CHAPTER -II

REVIEW OF RELATED LITERATURE
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<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Introduction</td>
<td>67</td>
</tr>
<tr>
<td>2.2</td>
<td>Vocational aspirations in relation to personality</td>
<td>68</td>
</tr>
<tr>
<td>2.3</td>
<td>Vocational aspirations in relation to Achievement Motivation</td>
<td>73</td>
</tr>
<tr>
<td>2.4</td>
<td>Vocational aspirations in relation to Socio-Economic Status</td>
<td>81</td>
</tr>
<tr>
<td>2.5</td>
<td>Vocational aspirations in relation to Parental Influence</td>
<td>112</td>
</tr>
<tr>
<td>2.6</td>
<td>Vocational aspirations in relation to Gender</td>
<td>120</td>
</tr>
<tr>
<td>2.7</td>
<td>Vocational aspirations in relation to Locale and Type of School</td>
<td>132</td>
</tr>
<tr>
<td>2.8</td>
<td>Conclusion</td>
<td>144</td>
</tr>
</tbody>
</table>
CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 Introduction

Review of related literature is valuable guide to define the problem, recognizing its significance, suggesting promising data, gathering devices, appropriate study design and also sources of data. Only those studies that are plainly relevant, competently executed and clearly reported are included in the review.

Vocational aspirations in the formative years of life are supposed to determine success in later life in regard to job satisfaction, productivity, personality adjustment etc. several variables appear to fashion the nature and reality-orientation of such aspirations. Parental influence and their social background, achievement motivation, personality etc. are some of the variables which may influence vocational aspirations. It will therefore be worthwhile to review as to how and to what extent the above factors affect the occupational aspirations of the adolescents.

The studies related to the present problem are reviewed under the following six headings:
2.2 Vocational aspirations in relation to personality

2.3 Vocational aspirations in relation to Achievement motivation

2.4 Vocational aspirations in relation to Socio-economic status

2.5 Vocational aspirations in relation to Parental influence

2.6 Vocational aspirations in relation to Gender

2.7 Vocational aspirations in relation to Locale and Type of School

2.2 Vocational aspirations in relation to Personality

Gruen (1945) studied the aspiration of subjects and their adjustment and found that maladjusted adolescents were most sensitive to failure, less stable and more unrealistic in their aspiration as compared to well adjusted adolescents. He further reported that frustration was found to disturb that there was a relationship of adjustment with vocational aspiration.

Small (1953) compared job concept fantasies of better and poorly adjusted adolescents boys and found that they differed to the extent to which they reflected the environment involvement or environment avoidance with regard to job requirements. In most of their fantasies of first choice which were most realistic the better adjusted boys expressed needs for order, achievement, reorganization and affiliation integrative with their social expectations. In contrast the poorly adjusted boys and significantly stronger
needs for inward pains and tension discharge which reflected their inadequate relationship with social realities and inability to compromise.

Porter (1954) made an investigation on vocational plans and preferences upon emotional adjustment. Emotional adjustment measured by a single index was not found to be significantly related to vocational plans.

Chown (1959) investigated the personality factors in the formation of occupational choice. It was found that girls with low confidence scores office work while the boys with high sociability scores favoured office work.

Reddy (1972) examined the Adjustment and Aspiration of scheduled caste and non-scheduled caste students. The study was conducted on 400 students of IX standard. The sample was drawn based on stratified random sampling technique. The tools used were Bell’s Adjustment Inventory Educational and vocational Aspiration Scale and Socio-Economic Status Scale. The collected data were analyzed by t-test for testing the hypothesis. The findings revealed that educational aspirations were found to bring about variations in the adjustment of students in the area of home and health and also in total students with high educational aspirations were found to be maladjusted in total and also in the area of health, students with low educational aspirations were found to have more adjustment problems than the high group. Similarly how vocational aspirations were found to be more
maladjusted than the high vocational aspirations. Hence it can be concluded that there exists a significant relationship between aspirations and adjustment also.

Gupta (1973) studied the occupational choices of 18-20 years old students and found that personality characteristics influenced the occupational choice. Boys and Girls exhibited significant differences in their occupational choices.

Brown (1973) found that delinquent and non-delinquent students differed significantly in their occupational aspirations. Non-delinquents preferred Higher occupations than the delinquents.

Andrew (1973) in his study on personality and vocational choice supported Holland’s premise that people search and environments and vocations that are compatible with their personalities. These findings indirectly showed relationship of adjustment with vocational choice behaviour.

Mathur (1974) investigated into the causes of frustration in adolescence in relation to the levels of aspiration. Kuppuswamy’s socio-economic status scale. Jalota’s Mental Ability Test, Sexena’s Personality Inventory and Questionnaire were administered on a sample of 772, IX
standard students to study causes of frustration in relation to aspiration. Causes of frustration were found due to home, health and socio, personal areas. All types of frustration and levels of aspiration were not found to be related except home frustration and level of educational aspiration.

Krishna and Ansari (1975) investigated the influence of certain personality factors on Occupational choices among college students. The findings revealed that there was significant difference between the students having high and low personality traits.

Bitney (1975) analyzed the relationship of occupational choice with selected personality characteristics and found significant relation between personality type and vocational choice.

Gaur and Mathur (1978) tested the hypothesis that high and low occupational aspirations would be correlated with such personality characteristics as emotional stability, assertion and intelligence. The results indicated that occupational aspirations correlated with emotional stability, confidence, self control and tension in boys. The correlation traits included for girls were intelligence, outgoing personality and seriousness.

Chadha (1982) A study conducted on vocational aspirations in relation to their personality adjustment he concluded that aspirants of various
vocational fields did not differ on Sinha and Sinha's adjustment scale except
for social adjustment (a sub-scale on it). In the social adjustment, aspirants of
outdoor, artistic and administrative vocational field were found to be poorly
adjusted as compared to other fields of vocations. The results of the levels of
vocational aspiration were comparable to the results as obtained through the
field-wise analysis. Thus, it leads to the conclusion that vocational
aspirations by and large are not determined by the subjects scores of
adjustment scale.

Marjoribanks (1985) examined the proposition that for children of
different personality types there were variations in relations among measures
of ability towards occupational aspirations. The results indicated that there
was personality group difference in the amounts of variation in children's
aspirations associated with their ability.

Quereshi and Bhargav (1989) conducted a study on "Adjustment
Problems of Female Adolescents Belonging to Realistic and Non-realistic
Zones of Aspiration Level". The major objective of the study was to
investigate the adjustment problems of adolescent girls belonging to realistic
and non-realistic zones of aspiration level. The major hypothesis of the study
was both the groups belonging to the realistic and non-realistic zones of
aspiration level differ on various adjustment problems. The sample of the
present study consisted of 100 undergraduate adolescent girls of Firozabad city belonging to the age group from 17 to 21 years. In the realistic group 56 and non-realistic group 44 adolescent girls were included in the study. The tools used for data collection were (1) Level of Aspiration Measure developed by Shah and Bhargav (1987) (2) Adjustment Inventory for College students standardized by Sinha and Singh (1971). The t-test was used to analyze the data. The major findings of the study were (1) Non-realistic group was found to be more maladjusted than realistic group in the area of health and educational adjustment whereas realistic group was found to be more maladjusted in the areas of social and emotional adjustments but they were found to be poor in their health and educational adjustment. (3) On the contrary, girls belonging to realistic zone of aspiration level expressed poor socialization and emotionally unstable behaviour but they were found comparatively better in their health and educational adjustment (4) As regards home adjustment, both the groups did not show any significant difference.

2.3 Vocational aspirations in relation to Achievement Motivation

Motivation is a major variable which affects on classroom performance of children. The term achievement motivation is employed here to explain certain behaviours when we observe people frequently expending
considerable energy to do something well or to do it better than some one else. The studies conducted on achievement motivation are not exhaustive some studies conducted in the past are worth referring to.

Minor and Neel (1958) made a study on occupational preference in relation to achievement motive and found a significant positive relationship between occupational preference and achievement motive. The subjects with high ‘n-achievement’ tended to be less realistic in their occupational preferences.

Mahone (1960) made a study on fear of failure and vocational aspirations. The results revealed that the men in whom need achievement was dominant more frequently had realistic aspiration whereas the men dominated by anxiety more frequently were unrealistic. They either set their vocational aspiration very low or very high but usually they set their aspiration very high for their ability.

In a study of the relationship between personality and vocational choice, Singh (1963) found that there was a significant positive relationship between the achievement motive and level of occupational preference.

Morris (1966) conducted a study on ‘Personality for risk taking as a determinant of vocational choice’. An extension of the theory of achievement
motivation'. His study showed a relationship of risk-taking tendencies with vocational aspirations.


Bloom (1972) studied the relationship between achievement motivation and occupational choice of adolescent girls. It was confirmed that girls with high achievement motivation wanted to be both home makers and job doers while those with low achievement motivation wanted to be home makers only.

Prenter and Steward (1972) conducted a study on “Educational and Vocational Aspiration of New Zealand Adolescent Girls in relation to Achievement Motivation” and found out significant relationship between aspirations and achievement motivation.

