CHAPTER III

REVIEW OF RELATED LITERATURE

- Studies related to vocational information and socio-economic status
- Studies related to vocational information and intelligence
- Studies related to interest of school children
- Studies related to vocational maturity of school children
- Studies related to occupational preferences and choices of school children
- Studies related to the impact of guidance and counselling programmes in schools
- Other miscellaneous studies
REVIEW OF LITERATURE

The present study, as explained in a number of earlier contexts, is an attempt to assess the vocational information of students of higher secondary classes of Kerala, in three major professional areas viz, medicine, agriculture and engineering, and examine how this variable is distributed in the general population of secondary school students, and how the scores of the subjects in vocational information are influenced by factors like intelligence, class achievement in science subjects, socio economic status, as well as gender and residence of the sample of students.

The investigator reviewed the literature bearing on the main theme with a view to developing a general background of the area under investigation. The survey was used to develop a perspective of the information available, identify the procedures used by the investigators and obtain an overview of the theories bearing on the theme and use these for designing the hypotheses for the present study as also for designing the procedure, interpreting the findings etc. The studies reviewed include those conducted in foreign countries as well as those conducted in India. The reviews, however, were done with greater importance given to Indian studies.
Classification of related studies

The collected studies have been organized and summarized as under:

1.1 Studies related to vocational information and socio-economic status

1.2 Studies related to vocational information and intelligence, class achievement, gender of subjects and locale

1.3 Studies related to vocational interests of school children.

1.4 Studies related to vocational maturity of school children.

1.5 Studies related to occupational preferences and choices of school children.

1.6 Studies related to the impact of guidance and counselling programmes in schools.

1.7 Other miscellaneous studies

3.1 Studies related to vocational information and socio-economic status.

Selecting a career is often a long, difficult and unsettling experience for a school student. High school students are expected to possess the basal information on many kinds of careers or jobs, if they have to obtain dependable information for making a correct vocational choice at a later point of time. The world of work in the present-day social scenario is changing so rapidly that the latest information about vocations get outdated within a short period. So students should be trained to develop useful vocational information, which have a carry over value for later use, during their school career itself. Studies reveal that the pupils, coming from low socio-economic strata, are in general, less
knowledgable about the types of jobs, courses and training opportunities in various kinds of vocations as compared with students from higher socio-economic strata. A number of studies show that social class of the school pupils is significantly correlated with their career choices.

Studies by Form and Miller¹ (1949), Galler² (1951), Smelser³ (1963), and Youmans⁴ (1956) found that cultural and sociological factors which impinge upon the vocational choices of the higher secondary students are indices of the vocational information available to students. Socio-economic status of students was found to be significantly related to their vocational choices, in all these studies.

A number of research studies indicate that high school boys and girls from lower socio-economic classes (as defined by fathers’ occupation and in other related variables) have lower vocational aspirations. Similar findings have been reported from farm children, as compared to urban children (Burchinal⁵, 1961), although there is some evidence to the contrary when intelligence is concerned (Grigg⁶, 1959).

Generally, the results of studies comparing the occupations, or occupational levels of fathers and sons reveal that children generally follow careers that resemble those of their fathers, within the context of a general upward striving in American society. Thus, some upward movement may be seen, but generally it is slight. Jensen and Kirchner⁷ (1955) indicate that sons tend to follow the general type of occupation that their fathers have engaged in; when they do not, sons tend, in general, to enter an occupation at a higher
socio-economic level. This choice is an indirect indication of the superiority such children have about their fathers' professions as compared to other students.

Nelson⁸ (1963), reports that school students from higher socio-economic families, with higher IQ's and from urban areas, knew more about occupations and of different statuses associated with different professions than children coming from less favourable home circumstances.

George and Mathew⁹ (1966) studied the vocational preferences and vocational aspirations of school leaving pupils and the relationship of vocational aspirations to sex, caste, parental income, parental occupation, urbanization, neuroticism and academic achievement of pupils. The researchers concluded that religion and caste can influence the vocational aspirations of the pupil in many ways. The study showed that the professional grouping based on castes followed in India could be seen reflected in the vocational preferences of children. The study showed that fewer backward Christians aspire to become doctors and engineers, fewer Muslims and Ezhavas opt to become teachers and fewer members of the scheduled castes opt to become doctors. The study by Rehberg and Westly¹⁰ (1967) found that the frequency of parental encouragement was positively associated not only with the educational expectations of adolescents, but also with their occupational expectations as well.

