (1957) theory is that parental attitudes of acceptance or avoidance leads to formation of choice of person oriented and non-person oriented jobs. Werts (1968) found that children with assertive or dominating parents may implicitly accept their parents plan for their vocational future.

(4) **The School**: School is a basic agent of socialization and as such its goals and values can have important effect on an individuals' career pattern. Wilson (1959) found that the dominant climate in a school makes a significant impact upon the students occupational goals. Carlin (1960) reported that approximately 40 per cent of students chose careers corresponding to subject taught by their favourite teachers. Randhawa (1977) reported that children from public schools preferred Arts and Entertainment best, while the Government school prefer 'General Culture' group on Semantic Differential Scale of occupational choice classification.
Sociological Factors

Rural and urban background plays an important part in choosing a vocation. Influence of educated parents, availability of better educational opportunities and sources of vocational information are the few factors that lead to the marked difference between the choices of the two i.e. Rural and Urban youth. Bell (1938) found that subjects of urban area put stress on specialized training at all levels of vocational choice. It was reported that rural youth opted more for trades and craft occupations and urban youth preferred professional, business and secretarial jobs. Sisson (1941) reported that urban boys chose engineering more often, whereas rural boys always selected an agricultural occupation. Ineagwam (1981) found students living in urban area faced less problem in making vocational choice than the rural students and students of urban area were more realistic in their choices than the rural students. Mohan, Sujata and Banth (1985) found that rural youth preferred outdoor and arts and entertainment and urban youth preferred organization and science as their first preferences on Semantic Differential Scale of occupational choice.

Thus the background and experience of specific nature do influence the vocational choice of the individual.

From the above quoted researches, it may be concluded that environmental factors do have influences on the choice of occupation of the individual.
On the other hand, there are some psychological factors which play a significant role in explaining the relationship of the choice and success on his work. Some of these psychological factors which have relevance to the present work are discussed below:

1. Intelligence
2. Personality
3. nAch
4. Internal-External Locus of Control
5. Socio-economic status
6. Academic Achievement
7. Sex difference

Unlike the environmental factors there are various psychological factors effecting the vocational choice pattern of the students. It is difficult to cover the complete area therefore only those determiners of vocational choice are discussed below which have relevance to the present research work:

1. Intelligence: Various studies have been attempted to establish the relationship of intelligence of specific group of occupations. Some of the investigations are reported here. Moser (1949) reported that intelligent student chose occupations that required advanced professional training, while less intelligent selected occupations that required no or little academic training. Mackinnon (1960) showed that more
intelligent subjects rate high on such scales as architect, psychologists, author, journalist and low intelligent on such as purchasing agent, officeman, bankers, farmers, carpenter, veterinarian, policeman and mortician. Perrone (1964) compared 192 senior high school boys, by the field of their vocational preferences, classified into Roe's system and concluded that the non-personal occupational groups scientific and organizational scored higher on creativity, verbal IQ and non-verbal IQ, than the person centred groups, service and business contact. Pal (1968) in the similar finding found that engineering students have superior creativity and intelligence than students in teaching. Tanprabhat (1976) observed that students interested in arts and entertainment possessed higher intelligence than students interested in groups like social service, technology, organization, business contact, science and general culture. Madan (1984) observed that intelligence significantly influence the vocational choices of arts students, in the field of 'social-service', 'General Culture', 'Organization' and 'Arts & Entertainment' at level I.

2. Personality and Vocational Choice: The choice and success of people in various work situations may also be related to the personality characteristics of the individual. Andrew (1971) reported some significant results to support
Holland's premise that people search out environments and hence vocations that are compatible with their personalities. Some personality patterns play significant role in the choice and success of occupations of the individuals.

Long back, within the trait factor view, Farson (1909) Kitson (1925), and Hull (1928) made great efforts to match men and jobs. It is assumed that because of the inherent differences in the roles that occupations require people to play, the ideal and personal characteristics of members of various occupational groups vary. It is also assumed that exposure to the activities and climate of any given occupation will exert an influence upon an individuals' manner of behaviour and personality which in its own turn may shape vocational choice behaviour of the individual.

Dodge (1937), Darley and Hagenah (1955) reported that salesman tend to be somewhat more dominant than clerks, accountants are more dominant. Self-sufficient and stable, engineers and skilled workers are least so. Siegelman and Peck (1960) found differences in personality traits of chemists, ministers and officers. In another study, Segal (1961) claimed that writers would be more sensitive to emotional situation, have less compulsive defenses, be skillful in handling emotional situations, show more hostile responses, be able to tolerate ambiguity better than accountants.
Eysenck's Personality Theory


Eysenck (1970) gives causative as well as descriptive analysis of his personality dimensions, which makes his theory a bridge between the biological and sociological aspects of Psychology, as it attempts to show how individual differences in Physiological structure influence the socialization process.