Tseng (1972) conducted a study on comparisons of selected familiar personality and vocational variables of high school students and dropouts. The conclusion was that the school dropouts who had the low level of achievement motivation and lower accuracy in perceiving the occupational prestige hierarchy showed lower occupational aspirations and chose
occupations of types, which were of lower level of different responsibility and prestige.

Krishna and Ansari (1975) studied the influence of n-achievement on occupational choices among college students. The findings revealed that high n-achievers preferred teaching, social welfare, business, administration, agriculture and judicial work. Low n-achievers preferred teaching, business, agriculture and social welfare.

Ory and Helfrich (1978) studied the career selection of 68 female and 63 male college students. The important findings were (1) disproportionately more men than women aspired to professional career and (2) professional career aspiration had Higher achievement motivation than non-professionals.

Chadha (1982) conducted a study on vocational aspirations in relation to need achievement on urban and rural sample. McClelland Thematic Appreception Test (NCERT adaptation 1966) was used to collect the data. Duncan's multiple range test was used to determine the significant of mean difference of variables obtained by the aspirants of different vocational fields. He concluded that the urban and rural samples differed in their vocational aspirations. The hypothesis of positive relationship between need achievement and level of vocational aspiration could not be sustained.
Williams and Woodward (1983) made an attempt to study factors related to career aspirations and found that subjects with high career aspirations had a high need for dominance and strong personal growth needs.

Chadha (1983) studied the vocational aspirations of 713 Indian tenth graders. The results indicated that 37 subjects had unrealistic vocational aspirations for their future careers. Low vocational aspires obtained significantly higher scores on the need for achievement only.

Saxena (1985) studied need achievement in relation to level of aspiration. The study was carried out to achieve the following major objectives (i) to find out the nature and extent of relationship between need achievement and level of aspiration (ii) to study the sex difference in need achievement and level of aspiration (iii) to test the significant difference between the mean need achievement scores of group having high level of aspiration and (iv) to establish regression equations for need achievement using level of aspiration as predictor. Random sampling procedure was used to select 300 male and 300 female students of class IX and X standard students of Agra City. The tools used were (a) Achievement Motivation Test by Prayag Mehta and (b) Level of Aspiration Test (non-verbal) by Shah and Bhargav. Under the descriptive method of research differential and
correlational techniques were used to carry out the study which was ex-post facto in nature. The researcher followed different statistical methods to analyze the collected data. The important findings of the study were as follows: (1) No significant relationship was found between need achievement and level of aspiration. (2) Boys and girls differed significantly with regard to their level of aspiration. (3) Groups having high level of aspiration and low level of aspiration (total), boys and girls having low level of aspiration, boys having high level of aspiration and boys having low level of aspiration and girls having high level of aspiration and girls having low level of aspiration did not differ significantly regarding need achievement. (4) Boys and girls having high level of aspiration differed significantly regarding need achievement.

Dabir (1986) made an effort to study the relationship between motivation, socio-economic status and aspirations of IX, X and XI graders in Nagpur District. The hypothesis examined were: (i) There is an interaction between achievement motives and vocational aspirations. (ii) Hierarchy of motives leads to hierarchy of vocational aspirations. (iii) Some motives may form a cluster/patterns and function collectively to determine vocational aspirations. The sample of the study comprised of 1080 students. The tools used were the Occupational Aspiration Scale (OAS) by Grewal, Achievement Motivation Inventory by Preyag Mehta and SES scale prepared by the
investigator. Statistical techniques used to analyze the data were coefficients of correlation. Partial correlations, multiple regression equations and cluster analysis. The major finding was that there were positive and significant values of relationship between vocational aspirations and achievement motivation.

Gopal (1987) conducted a study on aspiration, motivation and achievement on rural and urban children belonging to scheduled caste and tribe. Data were collected from villages located in four different districts and urban areas in Karnataka state. Studies showed that aspirations were modest or high but achievement was low. Rural Harijans were having more occupational aspirations than urban Harijans. Occupations which had the scope to make higher levels of contribution to the family pursue were considered as more important by rural children.

Lim (1991) determined a structured equation model which links three exogenous variables (academic achievement motivation is one) and two criterion endogenous variables (career aspiration and career maturity) and examined the casual relationship between these criterion endogenous variables in the determined mode with the target population of Korean male high school students. For this purpose 693 high school juniors were sampled in 14 general or vocational high schools. Data was collected using the
questionnaire comprising seven scales to assess the variables specified in the research model. Selected important findings were: (1) the most meaningful and significant casual paths in the general sample model included Householder's occupation, Location of the school and academic ability, parental influence, career aspirations: Householder's occupation, location of school and Academic ability, parental influence, General self concept career maturity and (2) in the general sample model, career aspiration proved to causally affect career maturity, while no significant relationship between those endogenous variables was found in the vocational sample mode.

The study by Anniamma and Kunhi Krishnan (1995) explored the relationship between achievement motivation and level of aspiration among 40 post graduate women students. The tools used were achievement values and anxiety inventory, achievement motivation test and letter cancellation test. Results indicated that the concepts were positively related and level of aspiration was dependent on the tasks used to measure it.

In general it may be said that the studies reviewed in this section could established the fact that achievement motivation is a potential factor which influences vocational aspirations of the individuals.
2.4 Vocational aspirations in relation to Socio-economic Status

The social status is the place of an individual in society. This is generally determined by various factors like occupation, educational qualification and economic status of an individual enjoyed in the society. There are number of studies from India and abroad showing influence of this important factor on the vocational aspirations of the children.

The study made by Carp (1949) on high school boys to observe as to what extent they were realistic about occupation revealed that 29% of the preferred occupations at the same level as those of their fathers and 24.9% preferred occupations above the level of their fathers.

Porter (1954) studied 100 high school senior boys in relation to the prediction of their vocational plans and found that their fathers occupation was significantly related to their vocational plans. A high degree of consistency between what the high school senior boys preferred to do what they planned to do and what they actually did after six months was seen. A large number of high school senior boys had definite vocational plans. And as a group the high school senior boys were found to select a wide range of occupations. Their selection showed considerable variation with regard to the prestige level of the occupations chosen.
Empey (1956) conducted a study on social class and occupational aspiration and concluded that lower class youth had limited their occupational aspiration level to the class horizon and that lower class youth had the same lofty occupational aspiration as those of upper strata. These findings pointed out that lower class youngsters aspired for occupations at different status levels than those from the Higher strata.

Sewell William H., et.al., (1957) conducted a research on social status and educational and occupational aspirations among the more than four thousand Wisconsin high school seniors in all parts of the state to test the hypothesis in respect of level of occupational aspirations of youth and their families where the effects of intelligence were controlled. In the end, it was concluded that among both high schools boys and girls there was significant association between the level of occupational aspirations and the social status of their families.

Schoenfeld (1959) conducted a study on choosing career in relation to their socio-economic status and found that the female whose parents belonged to upper status had chosen their future career better than those belonging to lower status. This was not true in the case of males.
Uzzel (1961) investigated the influences of occupational choice and found that models in occupations played a significant role in occupational choice.

Reisman (1962) attributed correlation to educational and occupational achievement values that are presumed to be directly influenced by the family's position in the status structure.

Form and Geschwender (1962) found that the children of manual workers tended to depend on peer groups and on other male member of their family as they packed ideology of opportunity coming from their parents. They further observed that 8% of subjects (N = 595) stated that their parents had no aspiration for them. Perhaps for most of manual workers it is normal not to expect great upward mobility.

Steimel and Suziedelis (1963) also suggested the possible influence of parents education in the evolution of vocational preferences of the children based on their research on perceived parental influence and inventoried interests.

Miller and Haller (1964) in their study on "A measure of level of occupational aspiration", found a correlation of 0.37 between socio-economic status of the family and occupational aspiration of the respondents.
Studied by Bennet and Gist (1964) and Hodgkins and Porr (1965) on occupational aspirations found that the different social classes did not differ significantly in their occupational aspirations but they differed in their plans i.e., what they expected to achieve.

Hauson (1965) studied IX grade girls' vocational choices and their parents occupational level and concluded that the pupils preferences were significantly Higher than the fathers vocations.

Werts (1967) investigated male college freshman and concluded that the boys preferred their fathers occupations in most of the cases. This was true in the case of boys whose fathers held scientific occupations, medical careers and teaching professions.

Calvin (1969) studied relationship of occupational aspiration of youth to selected variables in two Mississippi countries and found that all students had relatively high occupational aspirations except Negro students of the low socio-economic country. The study pointed out that low aspiration in one goal area tended to influence low aspiration in another goal area but high aspiration in one goal area did not provide any conclusive evidence. The perception of opportunity was positively and significantly related to occupational aspiration.
A study of vocational aspirations by Kamala (1970) threw light on the vocational aspirations of girls. It was found that the girls level of occupational aspiration was slightly higher than the level of occupations they planned to enter. Many of them realized their financial and other limitations, turned down their aspirations and planned to enter the careers which appeared to be within their reach.

Camp and Rothney (1970) found that parents of all socio-economic levels were interested in the development of their children and took action when specific suggestions based upon the knowledge of children were provided.

Orleans (1970) based on his research on "Family Interaction, Personality Development and Vocational Choice in Adolescent Males" stated that the vocational preference patterns reflected the social milieu of the subjects.

