INTRODUCTION
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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.

Beilin (1952) believes that experience gives a person a real understanding of a job which he desires to take up. 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 an individual's vocational selection.

Carp (1949) believes that occupational choice is a matter of parental influence. Clark (1931) in
his "Economic Theory and Correct Occupational Distribution" has expressed that "Proper information regarding wages, if sufficiently impressed upon people, will lead to correct choice of occupation and correct number, provided barriers to occupations have been removed".

Forer (1953) found that the personality and the emotional needs of the individual largely influences his occupational choices, often operating unconsciously. Ginzberg's theory of occupational choice (1951) has received much attention in the literature on vocational choice. According to him, occupational choice is a process, generally irreversible and that occupational choice inevitably has the quality of a compromise. He divides occupational choice into three stages: fantasy, tentative choice and realistic choice.

The youngster in the fantasy period does not know 'what is reality'? He believes that he can be whatever he wants to be without assessing his capacities or the opportunities and limitations of reality.

During the tentative period, the translation is still heavily weighted by subjective factors; interests, capacities and values. But at the end of this period, they begin to realize that their approach has been too subjective and so consider their choices tentative. The characteristic feature
of this period is to build up the awareness about the problem of deciding on a future occupation.

During the realistic period, a synthesis is difficult because the translation is almost exclusively in terms of reality considerations. The individual at this period wants to compromise between what he wants and the opportunities which are available to him.

Holland stated that in spite of other things being equal, each and every person tries to find out those individuals whose personal orientations are similar to his own. Thus the pattern of vocational choice is the finding of types of people who are like one's self. Hollingshead (1949) believes that the occupational choice of adolescents are influenced by their experiences in the class and family culture complexes. Thus the process of vocational choice corresponds with the job patterns which are linked with each class in the adult work world.

Kline and Schmank (1950) expressed that changes in personality organization greatly influence occupational choice. Miller and Form (1951) mentioned that technical, educational and social factors influence the occupational expectations. The choice of an occupational goal is determined by the status expectation of the family members, relatives and friends. Res (1958) looks at the relationship between differences in parental handling of children and later adult behaviour patterns which relate to vocational choices.
Super (1953) suggests that the nature of the career pattern is determined by the individual's parental socio-economic level, mental ability and personality characteristics and by the opportunities to which he is exposed.

Literature also 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. Two, social factors like parental education, teachers, urban-rural area and socio-economic status.

1. **PERSONAL FACTORS**

**Intelligence:**

A sizable amount of studies has come up to show the relationship of intelligence with vocational interests. Super (1957) has mentioned in 'Role of Intelligence in career Development'—that less intelligent children aspired for low vocations, whereas more intelligent children preferred for high vocations. Prenter and Steward (1972) also found that there existed positive relationship between high I.Q and high vocational aspiration and also high socio-economic status. Gaur and Mathur (1974) found significant positive correlation between occupational aspiration and level of intelligence.
Johnston (1981) found that those students who have higher I.Q. go for non-traditional careers. However, there are some studies who have demonstrated opposite results. Harnett (1969) and Poulin (1972) found insignificant relationship between intelligence and occupational aspiration.

**Need Achievement:**

Similarly, research work shows the existence of significant relationship between levels of aspiration and need-achievement. The studies of Burnstein and Liberty (1963), Singh (1970), Tseng (1972), Krishna and Mahfooz (1975) show that need-achievement has a direct bearing on the realistic vocational choice.

**Frustration:**

Gruen (1945) reported that frustration was found to disturb the aspirations of the children. Iannaccone (1962), Wiggins (1965), Spielberg and Rutkin (1974) found some relationship between frustration and vocational choice.

**Self-concept:**

A number of studies have shown relationship of self-concept with vocational aspiration. Jones (1977) also suggested on the basis of his findings that self-concept of ability of under-graduate college students is significantly related to the occupational aspirations. Adams (1974) found a significant relationship between self-concept and level of occupational aspiration. Tamlinson (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.

2. **SOCIAL FACTORS**

**Parental Education:**

Hakanson (1970) has reported that parental educational level has some effect on the quality of the parental occupational family as a predictor, although not at a statistically significant level. 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. Johnston (1981) obtained the results showing that those high school girls choose non-traditional careers, who have higher level of father's and mother's education and higher level of father's employment.

**Teachers:**

Teachers also exert an influence on the vocational choices of their students. It has been shown by a number of studies. 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 in their decisions by teachers or counsellors. Chopra (1969) was interested to see the educational and vocational planning by
high school students. He found that students planning their occupations got the information through teachers, parents, friends and reading. Eleanor in yin (1979) suggested on the basis of his study that those girls who choose engineering were influenced by high school teachers and friends. This shows that there exists some relationship between teachers and occupational choice.

Urban-Rural Area:

Although Deb and Agarwal (1974) have suggested on the basis of their findings that rural-urban residence has no association with occupational aspiration, but there are a number of studies which show that there exists a positive relationship between urban-rural area and vocational interests. Anderson (1932), Sisson (1941) found the influence of geographical location on vocational choice. Similarly, Bell (1938) indicated that students coming from urban area want to go for specialized training at all levels of vocational choice.

Socio-Economic Status:

There are a number of studies both from India and Abroad showing influence of socio-economic status on the vocational aspiration. Adams (1974) indicated that a significant relationship existed between occupational aspiration and socio-economic status. Anderson (1974) found positive relationship between socio-economic status and occupational preference. He concluded on the basis of his study that the females who had upper
socio-economic class indicated greater preference for intellectual occupations, whereas females coming from lower socio-economic class indicated more preference for conventional occupations. Gould (1976) indicated that socio-economic background appeared to pre-dominate. Hall (1977) also obtained the results depicting that there exists a relationship between socio-economic status and career-aspiration.

PURPOSE OF THE PRESENT STUDY:

The investigator has felt that choice of 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 quite obvious in our State (J & K). The boys as well as girls have not yet 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 many women qualified in administrative services, computer technology, electronics and others. 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 level. Compared to this number, the number of such girls who have opted for medicine, engineering, tele-communication, nuclear physics is surprisingly insignificant (Census: 1981). Not only the parental education determines the 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 reads 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.

To test these null hypotheses, chi-square analysis of the entire data on above mentioned variables was used.