An attempt is being made presently to give an overview of the salient researches in the field of vocational choice and personality as related to each of the Eysenckian dimensions of E, N and P.

(a) Extraversion/Introversion

Eysenck analyses E/I at two levels. On the descriptive side according to Eysenck and Eysenck (1968, 1975), "the typical extraverts is sociable, like parties, has many friends, needs to have people to talk to and does not like reading or studying by himself. He craves for excitement, takes chances, acts on the spur of the moment and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer and generally likes change. He is
carefree, easygoing, optimistic and likes to laugh and be merry*.

On the other hand a typical introvert is quiet, retiring sort of a person, fond of books rather than people; he is reserved and distant except to intimate friends. He does not like excitement, takes matter of life with appropriate seriousness and adopts a well ordered mode of life. He is reliable, somewhat pessimistic and places great value on ethical standards (Eysenck & Eysenck, 1968).

On the causative side, Eysenck (1957) has attempted to relate individual differences in Extraversion–Introversion to hypothetical inherited differences in the functioning of nervous system. For this purpose, Eysenck traces the origin of E/I from Pavlov's (1927, 1941) excitation and inhibition balance in the Central Nervous System (CNS), from Hull's (1943) concept of reactive inhibition (Ir) and from Gray's (1965) level of arousal. Eysenck stated that individual in whom reactive inhibition is developed quickly and is of a strong nature and dissipates slowly are predisposed to develop extraverted behaviour. On the other hand, individuals in whom reactive inhibition dissipates quickly are thereby predisposed to develop introverted patterns of behavior (Eysenck, 1957, 1963).

Eysenck's theory (1967) thus assumes that the differences between introverts and extraverts are due to the
individual differences in the functioning of reticular activating system (RAS). Introverts are assumed to have lower thresholds of reticular arousal than extraverts. Thus Eysenck theory asserts that introverts have inherited a nervous system which permits them to form learned connections between stimuli and responses more rapidly than Extraverts. The genotypic variations along with neurological bio-chemical lines, interact with the environmental patterns of behaviour.

E/I and Vocational Choice

An extravert would prefer occupations which are people oriented, exciting and outgoing and those involving less-task persistence e.g. outdoor occupations, business contacts and sales, services. Introverts on the other hand would prefer occupations which are task oriented, involves planning, concentration and responsibility, e.g., science, technology and general culture.

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 this would suit individual with introvert tendencies.

Vohra (1977) indicated in his study on polytechnic students that the score on E/I of polytechnic students was
lower than that of students from other professional and general academic courses. Singh (1979) on successful farmers found that individuals from this occupation group was higher on E/I.

Arts students were more extraverted than other student groups. Parkash et al. (1967) reported that introverts are more suited for linguistic and literary professions and biology while extraverts were suited for executive jobs. Kumar (1970) found successful business executives to be challenging, stimulating, task oriented, creative and achievement oriented, the traits which are usually associated with introverts. Kokosh (1976) and Eysenck and 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. Muthayya (1970) found that administrations at senior positions showed higher scores on introversion. Gupta (1971) reported that subjects scoring high on E/I preferred outward oriented jobs - salesman, commerce, trade, press correspondent, army and foreign services.

Neuroticism and Vocational Choice

On the descriptive side, Eysenck and Eysenck (1968) report, "High N score are indicative of Emotional lability and over reactivity. The general nature of N is assessed as instability, unadaptability, depressive moods, weak dependable attitude, narrow interests and symptoms of nervous breakdown."
On the causative side, the basis of N is taken to be neurophysiological and elaborated from Hullian theory of Drive. Eysenck (1963) is of the view that, "differences between people in emotionality of N are mediated by inherited difference in the lability and excitability of the autonomous nervous system (ANS).

Neuroticism which is conceived of as a predisposition to strong autonomic activation, produces higher cortical arousal (McLaughlin and Eysenck, 1967) and, according to Davis and Tune (1970), "arousal is a state of the individual which can affect his behaviour.

Brody (1972) states, emotionality is thought by Eysenck to be dependent upon the arousal of visceral brain. The arousal of the visceral brain is assumed to lead to arousal of reticular activation system but not the converse Neurotics are assumed to have low threshold of such activation.

Neuroticism and Vocational Choice

Vohra (1977) states that there is a very low correlation between Neuroticism and Vocational Choice for Technology group (Levels I, II and III) on Roe's Classification. Eysenck and Eysenck (1978) found that arts students score high on N, whereas Science and Engineering students were low on N.

Mohan and Ummat (1986) reported that engineering students score low on N.
Bhanot (1980) also reported that individuals from technical occupations were low on N scores. Madan (1984) reported a positive relationship between N and chosen fields of occupation as 'Social Service', 'Organisation', 'General Culture' and 'Arts and Entertainment' at Level I. Arts students are high on N and would positively relate to their vocational choices on non-scientific fields.