The National Career Thresholds’ Survey¹¹ (1970) tapped a
wide range of socio-economic levels. The result indicated a strong relationship between the amount of knowledge of subjects about the labour market and the socio-economic level of father’s occupation. Sons of white collar workers scored higher on the test compared to sons of service and blue collar workers.

Defleur and Menke¹² (1975) surveyed the occupational knowledge of high school males. The findings revealed that the high social class subjects did not possess more knowledge about the higher status occupations. The lowest social class levels had significantly higher knowledge scores than those at the highest level, on certain select occupations, more specifically occupations towards the lower end of the socio-economic scale like saw-mill workers, local truck drivers, mechanics and salesmen. These occupations were more fully understood by the sample, as a whole. They were most sharply understood by youth in the lower social class level than others.

Osuji ¹³ (1976) studied the patterns of vocational choice and aspirations of 319 students (average 18 years) from 5 secondary schools in Nigeria, using a questionnaire schedule. The results revealed a durable and early crystallization of vocational decision and commitment. Excepting the girls, socio-economic status of the students had little influence on their level of vocational aspirations. Results were in contrast with the findings in many studies in some industrialized western societies where students differed vocational decision and commitment as long as possible, and also to use students’ socio-economic background
in conditioning their level of vocational aspirations. These differences in vocational behaviour and aspirations between Nigerian students and their West European counterparts are explained in terms of socio-cultural differences and differences in the level of technology, industrialization and economic activities.

In an Indian study Bharadwaj\textsuperscript{14} (1978) studied the impact of creativity and intelligence upon the vocational interests of college students, for various of socio-economic strata. The study showed that the creativity components such as creativity production, fluency, originality and flexibility played a negative role in bright adolescents, but played a positive role in less intelligent adolescents of this category. Intelligence consistently demoted vocational interests of high-SES groups. SES promoted vocational interests when adolescents possessed high-creativity with low intelligence. At the high-SES level, creativity components promoted vocational interests in less intelligent students and demoted them in the case of bright adolescents.

Bharadwaj and Gupta\textsuperscript{15} (1980) examined the interests of high school students in scientific pursuits as it relates to fluency, intelligence and socio-economic-status. The findings indicate that only fluency tended to promote or demote interest in scientific pursuits, for differing levels of intelligence and SES. Intelligence was seen to play an important role where there is a variation in the levels of SES. It was also found that interest in scientific pursuits was higher in mid-SES groups.
Holland (1981) investigated the relationships among variables like career maturity, self-concept, socio-economic status, race, sex, place of residence and age. He studied 300, students of 6th grade (146 males and 154 females); the study showed that although race was not a significant source of variance on the Career Maturity Inventory and Attitude Scale (CMI-AS), the interaction of race and socio-economic status was significant. But sex, place of residence (urban and rural) and age were not significant sources of variance on the CMI-AS.

Uplaonkar (1982) investigated the social background and occupational aspirations of college students. Based on semi-structural questionnaires administered to 1300 second-year students in all the colleges of Gulbarga city (Karnataka, India), it was found that the occupational aspirations, due to modernization in India, continues to be influenced by the social background of college students.

Sashi (1982) investigated the role of socio-economic status and occupational values as determinants of occupational choices of adolescents. The study proved that the persons in low-economic status evinced higher interest in executive jobs, while persons belonging to the upper classes had an average interest in executive jobs. The middle-class persons, evinced least interest in executive jobs. The low-class had the highest degree of interest in agriculture while the upper class had least interest in agriculture-related jobs. Persons of lower socio-economic status evinced the highest degree of interest in social work. The middle class had an average degree of interest in the same area where as upper class evinced least
degree of interest in social work. In household jobs, the upper class had highest
degree of interest, the middle class had an average degree of interest and
the lower class showed only a low degree of interest in this area.