Srivastav and Palo (1970) conducted a study on "Occupational choices of High School Boys in relation to their fathers occupational level" and found that the subjects preferred occupations at a level higher than their fathers.

Passi (1970) studied the relative importance of the aspired vocations among Higher Secondary boys and girls of rural and urban areas to pinpoint
certain vocational aspirations opted by girls or boys exclusively and to see if residential status had its bearing on such aspirations. The study was carried on a total sample of 600 boys and girls of IX, X and XI grades belonging to both rural and urban areas. Data concerning sex, grades, residential locality and measures of vocational aspirations were collected with the help of an open-end questionnaire. The findings revealed that there was a definite hierarchy in the vocational aspirations among boys and girls of rural and urban residents existed with maximum emphasis on the vocations of doctors, teachers, engineers and professors. The sample reported certain aspired vocations out of which some were exclusively clustering around the sex variables (nursing, telephone operator, research for girls and military, mechanic, naval services for the boys) similar picture was presented by the rural and urban residents. Boys were found more divergent than girls in their outlook towards vocational aspirations. Likewise, the rural residents showed greater divergence than their counterparts living in urban areas. Vocational aspirations differed significantly with respect to the variables of sex and residential status of the students.

Tseng (1971) studied social class and occupational aspirations using Halland’s OAS (Occupational Aspiration Scale) and found that subjects from lower and lower-lower socio-economic groups had significantly lower
occupational aspirations and more distorted perception of occupational prestige hierarchy than subjects from middle class.

Shah and Sewell (1971) conducted a study to examine the influences of socio-economic status on the vocational aspiration of the students. The sample consisted of 5,201 X standard students from 52 high schools. The data obtained were analysed and the findings of the study disclosed that socio economic status had its influence on vocational aspirations.

Reddy (1972) based on his research A study of Vocational Needs of Secondary School Pupils in relation to their Occupational choice and other variables concluded that the occupational choices of the subjects were significantly related to the occupational level and the level of education of their parents.

Vignod (1972) investigated the relationship between occupational choice and parental occupations and found that the Higher the socio-economic status of the child, Higher was his level of the expected occupation than wished occupation. Moreover socio-economic status was found to be negatively related to the discrepancy between expected and wished occupation.
Klemmack and Edwards (1973) assessed how women acquired stereotyped occupational aspirations. It was found that the degree of faminity of occupational aspirations was an indirect function of family background.

Picou (1973) studied Black-White variations in a model of the occupational aspiration process. The study was confined to 582 white and 333 Black rural high school seniors. The results showed that fathers occupation and education were related to the occupational aspirations of white. Family income was related to occupational aspirations of Black.

Picou and Curry (1973) conducted a study on female adolescents' occupational choices and concluded that socio-economic status was positively and significantly related to occupational choice.

Hypothesising that there would be significant relationship between socio-economic status and the occupational aspiration levels. Mathur and Gaur (1974) studied 202 male and 29 female tenth graders in Delhi. The results indicated that Higher socio-economic status was significantly associated with their occupational aspirations.

Brook, Whiteman et.al. (1974) also obtained the results indicating that the occupational aspirations for the child were related to the socio-economic status of the family to which he belonged. The correlation between parents
and the child's aspirations were the highest for the 5th grade subjects of white parents' irrespective of socio-economic status and for the Black parents of Higher socio-economic status.

Anderson (1975) conducted a study on "Anxiety, Risk and socio-economic class in relation to occupational preferences" and found that socio-economic status was significantly related to occupational preference.

Sibbison (1975) studied occupational preferences and expectations of rural high school males and females and found that occupational preferences were related to parental educational and occupational attainment. The aspiration levels of females were lower than those of males.

Reilly, Janet Zookryk (1975) conducted a study to find out the influence of socio-economic status on vocational choice. The subjects were 373 eight grade students. It was concluded that vocational choice was influenced by socio-economic status of the students.

Pappas and Anthony Vincent (1975) studied occupational aspirations of 6558 North Mississippi post-elementary pupils drawn from 23 schools. The findings suggested important relationship for level of occupational aspiration with socio-economic variables of fathers education, mothers' education and socio-economic status level of family as determined by
occupation of head of household. Females appeared to suffer from minority
problems of under aspiration.

Mishra (1975) has conducted a study on – A Cross cultural study of
status and vocational aspirations among aboriginal tribes of Bastar. The
study aimed of understanding a cross cultural study of the status and
vocational aspirations among the tribals of Bastar and examining the
hypothesis that the fathers vocational status and the vocational status of the
community were the determinants for a subjects vocational aspirations. The
sample included 258 tribal and non-tribal school children from the whole
district of Bastar. This included twenty upper-class boys, twenty five upper
class girls, eighteen lower class boys, thirteen lower class girls and the
remaining boys an girls were form various aboriginal tribes. All relevant data
were collected through scheduled interviews. The t-test, F-test, product
moment coefficient of correlation, ANOVA, ANCOVA and chi-square test were
the various statistical technique used for data analysis.

The major findings were:

i) Fathers vocational status did not influence the vocational aspirations
of the subjects, except in the case of upper caste females and lower
class females were the effect of fathers vocational status on the
aspirations of subjects appeared significant.
ii) Significant difference in the vocational status as a correlate of vocational aspiration was found between male and female groups.

iii) Raj and Dhur Gouds were highly acculturated and socio-economically distinct from Muras and Bhatras and were comparatively distinct in their aspirations from the lower caste non-tribals.

Esslinger (1976) explored the role of educational and family characteristic in the occupational aspirations of XII grade girls. The following conclusions were drawn: (1) 90% of the subjects gave preference to white color occupations (2) Occupational choice was related to the level of parents occupation. (3) Majority of the subjects indicated realistic occupational choice.

Jhaj, Didars and Grewal, J. S. (1976) studied occupational aspirations and socio-economic study of 300 advantaged and disadvantaged high school students. A SES measure and a translated version of occupational aspirations of the Adivasi and scheduled caste children revealed that the socio-economic status and the occupational aspirations of the Adivasi subjects were the lowest.

McLaughlin, Gerald et.al. (1976) conducted a study on socio-economic status and the career aspirations and perceptions of senior girls in high schools with a sample of 1,036. A questionnaire was used to collect the required data. The findings reported by them were: (i) socio-economic status
was positively related to activities, grades and was inversely related to security concerns and career plan certainly, (ii) subjects saw professionals and parents as particularly important career influencers. Subjects belonging to low socio-economic status attributed most value to counselors (iii) All groups aspired to minimum career competence (iv) All groups strongly preferred the traditional roles of teachers and social worker. Socio-economic status had relationship to women's aspirations similar to those for men. Women of low socio-economic status appeared particularly receptive to counselling for aspiration rising.

Harvey and Kervin (1978) in their study on "The influence of social stratification Occupational Aspirations of Adolescents" concluded that subjects from a Higher socio-economic stratum had the desire to obtain prestige occupations while lower socio-economic subjects tended to prefer jobs with lower status.

Rodman, Hyman et.al. (1978) studied social class and parent's range of aspirations for their children. Interview data from 436 Black parents in Detroit and Michigan were used to test the hypothesis that a lower class status was related to a wider range of aspirations. The hypothesis was supported for several measures of the range of educational and occupational aspirations.
Gautam (1981) made a study with an objective of knowing the relationship between vocational preference and their parents' occupational background of Higher Secondary students. One hundred and thirty students randomly selected from three institutions constituted the sample. Along with socio-economic status scale, a form - Occupational Choice Record (OCR) was used to collect the required data. He found that the relationship between the school students occupational choices and their parents occupations was complex and inconsistent. In the case of some occupations like military and medicine it was highly positive while in the case of others it was negligible or even nil. On the whole it appeared that the occupational choice of the pupils was more influenced by their parents, socio-economic status.

Nelms et al. (1982) investigated the impact of socio-economic status on job choice of 128 high school students. The results indicated that socio-economic status was not a factor in job choice. It was also found that world of work gain scores did not influence job choice.

Occupational levels and ranges of aspiration were studied in relation to home background parents educational and occupational levels of Shoeib (1982). The sample of the study (N=405, 159 boys and 246 girls) was obtained from final year preparatory school classes in Tanta (Egypt). The statistical procedures followed in studying the data were cross tabulation
using chi-square test and paired ‘t’ test. The result indicated that (i) significant relationships were obtained between pupils levels of occupational aspiration and each of such variables in home background as parents level of education and parents occupational class and (ii) significant relationships were obtained between pupils ranges of occupational aspiration and fathers level of education.


The main objective of the study was to answer the questions (I) whether the high school students aspired differently in relation to different fields and levels of vocation. (ii) Whether vocational aspirations of students were realistic or unrealistic (iii) whether significant differences existed between realistic and unrealistic aspirants for vocations in respect of personality, achievement motivation and socio-economic status and (iv) whether, personality, achievement motivation and socio-economic status taken separately accounted for significant differences among group significant difference among group aspiring for different fields and levels of vocations. A sample of 1039 students of class nine was selected on the basis of multi-staged randomization of clusters from 12 urban Higher Secondary schools of three districts headquarters of Punjab.
The students were administered the tools: The High school personality Questionnaire Chadha (1979) Vocational Aspiration Blank, and the Chadha (1979) Classificatory System of Occupation.