Hornet et al. (1975) reported that as compared to engineering students, social scientists scored high on N scale. He further emphasized that high N is a female characteristic and social science are more often chosen by females than males.

Gupta (1977) reported that students scoring high on N preferred sedentary type of occupations such as teaching writing and painting.

**Psychoticism and Vocational Choice**

Eysenck discovered a third dimension of personality unrelated to the two already existing ones, this he called Psychoticism (P). Originally the notion of a P factor arose from the observations of close relatives of Schizophrenics and manic depressive patients among whom were found an unduly large number of Psychotics. Eysenck (1970) gave the following characteristics of the individual high on P.
1. Solitary, not caring for other people.
2. Troublesome, not fitting in
3. Cruel inhumane
4. Lack of feeling, insensitive
5. Lacking in empathy
6. Sensation seeking, avid for strong sensory stimuli
7. Hostile to others, aggressive
8. Liking for odd and unusual things
10. Likes to make fool of other people, and to upset them.

More recent studies by Eysenck (1968, 1969) have demonstrated the possibility of embodying this conception of P in the form of a personality inventory. This inventory was first used on a sample of 606 male criminals taken from several of the main British prisons by Eysenck (1970).

Psychoticism and Vocational Choice

Eysenck and Eysenck (1978) found that the Arts students scored highest on Psychoticism followed by Medical, Engineering and Athletic students.

Aggressiveness and hostility, which are two of the main contributors to Psychoticism are traditionally male characteristics and consequently men would be expected to have higher P scores than women (Wessel, 1981; Williams, 1982). According to Mehryar and Hosseini (1973) individual scoring high on Psychoticism had high level of Neuroticism. Similar results were reported by Eysenck and Eysenck (1978) for
males. Mohan and Gill (1983) reported that Psychoticism is correlated significantly and positively with N.

There is a paucity of direct studies indicating the relationship of Psychoticism and Vocational Choice. On the basis of its relationship with other personality dimensions e.g. Neuroticism etc. an attempt is being made to draw a hypothesis. Thus any further analysis will be worthwhile to have a clear picture.

n-Ach and Vocational Choice

Achievement motivation is an important determinant in process of vocational development. McClelland et al. (1953) gave a general definition of nAch in terms of the goal sought, "By achievement goal is meant success in competition with some standard of excellence." For Heckhausen (1967) nAch accounts for the striving to increase or keep as high as possible one's own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore, either succeed or fail.

Tamhanbar (1968) is an investigation on Indian population reported that young adolescent boys and girls choosing big business as their vocation, where very low on nAch scores. Students who expressed preferences for salaried jobs had a relatively higher level of nAch. Krishna and Ansari (1975) have reported somewhat similar findings
of high nAch students preferring jobs in teaching, social welfare and judicial sphere, whereas low n-Ach students preferred business, agriculture and social work jobs. Madan (1984) reported that nAch of Arts students were positively related with their choice for organisation and Business.

The role of nAch in vocational choices of male and female has been studied by Sid and Lindgren (1981) among graduate majoring in different academic fields. They reported that male marketing majors scored highest in nAch than male students in other majors, whereas females in education and nursing majors scored lowest in nAch males had higher nAch scores if they were in business majors and low if in psychological majors, females were high on nAch if in psychological majors and low if in business majors.

Academic Achievement and Vocational Choice

Academic achievement refers to the degree or level of success or proficiency attained in some specific area concerning scholastic or academic work. It may have pervasive effect on students personal behavior towards a goal. As a person improves his achievement in specific direction, he develops his capacities and his self-confidence also increases, consequently, it discourages irrational ambitions and indicates fruitful vocational channels. Accordingly, the choice of the individual is directed for a particular vocational field and level within it.
Bradley (1943) found an increase in the number of high marks as the individual proceeded from the selection of unskilled to professional courses.

The pupils who chose the high vocations received higher marks whereas pupils who chose low level vocations had lower marks.

Another longitudinal study based on Holland's theory of vocational choice was conducted on 28 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 preference.

Reddy (1971) reported that there was a relationship of occupational choices and academic achievement of the students. Realism in terms of subjects' achievement standpoint consists in the subject capacity to a particular course of study which will lead to the job of his choice. In contrast to the aforesaid study, Wingent (1973) found that the academic achievement level of students did not play significant role in the students' ability to determine his career goal.

Sharma and Garg (1971) reported that students scoring high marks these days, apply for science and commerce courses.