Kakkar\(^9\) (1983) studied the impact of vocational attitudes,
interests and work values on the job satisfaction of 800 women
belonging to teaching, mechanical, clerical and medical occupations
in BHEL, Bhopal. In addition, the occupational aspirations of these
women were compared with those of 113 higher secondary girl
students in vocational streams. Age, educational level, vocational
attitudes and work values turned out to have positive and significant
relationships with job satisfaction as well as with work attitudes and
vocational interests of women in different occupations. Age and SES
had a significant relation with vocational interests and occupational
aspirations of girl students.

Strudwick\(^{20}\) (1985) investigated the relationships between
education and anticipated future employment and/or continued
education mediated by social background. The sample of grade eleven
students (N=1010) were drawn from 19 of Jamaica’s 45 high schools. Analy-
sis of the data led to the conclusion that students from a higher social
background were more confident of gaining further education, more con-
cerned about their employment opportunities, less concerned about the
island’s future and much more likely, to anticipate migrating overseas than
were students from the less fortunate backgrounds.
Dabir\(^2\) (1986) studied how variables like aptitudes, motivation, socio-economic status and vocational aspirations of secondary school students are related to one another. The study showed that the relationship between socio-economic status and vocational aspirations was the most dominant relationship. Vocational aspirations were seen to be a function of the aptitudes as also of the socio-economic status of subjects. Achievement motivation was seen to be a major determinant of the vocational aspirations of the subjects.

Robert's study\(^2\) (1988) was intended to test whether the vocational choices of higher secondary students depend upon their socio-economic status. The study used an SES Scale, a Vocational Interest Record and a questionnaire for measuring Parental Aspiration on Children's Vocations. The study found that vocational choices of higher secondary students were independent of their socio-economic status and the vocational aspirations of their parents. Both boys and girls had similar vocational dispositions towards areas like agriculture, arts, literature, executive, commerce, science and social works. However, more girls preferred 'house hold work' as a vocation as compared with boys.

Srivastava\(^3\) (1988) studied the influence of variables like academic achievement, personality, socio-economic status on the vocational development of higher secondary students. The study concluded that vocational development of the subjects was related to academic achievement and socio-economic status, but not to their sex and levels of education.
Mishra\textsuperscript{24} (1990) investigated the relationship between educational interest and SES of high school students. His study also explored the effect of sex and residence on their vocational interests. The sample consisted of 200 high school students, 100 urban and 100 rural. SES was found to be positively related with administrative and scientific interests and negatively related with agriculture and social service areas of interest.

Kaur\textsuperscript{25} (1990) studied the educational and vocational aspirations of high school students belonging to different socio-economic locales of Jammu Division. It was found that both educational and vocational aspirations were influenced by SES, sex and locality when taken independently. Urban students differed significantly from their rural counterparts in their educational preferences and vocational aspirations. Rural students were found to aspire for high academic degrees or for a degree in arts, as against urban students who aspired for high professional degrees or for a degree in science.

The study by Sharma et al\textsuperscript{26} (1990), explored the differences in the vocational interests of socio-economically advantaged and non-advantaged students of higher secondary schools. The results revealed that the socio-economically advantaged group had significantly stronger vocational interests in literary, artistic and persuasive areas than their non-advantaged counterparts.
3.2 Studies related to intelligence / achievement / gender / locale.

A number of studies have been conducted to find out the effect of intelligence / achievement / gender / locale on vocational information.

A study by Sparling (1933) show that aspirations are closely related to intelligence, despite influence by the family and social pressures. Intelligence has been found to be related to the occupational level aspired to, the brighter the individual, the more likely he aspired for higher level occupations, and the duller he is, the more likely he is to be interested in lower level occupations.

Yum (1942) in a study of college juniors and seniors enrolled in the biological and social science divisions, found statistically significant and consistent differences between men and women in their vocational preferences. While men were found to be significantly higher than the women in their choice of scientific and persuasive activities, women were significantly higher than men in their choice of artistic and social service activities.

A study by Singer and Steffle (1954) was addressed to the question of whether sex roles influence adolescent desires in the fields of occupational selection and adjustment. Study compared the job values and desires of seventeen-year and eighteen-year old male and female high-school seniors. The boys were found to desire a job offering power, profit and independence more often than the girls, who were found to be more inclined
to select or value jobs characterized by interesting experiences and social service.