The findings of the study were:

1. The highest percentage of students aspired for the teaching and welfare field, the lowest percentage of students aspired for artistic fields, close to which was also the percentage of students aspiring for literary field.

2. The highest percentage of students (47.65 percent) aspired for level-II vocations and level-I vocations ranked III with 24.83 percent aspiring for it.

3. Although the highest percentage of students in the field of engineering and health aspired for high level vocations and in the teaching and welfare field the highest percentage of students aspired for low level vocations. Yet the percentage of students aspiring for medium level vocations in these fields was significantly Higher than the percentage of students aspiring for low level vocations in the field of engineering and health and high level vocations in the field of teaching and welfare.

4. The level of fields approach showed significant mean differences among the aspirants for vocational levels within five vocational fields, viz.,
Engineering, health, administrative and clerical services and outdoor, out of eight fields of vocations.

5. The mean differences obtained on personality factors revealed that out of 14 personality factors only eight (B, D, E, F, G, H, Q3 and Q4) significantly differentiated between 11, two, one, 13 and five and one pair of combinations out of 55 possible pairs of comparisons for groups aspiring for different fields of vocations.

6. For the fields taken conjointly, the students who aspired for level-I vocations differed significantly, with higher scores on personality factors B and C from those who aspired for level-II vocations. But the aspired for level-II vocations achieved significantly higher scores on personality factor P and J than the aspirant for level-I vocations.

7. The levels by field analysis showed that all personality factors except the personality factor Q4, differentiated significantly among groups of students aspiring for vocational levels within the four fields only engineering, health, administrative and clerical and service.

Indownu and Dere (1983) conducted a study on occupational aspirations of High school seniors in Nigeria in relation to their Socio-economic status and showed that higher the socio-economic status higher would be the aspiration level of subjects.
A study on aspirations of Negro and White students by Gist and Bennet (1983) showed that there was no great difference between the occupational aspiration of Kansas city Negro and white students, even when socio-economic status and IQ were held constant.

A study was conducted by Chopra (1984) on "Occupational aspirations of the adolescents from different socio-economic levels". The sample consisted of 598 boys under the age range 15-16 years randomly selected from 12 boys schools in Lucknow district. The data obtained was analyzed to compare the occupational aspirations of the students both by an absolute and a relative standard. The findings reported by him were: when an absolute standard was used, the students from the Higher occupational groups aspired for comparatively Higher occupations. However, when a relative standard was used it was observed that students from the lower occupations also showed the desire for upward occupational mobility and aspired for occupations Higher than those in which their fathers were engaged.

Westaway, Margaret et.al. (1984) investigated the relationship between vocational aspirations and socio-economic status. The sample consisted of 120 white 15-16 years old females in Johannesburg, South Africa. The result indicated that socio-economic status was the most important predictor of high vocational aspirations.
Marjoribanks, Kevin (1986) collected data from Australian children at age 11 and again at age 16 from 5122 subjects to examine occupational aspirations in relation to their social status. The findings suggested that social status acted as an allocation factor such that low social status inhibited associations between early school attitudes and later aspirations.

A study of Dabir (1986) on the relationship between socio-economic status and aspiration showed that the relationship between socio-economic status and vocational aspirations was predominant.

Sundararajan and Rajasekhar (1988) in their study on "Occupational aspirations of Higher Secondary students" concluded that parents income was found to influence the level of occupational aspirations of the students.

Arora (1988) Educational and vocational aspirations of students of class XII preparation of an interview schedule. A pilot Study

Through a pilot study an interview schedule was developed to assess the educational and vocational aspirations of students of class XII against their socio-economic background. The interview schedule was tried out and its final version was used in further research work of assessing the educational and vocational aspirations of class XII students.
The interview schedule was tried out in four senior Secondary schools of Delhi. Based on the feedback obtained, the interview schedule was circulated among 130 training colleges. For the study, data were collected from 300 students (110 boys and 190 girls). The sample included both high and low achievers and was carried out using the interview schedule.

Major findings of the study were:

1. The percentage of boys obtaining marks above 75 percent was greater than that of girls.
2. Out of 19% of the students whose fathers were post-graduate, about one percent obtained marks above 75%.
3. None of the boys whose fathers were doctors, engineers or teachers obtained marks less than 45%.
4. 59.39% girls of the science stream belonged to the income group between Rs. 10,000 and Rs. 20,000 and out of these 31.26% girls aspired to join the medical course.
5. 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) a desire to cultivate the right interest, attitudes, morals and intellectual values (ii) to improve prospects of employment (iii) to come into contact with learned people in their area of interest. (iv) to develop power of mind (v) to seek new knowledge
6. The reasons regarded most important by girls were (i) a desire to cultivate the right interests attitudes, morals and intellectual values (ii) to seek new knowledge (iii) to develop power of mind (iv) to have a good social life.

Rhee, Ock (1989) described the occupational aspirations of Korean female adolescents. The purpose of the study was to determine the family background variables of Korean female adolescents in relation to traditional versus non-traditional occupational aspirations. The sample comprised at 1,320 junior and senior high school girls in Seoul, Korea. The findings revealed that socio-economic status of the family was a variable related to the occupational aspirations of female adolescents.

Sundararajan and Lilly Epsy Bai (1991) conducted a study on socio-economic status and the occupational aspirations of the Higher Secondary leavers.

The major objectives of study were:

1. To find out if there was any differences in the socio-economic status (SES) of the Higher Secondary Boys and Girls.

2. To find out if there was any difference between the SES of the Urban and the Rural students.
3. To find out if there was any difference in the level of the Occupational Aspirations (OAS) of students with low SES and high SES.

4. To find out if there was any difference in the level of the Occupational Aspirations of Boys and Girls.

5. To find out the relationship between the SES and the ORAs of the students.

The hypothesis of the study were:

1. There is no significant difference in the SES for the Higher Secondary Boys and Girls.

2. There is no significant difference in the SES of the Higher Secondary students studying in the Urban and the Rural schools.

3. There is no significant difference in the OAS of students with high SES and the low SES.

4. There is no significant difference in the OAS of the Higher Secondary Boys and Girls.

Random sampling technique was used in the selection of the sample. Eight Higher Secondary schools were chosen at random and 510 second year Higher Secondary students were again chosen on the same principle. This sample, consisted of the following sub samples: Boys = 290 and girls = 220.
Urban students = 320 and rural students = 190. students with high SES = 300 and students with low SES = 210

The researchers used the following tools like: – the Socio-Economic status scale developed by Beena Shah (1927) and the Occupational Aspirations Scale developed by Grewal (1984).

Important findings of study were:

1. There was a significant difference in the SES and the OAS of the Higher Secondary Boys and Girls.
2. There was significant difference in the SES of the Higher Secondary students studying in the Urban and the rural schools.
3. There was significant difference in the OAS of the students with high SES and those with low SES.
4. The relationship between the SES and the OAS of Higher Secondary students was positive but negligible.

Shailaja (1991) conducted a study on the Interaction effect of Intelligence, SES and Sex on Occupational Aspiration of IX Standard pupils of Bangalore City. Results of the study indicated that social factors were greatly important in the vocational development and career planning of an individual. The concept that boys have Occupational Aspiration of Higher
level in comparison to girls was not found true. It was also observed that Intelligence and SES influence Occupational Aspiration.

The study by Shipp (1991) explored the role of several constructs in influencing the development of career aspirations overtime; viz., the personal attributes i.e., gender, socio-economic status cited in Gottfredson's (1981) developmental theory of occupational aspirations and the structure of opportunity presented in Astin’s (1984) socio-psychological model of career choice and work behaviour. While findings confirmed the importance of many of Gottfredson’s variables in determining career aspirations, they disputed Gottfredson’s choice of socio-economic status as one of the primary determinants of the zone of acceptable occupational alternatives and it might be better represented by sex-type and ability level than by sex-type and prestige level as Gottfredson proposed. The findings indicated that demographic variables were the best predictor of career aspirations overtime. The findings of their investigation was that individuals from a low socio-economic status background aspired to high prestige.

The purpose of the study conducted by Kesiezic (1992) was to explore and identify the significant factors influencing the occupational choice of students from standard 10th to 11th grades in Nagaland. An extensive questionnaire was developed and administered to 213 students from three
different types of schools. A follow-up interview with selected cases of students had been carried out for a more intensive investigation into their socio-economic background. The collected data were analyzed using both quantitative and qualitative approaches. On the basis of information provided by the students, the social and economic backgrounds of the families were divided into two levels of income groups. The pattern of students' occupational choice was also categorized into Higher and lower aspirations and compared with their parents socio-economic status. The findings of the study revealed that the most significant factors influencing the occupational choice of students in Nagaland were parental educational attainment, parental occupational status, field of employment and geographic vocation. On the basis of these results the researcher concluded that these socio-economic factors may have a significant influence on occupation choice of youngsters.