Mossin (1949), Wingent (1973), Mohan and Randhawa (1977) reported academic achievement did not play significant role in the occupational choices of the students for the various groups of courses. Vohra (1977) conducted a study on Indian sample
and concluded that students scoring high academically would opt for Technology, 'General Culture', 'Social Service' and 'Arts and Entertainment'. Few other studies (Banducci, 1968; Hale, 1972; Wysock, 1972; Wigent, 1973, and Cameron, 1976) show little or negligible relationship between these variables. Due to the lack of research evidences, especially under Indian conditions and set up, further probe is needed in this direction.

**Socio-Economic Status and Vocational Choice**

The individuals' social class consciousness, the identification he develops with the group of which he is a member (Centers, 1949) is directly related to the vocational aspirations he sets for himself (Sewell, Haller and Strauss, 1957). The pattern of choice corresponds roughly with the job patterns associated with each class in the adults work of world (Hollingshed, 1949). Frequently, father's occupation, parental education, and family income have been broadly translated into social class terms.

A number of studies of socio-economic status and its sub-measures in relation to vocational choice have been conducted. National Opinion Research Center (1947) conducted a cross-section study on youth aged 14 to 20 years. They were asked about what kind of occupation they would recommend to an outstanding young persons, those from wealthy homes gave seventy six per cent of their choices of their choices to
professional category of and only five per cent to skilled manual work. Among youth from middle income white collar homes, fifty two per cent recommended the professions, nearly as many urged business occupations and again only six per cent recommended the skilled craft. But among youth from homes in lower economic levels only twenty one per cent would urge an outstanding person to prepare for the professions and twenty seven per cent recommended the skilled crafts.

In a study of educational status in relation to vocational choice of the vocational agricultural students, Gaddy (1968) reported that it was more closely associated with students vocational choice than the occupational prestige of the parents.

Contradictions also exist as Lockwood (1958) pointed out that S.E.S. of the family is unrelated to students level of realistic appraisal of vocational preferences with the help of multiple regression, Martin (1976) also established no relationship between socio-economic status and occupational prestige aspirations. Mohan and Banth (1975, 1984) studied the pattern of vocational choices of students, belonging to upper S.E.S. status. The vocational choice of university students was restricted to the upper 2 levels only.

The research on socio-economic status and its sub-variables in relation to vocational selection is not expected to yield consistent pattern over a long spectrum of time,
evidently because of a continually changing vocational prestige hierarchy in each society and particularly because of cross-fertilization of ideas in developing societies like India.

**Locus of Control and Vocational Choice**

The concept of Internal-External Locus of Control developed within the context of social learning theory (Rotter, 1954). As defined by Rotter (1966), internal control represents a person's belief that rewards follow from or are contingent upon his own behaviour, whereas, external control represents the belief that rewards are controlled by forces outside himself and this may occur independently of his own action.

Danga (1984) examined the relationship between 200 male high school students, Locus of Control and their occupational choice behaviour by asking subjects 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 Ss were extrinsically influenced. It is possible that external Locus of Control individuals are passively dependent on external factors such as choice—good fortune to influence their occupational choice.

There is a paucity of Direct studies of occupational choice with Locus of control but indirect studies are available...
in the area, which are indirectly related to occupation of the students.

Janie Kyle (1985) studied the Locus of Control and Academic Achievement of 9th and 10th grade rural students and stated relation between Locus of Control and achievement and found significant relationship level in reading and total achievement scores. This means that Internal Locus of Control will achieve higher academic scores than external Locus of Control. No significant relationship was found between Locus of Control and Psychological type continuous scores. The relationship between psychological type and Locus of Control with academic achievement was significant only for the intuition and feeling gaps.

With the available research in the field it is difficult to point out findings and consistent trends of Locus of Control in relation to vocational choices. Hence to draw conclusions, an attempt into exploration of vocational choice and Locus of Control relationship is worthwhile.

Sex and Vocational Choice

Boys and girls exhibit different levels of vocational maturity (Ginzberg, 1951; Havighurst, 1965; and Zytowski, 1969). They also differ in the degree to which they are interested in educational and vocational planning. This may be due to the different values set for men and women in the society.

Ginzberg (1951) made note of the fact that following the capacity stage where the students begin to introduce the
notion of ability into their vocational considerations, evaluate their ability to perform well, however, the sexes apparently begin to differ in their vocational tasks.

Although, a much larger percentage of women are working and the trend is steadily increasing, there is still resistance to entrance of women for entering in the occupation which are men dominated. Tulsi (1985) 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. Tyler (1972) feels that fear of lack of success restricts females to do out door aggressive activities and they remain satisfied in just being second class contributors to the society.

A brief review of the variables contributing towards vocational choice, shows that some of these variables are significant correlates or predictors of vocational choice, while others are yet in the process of scientific probing and conclusions. Some of these variables may be viewed as independent. There still exists the need to conduct further research in the area of vocational choice, so that the effect of these psychological variables on vocational choice can be brought forth.