Lipsett³⁹ (1955) studied the differences in the occupational aspirations of those raised in rural and urban communities and concluded that urban-reared youth have greater acquaintance with the broad spectrum of occupational possibilities that exist in the cities than to rural youth. It is the knowledge of these opportunities which stimulates urban youth to aspire and work toward high-status occupations.

Stinchcombe ³¹ (1964) found that higher performance in a high school occupational information test indicates more concern with the future higher performance, may indicate more commitment to and involvement in conventional values and activities, such as the legitimate occupational world, and more perceptive to occupational information.

A study by Kumar ³² (1966) revealed that normal group of higher secondary boys showed interest in humanitarian and computational areas. Normal girls showed greater interest in physical science and executive areas. Below-normal boys showed greater interest in computation as against below-normal girls who showed greater interest in biological science areas. Super normal children showed interest in linguistic and biological areas.

Lawson and Hartley ³³ (1967) made a study to identify the important factors which determine the vocational choice of high school children. The investigation revealed that the boys appear to be more affected by the family and by jobs with which they are in daily
contact than the girls, who are more influenced by the peer-group and the school vocational programmes. The study further concluded that the influence of the peer-group on the girls create interests and needs in society related interests rather than in an area providing better vocational opportunity.

Almquest and Angrist\textsuperscript{34} (1971) investigated the effect of role models and reference groups on college women's career aspirations. They found that career-oriented women have working mothers and have been exposed to occupational role-models in choosing a career. Non-career-oriented women in the study who found to have mothers who are more often active in leisure pursuits.

Reddy\textsuperscript{35} (1972) carried out an investigation to study the vocational needs of the boys of secondary schools in relation to their occupational choices. The study revealed that the occupational choices of the subjects were found significantly related to their social status, irrespective of their grade/class or locality differences. There was a significant difference between the vocational need scores of high mental ability and low mental ability groups of subjects on the vocational needs, working conditions, monetary returns, job security, variety, suitability of activity, moral values, recognition, advancement and independence.

In his study, Yadav\textsuperscript{36} (1979) found that intelligence and socio-economic status influenced the vocational preferences of the dolescents in choosing their courses of study. Intellectually brighter and economically better students went to science and commerce streams
where as poorer ones went to arts subjects. This conclusion extended support to Super's developmental theory of vocational behavior. Intellectually, academically and socio-economically superior adolescents were more definite and specific in their vocational preferences than their opposites.

In their study of kindergarten and sixth grade students, Schlossberg and Goodman(1972) found that these students, regardless of age, can identify traditionally masculine and feminine occupations. In addition, these children choose occupations that fall within the usual solid stereotypes. A study of fifth-graders revealed similar results. Although girls are less willing to reverse traditional sex-tied jobs, they are more willing to see occupations open to either sex. The study also found that girls have varied career aspirations.

Bayti(1972) studied the vocational aspirations of adolescents as related to adjustment. In determining the factors involved in occupational choice, some forms of sex differences were noticed. Factors preferred by boys were opportunity, qualifications for the job, healthy environment and permanency. Girls on the otherhand mentioned opportunity for social service, interest in the job, healthy environment, good future prospects and high social status as reasons for their job preference.

Kaur(1976) investigated the relationship between career patterns and individual’s intelligence, scholastic achievement, parental background and other personality characteristics. The sample consisted of girl students who have passed their higher secondary examination. The study showed that the relationship between intelligence and career patterns did not
reach the highest acceptable level of significance. There was little evidence to relate career pattern with scholastic achievement. On the other hand, there was evidence of relationship between career patterns and parental background and present living conditions.

Vohra\textsuperscript{40} (1977) conducted a study to investigate the relationship among intelligence, aptitude, personality, academic achievement with occupational choice of polytechnic students. The results proved that intelligence played only a minor role in their choices for technology group occupations. Occupational choice and aptitude were seen to be significantly and positively correlated. Personality and academic achievement did not play any role in the choice of occupational courses.