The research by Gresham (1993) was able to reveal the impact of socio-economic status on the difference between aspirations and expectations with a sample of 377 college freshmen, the hypotheses that were investigated indicated that socio-economic status would be important in predicting the differences between occupations and expectations. Support for the hypotheses was revealed and implications for counselling and further research were discussed.
Khobragade-(1993 has conducted a study on vocational aspirations and interests of SC/ST students regional college of Education Bhopal.

The major objectives of the study were:

1. To know vocational aspirations and interests of the SC/ST students and parents of economically Higher and lower strata.
2. To know impact on aspirations and interests of parents occupations/professions on students of these categories.
3. To study effect of family circumstances of these students in making selection of the suitable vocations.

To achieve above objectives the investigator found survey sampling method suitable for his study. The sample selected was exclusively from rural tribal schools. The total student population being 600 out of this sample, SC boys constituted 196 and SC girls 184, whereas ST boys numbered 116 and ST girls constituted 104. The tools employed for the required data were self prepared questionnaires, readymade tools, SES scale to achieve the objectives stated and formulate major hypothesis, previous year students achievement record, interview schedule etc.

Major findings of study were indicated that ST boy students had less adequate facilities (physical and transport) at their homes compared to SC
boy students and this has significantly affected performance in the examination and this had consequently affected selection of their vocations/professions. In the case of both SC/ST girl students, the analysis yielded more or less similar results as observed in case of SC/ST boys. The study in area viz., vocational aspirations, it has been observed that there has been certain influencing factors, viz., home, school surroundings, SES of students have the bearings on vocational choices. Similarly vocational maturity also found its place in vocational aspirations and interests of the students.

They seemed to be more concerned with their immediate environment and adaptability which has been the major asset. Very less number of boys and girls of these communities were fully aware of the vocational avenues available in the vicinity. The analysis of the result confirms that Higher achievers showed vertical mobility by preferring challenging subjects for future prospects and aspired for engineering and medicine and to become scientists. Their second priority being teaching profession. The lower achievers have shown lower vertical mobility and preferred to be primary teachers.

Sundararajan, Chandra (1993) have conducted a study on “The occupational aspirations of the Higher Secondary students of the matriculation schools in Salem town.”
The major objectives of the study were:

i) To find out whether there is any significant difference among the occupational aspirations of students whose parents have different educational levels.

ii) To find out whether there is any significant difference in the occupational aspirations of students whose parents monthly income varied and

iii) To find out whether there is any significant difference in the occupational aspirations of students on the basis of their sex.

These are following hypothesis for the study:

1. The students whose parents are graduates do not have a better level of occupational aspiration than those whose parents are literature but not graduates.

2. The students whose parents are graduates do not have a better level of occupational aspiration than those whose parents are illiterates.

3. The students whose parents are literates but not graduates do not have a better level of occupational aspiration than those whose parents are illiterates.
4. The students whose parents monthly income is Rs. 2001 or above do not have a better level of occupational aspiration than of those whose parents monthly income is from Rs. 1001 to Rs. 2001.

By the random sampling two matriculation schools from the Salem town were chosen and all the 255 Higher Secondary +2 students studying in these selected two schools were involved in this study.

This sample consists of the following sub-samples:

(A) Parents educational level Graduated (96), literates but not Graduates (87) and illiterates (72) = total 255.

(B) Parents monthly income Rs. 2001 and above (103), Rs. 1001 to Rs. 2001 (82) and upto Rs. 1000(70) = total 255.

(C) Sex – Girls (115) and Boys (140) = total 255.

The researchers used the occupational aspiration scale (OAS) constructed and standardized by Grewal (1984).

The occupational aspiration scores of the study belonging to the three income levels of their parents were arranged into frequency distributions and their Means and SDs were calculated. Then the test of significance was used. Important findings of the study were:

a) The more educated the parents are the better is the level of the occupational aspiration of their children.
b) The more affluent the parents are the better is the level of occupational aspiration of their children.

c) Girls have a better level of occupational aspiration than the boys.

Mahale (1999) conducted a study on the adolescent’s Vocational Aspirations and Economic Status of the family. It conducted that the economic condition of the family is one of the main deciding factor whether it can or cannot provide adolescents to achieve Higher education in accordance to their vocational aspirations.


First-generation students those individuals who are the first in their family’s history to pursue post-Secondary education represent an important emerging segment of the student body at our nation’s colleges a group that is entering college in ever-increasing proportions. This qualitative study examined the vocational decision-making processes of fifteen female first-generation juniors and seniors at a public college near Boston, Massachusetts. Participants from three racial groups (African-American, Latina and white) were selected through random sampling, and data was collected via in-depth interviews, observation, and document review.
Two overarching questions framed this study, which is based on prior sociological research about family structure, culture and social identity, and career development. First, this study examined participants' perspectives about how their social networks, aspirations, and perceived needs influenced their occupational choices. Second, this study investigated the processes through which participants identified and used resources to make vocational decisions.

This study revealed three categories of major findings: (1) Social networks across different contexts do play an important role in educational persistence and in the identification and development of career plans among female first-generation students. (2) Most of the patterns and processes revealed by this study did not vary by racial or ethnic group. Within each of the three racial groups, however, students' lives varied substantially as did their attitudes, expectations, and styles of social adaptation. (3) Overall three elements unified this diverse sample. First, all participants reported strong beliefs in the benefits of obtaining a college education. Second, a majority of participants maintained strong interpersonal connections while preserving their self-reliance and autonomy. Finally, students were adept at cultivating social and information resources to support their educational and vocational
goals. Recommendations for education policy and future research in Higher education and career development are included.

Some studies showed that socio-economic status was not found to be significantly related to the occupational aspirations of Secondary schools. Stephenson (1955) conducted a study on occupational aspirations of ninth graders and found that occupational aspirations were relatively unaffected by social class.

A multiple regression analysis was used by Howell, Gwendolyn et.al. (1989) to examine aspects of adolescent career development by investigating the relationship of socio-economic status on occupational aspirations. Data was collected from 215 twelfth grade students. Results indicated that parental influence was a significant predictor of occupational aspirations.

Mehtha, Mathur et.al. (1989) studied the influence of occupational aspiration of adolescents. The population consisted of adolescent boys and girls studying in class IX in urban and semi-urban areas. The data were collected through a questionnaire which was prepared by the project team to assess vocational plans of the students. This study reported that the career aspirations of boys were not influenced by socio-economic status.
2.5 Vocational aspirations in relation to Parental Influence

Parental influence on children’s career plans and socio-economic attainment may be one of the most thoroughly researched questions in the socialization literature. This body of research has demonstrated that parents play a significant mediating role in influencing children's educational and occupational plans.

Dynes, Clarke and Dintz (1956) in their findings pointed out that the level of vocational aspiration was significantly related to several aspects of interaction with the parents in the formative years of life. College students, who aspired for higher occupational levels more often felt that their parents (a) did not want them, (b) showed favouritism to siblings, (c) felt less attachment to their parents, and (d) were generally happy in childhood. Such children confided less in their fathers and were more fearful of punishment from them. Low aspirers and high aspirers did not differ in respect of (a) degree of conflict with their fathers and siblings, (b) in the extent to which they confided in their mothers, (c) in their feelings that their parents compared them unfavourably with their siblings or peer group concerning accomplishments in school and athletics and (d) in their estimation of degree of disappointment the parents might have from their children, if they did not live up to expectations.
Dyer (1958) pointed out that both the white collar and the manual families did not encourage their children to follow the father’s occupation, which explained why occupational inheritance or transmission was not high. Inspire of this, children’s aspiration for future vocational careers were found to be influenced by the parents’ liking for their children to adopt a particular profession.

Miller and Haller (1964) showed significantly positive but low correlation (22) between O. A. S (Occupational Aspiration Scale) and parental desire for respondents’ high level of occupational achievement.

Abernatty, Thomas Devis (1968) conducted a study to find out the career and educational decision making process. He studied 2144 junior and senior Secondary school students. Results revealed that their career and educational goals were influence by various sources (eg., self, father, mother, friends, relative counsellors) and that these sources differed by both the age and sex of the students.

One of the factors influencing aspiration involves family relations. Crites (1969) studied the relationship of parental identification with the vocational interests of the adolescent sons. A son’s identification with his
father and both parents significantly affects the patterning of his interests. Although close identification with the father is most important.

Lois (1971) study also tried to establish relationship between family life education and changes in parental attitudes as related to educational and occupational aspiration for their off-springs. He did not find any evidence of effectiveness of family life education as an intervening variable and concluded that parental attitude was not changed by family life education.

Prenter and Steward, (1972) indicated that mother's occupational status affected vocational plans of average and below average intelligent subjects.

Stein (1973) found that mother's educational attainment was not related to any of the daughter's characteristics.

Shoffner and Klamer (1973) as a result of their findings held the views that parents serve as role models, affectors and self-concept motivators of interest and achievement and they also provide subjects the developmental environment and job information. Brook, Whiteman, Peisach and Dentsch (1974) in their study found that the parents' educational aspiration for the children was related to their socio-economic status, sex and race (within education area only).
Jackson, Meare and Arora, (1974) emphasised that males having high identification with father gave higher levels of aspiration, more self-confidence and greater justification with school experience. Jackson and Meare (1974) in another study had pointed out that there were statistically significant differences between group's current status and future occupational plans as a result of identification with father.

