SUMMARY
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Many people get jobs by sheer chance or luck. Many a time a job is accepted without being given a serious thought to its stability or to the status it gives to its occupants; yet in the world of work, there is a very large variety. The task of selecting the right work must involve vocational planning.

This planning may require sufficient amount of knowledge of the factors related either with the vocational development or choice formation. The literature on occupational choice has highlighted some important factors to be directly or indirectly related with the development of the occupational choice. Theoretically, a series of models explaining the development of occupational choice have come up. It will not be out of place to make a mention of some important models.

According to Brill (1949), while selecting a vocation, the normal individual does not need any advice or any suggestion. He can see for himself what activity to follow. Blau and his associates (1956) indicated that economic, social and psychological factors influence individual's vocational selection. Miller and Form (1951) mentioned that technical, educational and social factors influence the
occupational expectation. The choice of an occupational goal is determined by the status expectation of the family members, relatives and friends. Super (1953) suggests that the nature of the career pattern is determined by the individual's parental socio-economic level, mental ability and by the opportunities to which he is exposed.

Literature shows that a host of factors have been related with occupational choice. Two classes of such factors can be easily identified. One, personal factors like intelligence, need-achievement, self-concept and frustration. For instance, Super has reported that less intelligent children aspired for low vocations, whereas more intelligent children preferred for high vocations. Similarly, research work show the existence of significant relationship between levels of aspiration and need-achievement. The studies of Burnstein and Liberty (1963), Krishna and Mahfoz (1975) show that need-achievement has a direct bearing on the realistic vocational choice.

Again, Gruen (1945) reported that frustration was found to disturb the aspirations of the children. Spielberg and Rutkin (1974) found some relationship between frustration and vocational choice.

A number of studies have shown relationship of self-concept with vocational aspiration. Tamilnson (1980)
concluded on the basis of his study that self-concept and personal values have a cumulative direct effect on aspiration. Holland (1981) has shown positive relationship between self-concept and vocational development.

Two, social factors like parental education, teachers, urban-rural area and socio-economic status. In case of parental education, Gould (1976) indicated that there is a significant relationship between parent's education, income and career choice. Ehmann (1977) showed the existence of significant relationship between father's education and career choice.

Teachers also exert an influence on the vocational choices of their students. Smith and Lipsett (1952) found that 22 percent first heard about the college through high school teachers or counsellors and 10 percent were most influenced by teachers or counsellors.

Further, a number of studies have shown a positive relationship between urban-rural area and vocational interests. Bell (1938) indicated that students coming from urban area want to go for specialized training at all levels of vocational choice.

Anderson (1974) found positive relationship between socio-economic status and occupational preference. He concluded on the basis of his study that the female who had upper socio-economic class indicated a greater
preference for intellectual occupations, whereas females coming from lower socio-economic class indicated more preference for conventional occupations. Gould (1976) reported that socio-economic background appeared to pre-dominate.

P U R P O S E O F T H E P R E S E N T S T U D Y:

The investigator has felt that choice of an occupation particularly among girls depends on the family background which may include level of education of parents, social status and exposure to world of vocation. This situation is significantly obvious in our State (J & K). The boys as well as girls have not developed a progressive attitude in accepting new challenges in the world of vocation. Again, the factors like caste system, religious conservatism and backwardness have restrained the choices of our young boys and girls. During the past two decades, there has been a positive but little departure from the conservative attitude of parents. But even then we do not have women qualified in administrative services, computer technology and the police services. It merits a detailed investigation to look into the personal, social and psychological factors which prevent our educated and talented girls to stay away from professions as mentioned above. At the moment, there are more than five thousand educated girls who have qualified at
graduate and post-graduate levels. Compared to this number, the number of such girls who have opted for medicine, engineering, tele-communication, nuclear physics is surprisingly insignificant (Census: 1981). True, that parental education alone does not determine vocational choice of girls but other factors like intelligence, aptitude, socio-economic status and personal values do also influence the decision of aspiring candidates. The personal interests of girls also determine the type of vocation they want to choose.

In the light of this discussion, the purpose of the present study was to assess the extent to which girls' vocational interests are influenced by intelligence, parental education and socio-economic status.

STATEMENT OF THE PROBLEM:

The problem under investigation read as follows:

"A study of vocational interests of girls as related to their level of intelligence, parental education and socio-economic status".

The main objective of the present investigation was to see whether the educational level of parents, intelligence of girls and socio-economic status has any influence upon the vocational interests of girls.
NULL HYPOTHESIS:

Three null hypotheses were set for this research:

1- That there is no relationship between parental education and vocational interests of their daughters;

2- That level of intelligence has no influence on vocational interests of girls;

3- That there exists no relationship between socio-economic status and vocational interests of girls.

METHODOLOGY AND PROCEDURE

SAMPLE OF THE STUDY:

The sample of this study consisted of 300 girls with an average age of 15+. The entire group was drawn from the different schools of the city. Class 9th and 10th were separately taken because at this stage a tentative choice of a future occupation is generally made by the bulk of student population.
For the purpose of this programme, the investigator has made use of "The Group Test Of General Mental Ability" by R.K. Tandon for intelligence, "parent-comment checklist" for parental education, Kapoor and Kocher's socio-economic status scale questionnaire for determining socio-economic status of the subjects and their vocational interests was found by the help of Dr. Raguraj Pal Singh's "Interest-Record Test".

In order to make decision with regard to the status of a particular occupational title, a scale was constructed. On this scale, 41 job-titlers were placed. Eleven judges were taken and requested to give their opinion on a three-point scale (High, Average and Low).

FINDINGS:

The analysis of data has revealed the following facts:

1. That the level of parental education has a significant role to play in determining the vocational interests of girls. A chi-square analysis has shown that highly educated parent's children come for more prestigious occupations and less educated
parent's children generally aspire for low-ranking occupations. So the null hypothesis which reads that "there is no relationship between parental education and vocational interests of their daughters" was rejected. This result is fairly consistent with the earlier studies like those of Burlin (1976), Penix (1976) and Gosselin (1983).

2. That the level of intelligence is significantly related with the vocational interests of girls. Here again, significant chi-square values were found to establish this relationship. In view of the results, the null hypothesis of no relationship between intelligence and vocational interests stood rejected. Gaur and Mathur (1974) have also found the similar results. They found significant and positive correlation between occupational aspiration and level of intelligence.

3. That socio-economic status of the parents also has an important place in influencing the vocational interests of girls. Significant chi-square values have rejected the null hypothesis reading that, "there exists no relationship between socio-economic status and vocational interests of girls". This finding is in line with the results of Adams (1974), Anderson (1974) and Gould (1976).