Chadha\textsuperscript{41} (1979) in his study investigated the influence of certain psychological and social factors on vocational aspirations. The study found that some psychological and social factors are related to vocational aspirations of rural and urban high school children. The urban boys aspired for engineering, and health science areas whereas the rural boys aspired for teaching, social welfare and engineering vocations. SES and intelligence were seen to be positively and significantly related to the levels of aspirations of fathers and sons of both rural and urban children. The social adjustment of rural children and level of their aspirations were significantly related. The urban fathers' aspirations were related to the need achievement and need persistence of their sons who preferred higher level occupations.
A survey of 2,112 high school seniors in Alabama by Fotler and Bain (1980) indicated that only 3.3% of all students and 4.1% of students who had made an occupational choice aspired for management careers. Sex was found to be a major discriminator.

Sahib (1980) in a study intended to find out academic and non academic abilities of higher secondary students in relation to their vocational interests. The study came to the following conclusions:

(a) Academic and vocational-stream students differed markedly in their academic abilities; the academic stream students displayed higher academic abilities.

(b) Academic students were better in leadership, writing and science talent whereas the vocational students were better in social service, music, games and sports.

(c) Academic and vocational stream students differed in their distribution of primary interests; academic stream students showed primary interest in the areas of physical science and biology whereas vocational stream students, indicated primary interest in the areas of business and computations; both the streams showed equal interest in music.

A study carried out by Uchat (1981) to find out the relationship between the level of intelligence and the vocational aspirations of the high school students, and their fathers' education and occupation levels. The major findings of this study were: boys with higher level of intelligence aspired higher level vocations and girls who aspired for higher
level vocations possessed higher levels of intelligence; subjects of higher intelligence level (irrespective of sex) possessed higher vocational aspirations; the subjects of both sex whose fathers had higher educational qualifications belonged to higher intelligence levels than subjects who had fathers of lower educational qualifications; the intelligence level of subjects (irrespective of sex) was related to the occupational level of their fathers. Also students whose fathers were in higher level occupations, belonged to higher levels of intelligence.

Siegfried et al\textsuperscript{15} (1981) conducted an investigation to find out sex differences in job preferences. It was found that female job preferences were related to their mother's educational achievement.

Toong\textsuperscript{16} (1982) in his study on vocational aspirations in relation to creativity, personality, achievement and socio-economic status of high school students, found that the major portion of students aspired for the teaching and welfare fields of activity, while only a small portion of the students opted for artistic and literary fields. Nearly 65% of the group aspired for work in the fields of engineering and health.

Bhatnagar\textsuperscript{17} (1983) made a survey of the occupational choices of adolescent high school girls and the factors influencing their choice. The study found that girls make highly diversified occupational choices. The most significant factor influencing vocational choices of girls was interest in the areas of their choice. This was followed by variables like 'yearning to serve humanity', 'serving the poor / backward', 'serving sick/disabled', etc. Other factors were 'motivation to see different places',
“to please oneself”, “to be a model for youngsters”, and so on. The study further showed that only ten percent of the girls were able to make occupational choices in accordance with their vocational interests.

Holleran et al\(^4\) (1984) examined the relationship between selected personal attributes and career choice in 44 male and 69 female undergraduates. The results showed that biological sex was the most influential predictor of sex-dominant career choices for all students, particularly for males.

Mehtha et al\(^9\) (1985) studied the effect of residential status and sex on level of occupational aspirations of adolescents as also the relationship between socio-economic status, fathers’ education, fathers’ occupation, intelligence and scholastic achievement with the level of occupational aspirations. The study revealed that the residential status and intelligence did not influence the level of occupational aspirations of adolescents. There was a strong indication of sex differences on the level of occupational aspiration, in favour of girls among both semi-urban and urban students. The girls did not consider the role played by scholastic achievement in realizing their career aspirations. For boys, significant predictors of their level of occupational aspirations were number of occupations known, and scholastic achievement.

Grevous\(^5\) (1985) found that males’ aspirations are significantly more prestigious than those of females. There are sex differences in choice field, and when males and females aspired to the same general fields, they select different areas of specialization.
Sing and Sengar\textsuperscript{31} (1990) found that class VII rural subjects' vocational experiences were influenced by self-concept and socio-economic status. The negative self-concept showed lower vocational aspirations.

3.3 Studies related to vocational interest

Berdie\textsuperscript{52} (1943) studied a group of 136 male college students in an attempt to determine the factors that are associated with vocational interests. The study indicated the importance of factors in the individual's background and value factors. Berdie identified a number of value factors as related to vocational interests. The major findings of the study were:

1. There is a strong association between a value one holds and his vocational interests; many occupational choices are influenced by hero worship.