Brook, Whitman, Peiasch and Dentsch (1974) found that a relationship existed between children's aspiration for themselves and their parents' aspiration for them.

Studies were conducted on social status and educational and occupational aspiration by Sewell Willam et.al. (1976). The purpose of study was to find out whether educational and occupational aspiration of youth of both sexes were associated with social status of their families when the effects of intelligence were controlled. Results revealed that there was positive relationship between occupational aspiration and SES states makes an independent contribution to those aspirations. This study lends support to the sociological claim that values specific to different status positions are important influences on levels of educational and occupational aspiration but suggests that status makes an independent contributions to these aspirations.
Parental aspirations and expectations for daughters and sons were studied by Marotz, Ramana, Baden et.al. (1978). Data from a cross national study of white and blue collar parents of pre-adolescent children and village parent living in state Michacorn was used to explicit the concept of parental attainment values. The findings provide general support for the proposition that parents expectations of occupational attainment for their children were Higher and the discrepancy between parents aspirations and expectations were lower under conditions of rapid economic change than they were under conditions of relative economic stability.

Chandra (1990) conducted a study on the Self Concept,Parental Influence, SES and Sex in relation to Career choice attitudes among High School Students. The study revealed that the factor related to predicting the career maturity of boys and girls differed. The parental influence interacted with self concept in the prediction of Career choice attitude scores and it had greater impact upon the career choice attitude of girls than that of boys.


The study addressed the problem of finding out vocational aspirations and its relationship with prenatal background related to education and occupation.
The major objectives of study were:

i) To find out the vocational aspirations and occupational choices of students.

ii) To find out parental background related to education and occupation.

Methodology of study was one hundred and ninety six students of standard IX formed the sample. Data were collected through a questionnaire. The study used the descriptive survey method. Percentage were calculated for analysing the data.

The major finding of study were:

i) The students belonged to early and late adolescence being in the age range of 13 to 18 years.

ii) Forty percent of the sample students wanted to be either doctor or engineers.

iii) Eighty percent decided to select the science stream for their future academic career.

iv) While 53% of the total sample wanted to go in for a degree and 34% aspired to have a diploma.

v) The majority of the students liked subjects from the science stream and disliked those from the arts/humanistic stream.
vi) No relationship was found between occupation of fathers and the occupational choices of the students.

Any effort to account for class differences in parents aspirations considered from an objective perspecting. Studies show that parents with low incomes have unrealistically high expectations of their sons and daughters. In brief it appears that the question of the relationship between parents social status or social class and parents aspirations and expectations for their children has not been completely understood.

Diversi (2004) conducted a study through in-depth interviews of 10 rural Latino family triads (mother, father, and adolescent) investigated the educational and occupational aspirations of parents and youth, and factors affecting those aspirations. Using a content analysis of the interview scripts, several themes emerged that described these families' experiences. In some instances, Latino parent aspirations were found to transfer to their youth. However, only one half of the parents were aware of their youth's aspirations, and most had not discussed them with their youth. Youth and parents articulated several barriers to achieving Higher educational or occupational aspirations. Implications for programmatic initiatives and research are delineated.
Angela et al. (2005) has conducted research on "Occupational Aspirations of Students in Grades Seven to Twelve". The purpose of this research was to examine junior high and senior high students' occupational aspirations and rationales for their occupational aspirations. The CCNS (Magnusson and Bernes, 2002) was developed to assess the career needs of junior high and senior high school students in Southern Alberta. The CCNS consisted of five different forms. The form used in this research is the one distributed to 54 junior and senior high schools in the Southern Alberta region. In total, 52 out of the 54 schools returned completed forms. The survey asked for socio demographic information and consisted of questions evaluating students' career education and support needs.

Two specific open-ended survey items were used for this research.

1. If you had to start work tomorrow, and assuming that you had the proper education or training, what kind of work would you most likely chose?

2. Why would you chose that kind of work?

The results suggest that adolescents as young as 11 are thinking about their future career by considering a variety of occupational aspirations and rationales for their choices. Junior high and senior high students reported a
number of rationales behind their occupational aspirations including interest, personal challenge, financial compensation and parental support.

2.6 Vocational aspirations in relation to Gender

Arnstein (1953) administered on inventory of 136 occupations to 14-15 years pupils to study occupational preferences of Israel children. The results revealed that the boys preferred technical work whereas girls preferred social and educational occupations.

Rezler (1963) in his study on occupational values and choices of young Indians, noticed that engineering was the most liked vocation among boys and teaching and medicine among girls.

Knill (1964) conducted a study on occupational aspirations of Northern Saskatchewan students and concluded that boys and girls differed in their vocational choices. Ethnic differences slightly influenced the occupational aspirations.

In a study on vocational choices of ninth class students with 60 boys and girls, Jain (1965) found that the boys chose a greater variety of jobs than girls. A majority of the boys chose engineering while many of the girls chose medicine.
Clark (1965) studied vocational aspirations of culturally disadvantaged boys and girls. 30% of the boys and 85% of the girls expressed their preference for professional and white collar occupations.

A study was conducted by Byati (1966) with 100 Secondary school leavers (both boys and girls) belonging to two schools of Nathdwara to find out their vocational preferences. The choices of the group as a whole in order of preference were: Medical, technical, literary and household work. Outdoor activities and sports were the two least liked areas. Girls were interested in technical and craft work. The three most favoured areas of interest of the boys in order of preference were scientific, medical and technical work and those of the girls were medical, scientific work and literature.

Looft (1971) attempted to find out the Sex difference in the expression of Vocational Aspirations by Elementary school children. Sample consisted of 53 boys and 33 girls of Parochial School first and second graders. The following questions were put:

(b) What they wanted to be when they grow up?

(c) What they thought they would really do when they grow up?

While answering to the first question, boys indicated a total of 18 different occupations most frequently foot ball players (9) and policeman (4).
Girls nominated only 8 occupations. Most frequently nurse (14) and teacher (11), one girl indicated that she wanted to be a doctor. 23 boys and 14 girls changed their initial responses when 2nd question was put. Results indicated that sex differences in vocational aspirations developed early in childhood and reflex traditional sex-role expectations.

Gaur (1973) studied the factors affecting Occupational Aspirations of the students Socio-economic status scale devised by Jalota et.al. (1969) was used to collect the required data. Results indicated that sex had significant influence on the occupational aspiration of the students.

Singer (1974) investigated sex differences in job preferences. The subjects were 55 females and 75 male undergraduates. Though there were differences between sexes on the job preferences. These differences were not related to sex stereotypes. Both the sexes preferred jobs where they could learn, achieve something worthwhile and work with congenial persons.

Reilly and Jonet (1975) conducted a study to determine whether it was statistically possible to differentiate eighth grade students into four occupational areas according to specific personal data including sex of the subjects. The subjects for the study were 373 eighth grade students (202 females, 171 males) drawn from four middle schools. It was concluded that (i)
selected variable such as sex of the subject was related to the vocational choices of eight grade students, (ii) the strong influence of the sex of the subject variable reflected the fact that sex stereotyping in occupations was a common phenomenon.

Hewitt (1975) asked 128 Dutch children aged 6-8 years to indicate their vocational aspirations. The results suggested that sex-role expectations for adult occupations were acquired very early. Boys aspired to a greater variety of vocations than girls.

Burlin (1976) found the influence of sex-role values in the occupational aspirations of women in his study on female occupational aspirations.

Yaegel (1977) observed that females were found to be significantly more certain about their vocational choice than males in his study on 'certainty of vocational choice'.

Significant sex differences were found in the study which was carried out by Becker and Murff (1978) on career decision.

Marini and Greenberger (1978) examined the sex differences in occupational aspirations for 2,495 of XI graders. The following conclusions were drawn: (i) Boys aspired and expected Higher levels of occupational
attainment than girls, (ii) Boys occupational aspirations and expectations were characterized by greater variability than those of girls.

Margaret (1978) conducted a study to find out the sex differences in the determination of adolescents aspirations. Because the aspirations and expectations of adolescents were predictive of subsequent adult attainment, they were important mediating factors in the process by which individuals of the two sexes come to occupy different educational and occupational positions in adulthood. Adolescent boys aspired to a Higher level of education than girls, and the occupational choices of the two sexes were highly sex-stereotyped. Although sex differences existed in the process by which both educational and occupational aspirations were formed, they were greater with respect to occupational than educational aspirations.

Abiri (1979) conducted a sample study of Nigerian adolescents' academic and occupational aspirations. The pattern of the occupational aspirations of 1.254, I, II and V year grammar school boys and girls in 13 grammar schools in Ibadan, Nigeria was studied by means of a questionnaire, it was found that although there were age and sex related differences. The pupils were largely unrealistic in their occupational aspirations. Some professions appeared to have exercised excessive pull on the pupils while
others were inadequately chosen. It was concluded that there is an urgent need for Guidance and Counselling Services in Nigeria Grammar Schools.

Gaskel (1980) investigated that sex role ideology and aspirations of high school girls and found that sex stereotyped aspirations were seen in girls choosing nursing, telephone operator and boys preference to military, mechanic services etc., as their vocations. This study revealed that sex influence the aspiration of an individual.

Dumme et.al. (1981) studied the occupational aspirations of 962 female and 861 male rural X, XI and XII graders and found that females showed significantly Higher occupational aspirations than males.

Shaha (1982) conducted a study on determinants of occupational aspirations and expectations and found that males had Higher career plans than females.

Erab (1983) conducted a study on "Career preferences of early adolescents: sex differences" and found that boys were more interested in high technical careers while girls were interested in tradition areas such as service and organization.
A study by Mehta et.al. (1985) on occupational aspirations indicated that there was a strong indication of sex differences on level of occupational aspiration in favour of girls among both semi-urban and urban students.

Khan (1985) conducted a study on educational and vocational aspirations of Hindu and Muslim school students and found that in both the communities a Higher percentage of boys than girls aspired for Higher level jobs.

Marjoribanks, Kevin (1986) conducted a study with an objective to identify the influence of sex on occupational aspirations. Findings disclosed that occupational aspiration was influenced by gender.

The study conducted by Tsering and Sharma (1990) was an investigation into the vocational aspirations of the contemporary Tibetan youth. The main objective of this study was to find out the sex differences in the vocational aspirations. The sample comprised of 180 students i.e., 90 boys and 90 girls between classes IX to XII. Survey method was employed by using questionnaire developed by the researcher. The findings revealed that there was considerable sex difference in the students vocational aspirations. The boys had a greater range of vocational choice compared to the girls.
The main purpose of the study conducted by McWhirter et.al. (1993) was to test the model of the career development of Mexican, American girls. Three models predicting career commitment, level of aspirations and planned schooling respectively were tested on a sample of 280 girls using path analytic technique. Predictor variables consisted of socio-economic status, academic achievement and gender role attitudes. Results indicated that the initial models of career commitment was plausible in the sample and post hoc exploratory analysis yielded a plausible mode of level of aspirations.

Aniself, et.al. (1999) found that from a rational action perspective, one might predict that the occupational aspirations and expectations of Canadian youth would have declined between the 1970s and the 1990s as the youth labour market deteriorated. Whether or not such a shift in the level of occupational goals was observed, a late modernity analysis would predict that social class, gender, and urban-rural residence would become less prominent determinants of aspirations and expectations, in contrast to a social structural prediction of continued strong structural effects. Analysis of baseline data from five longitudinal studies of school-work transitions conducted in Canada during the 1970s, 1980s, and 1990s lead us to reject the rational action argument - a decline in occupational aspirations and expectations was not observed. Instead, male occupational goals remained largely unchanged while female occupational ambitions rose. Social class
continues to have strong independent effects on occupational goals, which appear to be mediated, to a considerable extent, through the streaming of high school students into academic or non-academic programmes. Gender continues to influence specific occupational aspirations and expectations, while rural youth continue to report somewhat lower occupational goals. The persistent structural effects on aspirations and expectations provide strong support for the social structural hypothesis.

Gillock (1999) identified that gender distribution of jobs remains vastly disproportionate, especially among minority groups: Women continue to be overrepresented in traditionally female-occupied jobs and underrepresented in high-status, high-paying occupations. Literature on gender distribution of careers and factors affecting career choice remains sparse where ethnic minority females are concerned. The present study attempts to fill this gap and focuses on adolescent females from Mexican American backgrounds. Descriptive findings indicate the general male dominance of females' career aspirations. Compared to females aspiring to highly female-dominated careers, females aspiring to highly male-dominated careers were more acculturated, earned Higher grade point averages (GPAs) and Higher achievement scores in science and social studies, and held Higher educational aspirations and expectations, and a greater number of this group
evidenced a clear understanding of the steps needed to achieve career goals. Findings are discussed in terms of their contradiction of previous findings and Mexican cultural norms.

Leve and Deckard (2002) conducted a study to find out the relationship between adolescent vocational aspirations, attachment to parent, and gender role traditionality using a longitudinal sample of 351 children (approximately 50% female). Data was collected at age 14/15 and age 17/18. Two hypotheses were examined: (1) attachment security was expected to correlate positively with higher vocational aspirations, (2) higher gender role traditionality was expected to relate to lower vocational aspirations for girls and higher vocational aspirations for boys. In a simple correlation analysis, boys' attachment at age 14/15 showed a significant positive relationship to higher vocational aspirations at age 17/18. No significant relationship between attachment and vocational aspirations was found for girls. A hierarchical regression analysis on the gender role traditionality hypothesis showed trends toward significance for both females and males, suggesting that further research is needed in this area.

Gómez (2003) the study examines the relationship between gender, parenting, and adolescents' academic outcomes in Mexican-origin immigrant families. Self-report survey data were collected from adolescents attending
three high schools in Los Angeles. Correlation and multiple regression analyses were conducted on the 273 adolescents (M = 15.5) whose parents were both born in Mexico. Girls reported higher academic motivation and educational aspirations. Substantial support was found for the positive relationship between mothers' and fathers' behaviors (ability to help, monitoring, support) and adolescents' academic motivation. Substantial support was found for the relationship between mothers' and fathers' educational level, and educational aspirations. Generation status was not related to the academic outcomes. Implications for researchers, practitioners, school personnel, and policy makers are discussed.

Francis et.al. (2003) conducted study on subject choice and occupational aspirations among pupils and girls schools.

The major objective of the study was to investigate subject preferences of girls at English single-sex schools and their choices of future occupation. The research design involved sending confidential questionnaires to pupils from years 10 and year 11 at eight different state mentioned girls schools in England. The questionnaire were completed during lessons, ensuring a high response rate. The aim was to achieve a sample of 200, in the event a total of 203 questionnaires were returned. The questionnaires contained both open-ended and closed questions. 10 teachers from each of the eight schools
were also asked to fill-in questionnaires, this was intended to include teachers across the subject range who taught the group of girls filling in the pupil questionnaires. Descriptive statistical analysis was applied to the data collected from pupils and teachers. The finding supports that more girls in mixed schools like maths and science than do girls in single-sex schools, and that more girls in single-sex schools claim to dislike science than do girls in mixed schools and also findings support the argument that girls are know significantly more academically focused and ambitious for their future occupations than they were 20 years ago.

Denga (2004) conducted a study on "The Influence of Gender on Occupational Aspirations of Primary School Children in Cross River State."

The sample of this survey was 629 children randomly drawn from ten (10 primary school in Calabar Municipality. Primary six (6) pupils from six (6) public schools and primary 5 children from four (4) private schools were used. There were 350 girls and 270 boys in number. Their ages ranged from 10 to 14 years old. In each school, sixty two (62) pupils were sampled. The hat-and-draw method was used to select the number of boys and girls as sample. This method adopted gave ample chance for every child in the mentioned years of study to be selected for the study. The sample had the
similar traits of the entire population of about 1,800 primary five (5) and six (6) pupils from a total number of schools.

The children's Occupational Aspirations Questionnaire (COAQ) was used. The first part solicited for children's personal data while the second part required the participants to rank 1, 2 and 3 occupations they would like to do when they grow up. A list of twenty occupations was given for children to choose their three desired occupations. The \( \chi^2 \) analysis was used to report the result at 0.05 level of significance.

2.7 Vocational aspirations in relation to Locale and Type of School

Kulas (1974) studied the occupational aspirations of urban and rural graders and found that the urban students had more realistic aspirations than the rural ones.

Chadha (1982) has conducted a study on A Study of Some Psychological and Social Factors as Related to Vocational Aspiration of Rural and Urban High School Children.

The major objectives of the study were (a) to find out whether there is any significant difference in vocational aspiration of the urban and rural subjects (b) to find out the difference between the vocational aspirations of urban and rural fathers for their sons. (c) the relationship of vocational
aspirations of the sons and of the fathers for their sons with the variables of intelligence. Socio economic status, Need achievement, adjustment and reactions of frustration of urban and rural sons and (d) the cluster of variables which go together in the determination of vocational aspiration.

To fulfill the above aims, the following hypothesis were proposed.
a) There will be differences in the fields of vocational aspirations of urban and rural subjects
b) There will be differences in the levels of vocational aspirations of urban and rural subjects.

a) Levels of vocational aspirations of rural sons will be different from that of the aspirations of fathers for them.

For finding out the relationship of vocational aspiration with need-achievement, socio-economic status, adjustment and reactions to frustration the following hypothesis were proposed.

1. Subjects aspiring for Higher levels of occupations will have Higher need-achievement.
2. Subjects aspiring for Higher levels of occupations will have Higher socio-economic status of the family
3. There will be differences in the levels of vocational aspiration of the subjects scoring high and low on adjustment variable. The subjects with unrealistic aspiration would be maladjusted as compared with the subjects of realistic aspiration.

4. There will be no difference in the scores on reactions to frustration obtained by these who aspire for either high or low levels of occupations.

To achieve the objectives 713 tenth class boys of four urban schools and six rural schools constituted the sample. The schools were selected at random.

The researcher has used following tools to collect data.

1) McClelland Thematic Apperception Test (NCERT Adaptation 1966) for measurement of Need Achievement.

2) Socio-Economic Status Scale (Phami and Dosajh, 1974) for measuring 'Socio-Economic Status.'