2. Interest in an occupation is related to the financial rewards offered by the occupation.

3. Family attitudes and influences shape one's value factors.

Sidhu\textsuperscript{33} (1974) conducted a study on the vocational interests of higher secondary students with a view to developing proper guidance programmes in selecting appropriate careers. Once students were given scientific proof of their interests, they tended to devote whole-heartedly to the courses selected on the basis of their interests.

Sinha's\textsuperscript{34} (1978) study was intended to find out the vocational interests of high school students and the role of the family in developing such interests. The study showed that interests of students in artistic and musical fields were engendered in the family environment. The study also
showed that where children were not accepted by their parents, and there was an absence of democratic values among children. Family environment characterized by parental avoidance and projection of high economic and social values motivated the students to take up vocations in computational business and persuasive fields. Family environment characterized by amicable parent-child relationships, inculcated among children a liking for vocations in the scientific and executive fields.

John (1981) carried out a comparative study to understand the relationship between vocational interest and self-concept as well as perceptions about the future of adolescents. The sample consisted of 180 high school students and 540 adolescents from outside the school.

It was observed that vocational interests of adolescents were directly related to their socio-economic status. Middle class adolescents had a more stable self-concept and a more extended future orientation. The ideal actual discrepancy in self-concept was greater among non-school going lower strata of adolescents.

In a study of vocational interests of higher secondary school students by Jayapoorani (1982) found that a majority of students (84%) of the sample preferred subjects like Natural Sciences, Mathematics and English. While boys showed greater interest in engineering jobs, girls preferred to work as doctors. The study also found that both boys and girls developed their vocational interests between 13-15 years of age.

Jain (1984) studied the comparative development of different interests of urban and rural high school students of Delhi. He concluded that
the urban boys had higher interest in academic subjects than rural boys. While the rural boy was not much concerned with the choice of a career, the urban boys showed greater appreciation for art, poetry, music, dance, painting and drama, than rural boys. Also, the urban pupils had higher mechanical and scientific interests than rural pupils. Urban and rural subjects were seen to have identical interests in sex and romance.

The study by Tomer (1985) was designed to explore the occupational interest trends of adolescents relating to sex, rural-urban residence, socio-economic background and prevalent job trends of employment. The study revealed that the dominant occupational interest trends of boys in the descending order of importance were agriculture, literature, fine arts, science, crafts, outdoor activity, technology, medicine, sports and household activities. The dominant interest trends of the girls, in the descending order of importance were fine arts, literature, craft, technology, science, household matters, sports, outdoor activities, agriculture and medicine. There was considerable conformity between the occupational interest trends of adolescents and the prevailing job trends of employment.

Sharma (1986) found that a majority of adolescents in the high-intelligent and high-creative groups showed varying degrees of vocational interests—high, above average and average interests in vocational areas. Most of these subjects came from the middle strata of society. Gifted adolescents who showed high or average interest in different vocational areas came from the upper-middle socio-economic strata of
society. Because of very high parental aspirations, the parents of the intelligent, creative and gifted adolescents exerted commendable influence on the future vocational interests of their wards.

Gautam\(^6\) (1988) investigated the educational and vocational interests of students at the delta stages in schools—classes VIII and X. Significant correlation was found in the preference orders of boys of classes VIII and X in both educational and vocational interest areas; no significant correlation was found in the case of girls, especially in interests relating to the educational areas, while a significant correlation was noticed in the case of vocational interests. Significant differences were found between the scores of boys and girls in all the areas of educational and vocational interests. Also, significant correlation was noted in the preference order of urban and rural students of class VIII in both areas of interests, which showed that their interest preferences were similar.

A study of risk-taking, self-esteem and family status in relation to vocational interests of higher secondary students was conducted by Makhiza\(^6\) (1988). The study found that risk-taking and vocational interests were significantly related. Risk-taking was found to be significantly and positively related to literary interests, scientific interests, executive interests and outdoor interests, but negatively related to agriculture, constructive, commercial, persuasive, social and house-hold interests. Self-esteem was seen to be positively related to social jobs and negatively related to constructive and agricultural jobs. Further, a study of vocational interests of males showed that they were high in executive, social and
scientific jobs. There was moderate interest in persuasive, artistic and literary jobs and low interest in commercial, agricultural, household and constructive jobs. Family status was found to be a significant determinant of artistic and agricultural interests.