3) Adjustment Inventory for school students (Sinha and Singh) for measuring reactions to 'Frustration'.

4) Vocational Aspiration Blanks were used for eliciting vocational aspiration of subjects as well as of their father's vocational aspiration for them.
Duncan’s Multiple Range test was applied to observe the significance of differences in the various test scores obtained by the aspirants of different vocational fields separately for fathers and sons of urban and rural samples. The correlation matrices were prepared and elementary linkage analysis (McQuitty, 1957) was done to find out the clusters of variables that go together in determination of vocational aspirations. Correlations between level of vocational aspirations and measured psychological variables were worked to find out the determinants of vocational aspirations of the subjects and the fathers, separately for urban and rural samples.

Major findings of the study were: In the various fields of vocations no consistent pattern of significance of these variables was observed in urban and rural subjects and their fathers except for socio-economic status and social adjustment scores. The relationship between levels of aspiration and the measured variables was found to be of some significance. Scores on SES were found to be positively and significantly related to the levels of aspirations of urban and rural samples.

In the rural sample significant correlation was also found between social adjustment and levels of aspiration of sons. The fathers’ aspirations however, were found to be related to the need achievement and need
persistence scores of their sons. The adjustments of realistic and unrealistic vocational aspirations were also not found significantly different.

To sum up it may be said that the vocational aspirations of the urban and rural subjects were different. The unrealistic vocational aspiration group did not differ on adjustment scores. The SES and need achievement were found to be associated with levels of vocational aspirations.

Sundararajan and Rajasekhar (1988) made an attempt to find out if there was any significant relationship between the locality and the sex of the Higher Secondary students and their occupational aspirations. The sample consisted of 442 students from urban and rural areas. The Occupational Aspiration Scale (OAS) constructed and standardized by Grewal (1984) was used. The important findings of the study were: (i) the urban students had a better level of occupational aspirations than the rural students and (ii) the boys did not have better level of occupational aspiration than that of girls.

Nagar, Rashmi (1991) A study of vocational aspirations of educated girls in Gorakhpur division and facilities available to them.

This study attempts to explore group of women who even today are educationally and vocationally disadvantaged specially those belonging to rural areas.
The major 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 and

v) To study the facilities for vocational preparation available to rural and urban educated girls in Gorakhpur division.

The sample comprised educated girls of Gorakhpur division, who were chosen based on the stratified random sampling technique.

The tools used to collect data included a vocational aspiration blank, socio-economic status scale by Kuppuswamy and a questionnaire.

The collected data were treated using percentages, mean, SD and chi-square test.
Major findings of the study were:

1. As the educational level increased the socio-economic status and intelligence profile showed an upward trend. Location, too, exerted influence.

2. Level of educational did influence the vocational aspiration of girls at different levels of education. Also the other vocations aspired for differed with educational levels.

3. A significant difference in the vocational aspiration of urban and rural respondents showed a higher preference for household vocations urban counterparts preferred the scientific area.

Research evidence shows that the level of occupational aspiration is influenced by geographical location. Miller and Haller 1964; Passi, 1970; Donald 1971; Desai, 1974 and Reddy, 1978 and Grewal 1980 reported that occupational aspiration had significant relationship with vocational environment. Chand et.al. (1983) also reported urban-rural differences in occupational aspiration. Although most of the researches show that geographical location influenced the level of occupational aspiration there is some evidence to the contrary also.
Sundararajan and Kalavathi have conducted a study on the occupational aspirations of the Higher Secondary girls in the city of Madras (1991)

The major objectives of study were:

i. To find out whether there is any significant difference among the occupational aspirations of students studying in different types of schools.

ii. To find out if there is any significant difference among the occupational aspirations of the students whose parents have different educational qualifications and

iii. To find out whether there is any significant difference among the occupational aspirations of the students whose parents belong to different income groups.

Researcher framed the following hypothesis for the study:

1. The students studying in the Government Higher Secondary schools do not have better occupational aspirations than those studying in the corporation Higher Secondary schools.

2. The students studying in the Government Higher Secondary schools do not have better occupational aspirations than those studying in the matriculation Higher Secondary schools.
3. The students studying in the matriculation Higher Secondary schools do not have better occupational aspirations than those studying in the corporation Higher Secondary schools.

4. The students whose parents are either graduates or post-graduates do not have better occupational aspirations than those whose parents are professional degree holders.

5. The students whose parents are either graduates or post-graduates do not have better occupational aspirations than those whose parents are literates but not graduates.

6. The students whose parents are either graduates or post-graduates do not have better occupational aspirations than those whose parents are illiterates.

7. The students whose parents monthly income is from Rs. 1001 to 2000 do not have better occupational aspirations than those whose parents monthly income is Rs. 2001 and above.

8. The students whose parents monthly income is from Rs. 1001 to 2000 do not have better occupational aspirations than those whose parents monthly income is upto Rs. 1000.

9. The students whose parents monthly income is Rs. 2001 and above do not have better occupational aspirations than those whose parents monthly income is upto 1000.
Random sampling technique was used in the selection of the sample.

The researcher used the Occupational Aspiration Scale (OAS) constructed and standardized by Grewal (1984). The same was translated into Tamil and used in this investigation.

Important findings of the study were:

i. There was no significant difference among the girls studying in the government, corporation and the matriculation Higher Secondary schools in respect of their level of occupational aspirations. Thus the first three null hypothesis formulated in this study were retained.

ii. There was no significant difference between girls whose parents were either graduates or post-graduates and those girls whose parents were professional degree holders in respect of their level of occupational aspirations. Thus the null hypothesis is retained.

iii. Significant difference was found in the level of occupational aspirations of girls whose parents were either graduates or post-graduates and whose parents were literates but not graduates. Therefore the null hypothesis is rejected and it was concluded that the girls whose parents are either graduates or post-graduates had
a better level of occupational aspirations than the girls whose parents were literates but not graduates.

iv. The null hypothesis six was rejected and it was concluded that the girls whose parents were either graduates or post-graduates had a better level of occupational aspirations than the girls whose parents were illiterates.

v. The null hypothesis seven was retained

vi. The null hypothesis eight was retained.

vii. The null hypothesis nine was rejected and it was concluded that the girls whose parents monthly income was Rs. 2001 and above have a better level of occupational aspirations than those whose parents monthly income was upto Rs. 1000.

Shah and Bhargava (2000) conducted a study on the Vocational Aspirations of Home Science Students. The study revealed that almost equal percentage, that is, little less than 50% of the respondents were under the category of highly aspired or less aspired to take up vocations. Majority of the respondents aspiring for jobs wanted to do so to become economically independent. Only one third of the respondents who aspired for a vocations were fully confident to get their aspired job.
Calvin (2005) the study was to examine the occupational aspirations, immediate plans, and future expectations of Level III students from selected rural and urban areas of Newfoundland and Labrador. This study also examined student perceptions of barriers to post-Secondary education and factors that influenced their career plans.

Individual questionnaires were administered to 104 Level III students attending five different Senior High schools located in rural communities within the Green Bay area, and 67 Level III students attending a Senior High school located in the province's largest urban center and capital, St. John's. Data analysis was completed using the statistical program, SPSS. Descriptive statistics that included frequencies, percentages, and crosstabs were used along the chi-squared analysis to summarize findings and compare differences.

Student occupational choices were consistent with findings reported in earlier studies. Although most students, particularly males, made gender stereotypical choices, their choices overall were in growth areas that hold promise for future employment. Approximately three-quarters of the students planned to pursue post-Secondary education immediately following high school graduation. Most students expected to be employed full-time outside the province in five to ten years after high school graduation.
The most commonly perceived barriers to post-Secondary education were: not knowing what program to do, lack of academic qualifications, and the high cost of post-Secondary education. Community attachment was not considered a barrier to post-Secondary education by most rural students.

Most students perceived that their parents played the most significant role in influencing their career plans followed by friends and academic ability. Females felt their mothers were more influential on their career plans while males perceived their fathers as being more influential. It is recommended that government, post-Secondary institutions, school, and community agencies partner together in more deliberate and direct ways to educate students about the labour market, its trends, and future occupations, and to guide them more effectively in their career planning process. It is also recommended that parents be empowered through such partnerships to provide informed and adequate career guidance to their children.

Hodgins and Parr (1965) and Mehta et.al. (1984) did not find urban-rural differences in the level of expected occupation.

2.8 Conclusion

The present review gives a broad synoptic view of the status of research in vocational aspirations in India and abroad. And the review in the area of Achievement motivation related to vocational aspirations, personality
related to vocational aspirations, SES related to vocational aspirations has helped the investigator in defining the research problem, drawing sample, study hypotheses, in selecting appropriate tools and statistical techniques for the analysis of the study.

The present review also indicates a number of gaps in the research efforts in the area of vocational aspirations.

The need for greater understanding of the factors which influence the vocational aspirations of high school pupils prompted this study. The review striking reveals that among many influencing factors, SES, personality, achievement motivation, parental influence and gender, medium of instruction, type of school seem to be good predictors of vocational aspirations of Secondary school students. Problems arising out of this state of affairs for the school going children that too X standard students who are going to for a course suitable to their vocational aspiration require an in-depth study.