Sodhi (1988) made a study of vocational interests and occupational choices of adolescent girls of class X. The study found that, very few adolescent girls were able to make correct occupational choices in accordance with their vocational interests. It was also observed that occupational choices and vocational interests were comparatively more congruent for girls of urban background and those belonging to the high-income group, as against their counterparts from semi-urban areas and the low-income groups.

Studying the economic parameters and interests of vocational stream students, Pattinsth (1989) found that the parents of the vocational stream students marginally differed in their level of income and expenditure. The study also concluded that occupation, income and expenditure are the determining factors of a student's vocational interest.

Javed (1990) made a critical study of the vocational interests of the senior college students of arts, science and commerce. It was found that the rural students showed more interest in science-based vocations than agriculture while, students of arts and commerce expressed high interest in persuasive and executive jobs. Students of all the three subject areas evinced low or little interest in social vocations. They preferred and were highly interested in white-collar jobs as against
vocations requiring physical labour in which they were least interested.

Das\textsuperscript{65} (1991) made an analytical study of vocational interest of primary teachers. It was found that the vocational interest of urban primary teachers (male and female) differed from that of rural teachers. The female primary teachers had higher vocational interest than the male primary teachers. Both male and female primary teachers had the same level of interest in science, but female teachers were found to have more interest in literature. The rural primary teachers—both male and female—showed more interest in teaching than the urban teachers.

Sarawathy\textsuperscript{66} (1992) undertook a study to investigate the dimensions of the personality of the high school students related to their vocational interests. The study on a sample of 400 students concluded that personality dimensions and vocational interests of tenth standard students were not related. Vocational interests did not show any relationship with their academic achievement.

3.4 Studies related to vocational maturity

The study of Maynard and Hansen\textsuperscript{67} (1970) compared the black and white 8\textsuperscript{th} graders on vocational maturity and found that white suburban boys possessed a high degree of vocational maturity as against black inner city students who passed a very low degree of vocational maturity. Only students from urban schools had developed a plan for their higher education.

Parlikar\textsuperscript{68} (1973) examined the differences in the vocational maturity of boys and girls. Using a sample consisting of 600 high school
students, the study investigated the differences in the behaviours of vocationally mature and immature students. The study showed that the vocational maturity of the sample of boys in the group was characterized by competence as well as a defined choice attitude. Intelligence was seen to be associated with over-all vocational maturity for the whole group. A positive correlation was noticed between the academic achievement and over-all vocational maturity of the subjects. The study also showed that intelligence, as well as achievement, were associated with the measures of vocational maturity. Family adjustment was associated with over-all vocational maturity among both boys and girls in the sample.

The study of Kathuria\(^9\) (1974) was intended to assess the relationship between three variables viz, ‘vocational maturity’, ‘vocational indecision’ and ‘manipulative treatments’ affecting personality variables like anxiety. The sample consisted of 1000 female under-graduates in arts and science streams. The sample was in the age range of sixteen to twenty one years. The major findings of the study were:

1) Informal experience resulted in higher scores on vocational indecision scale.

2) The scores on vocational indecision scale were lower for the ‘undecided group’ than for the ‘decided group’; the scores on vocational maturity scale were higher for the ‘immature group’ than for the ‘mature group’.

3) There was no significant difference on the anxiety scores of the two groups of subjects.
Chapin\textsuperscript{70} (1975) conducted a study on students of grades eleven and twelve to identify certain predictors of career maturity. The study showed that those possessing conscientious, trusting, adaptable, imaginative and forthright nature exhibited higher degree of career maturity. Personality traits accounted for only 34 percent variance in the vocational maturity of the group.

Chand\textsuperscript{71} (1979) investigated the correlates of vocational maturity and found out that intelligence and self-concept of higher secondary adolescents together with indicators of their S E S (in terms of the education of parents, occupation and income of fathers, and total income of the family from all sources) are important correlates of vocational maturity. Academic achievement of students was also directly related to their vocational maturity.

Agarwal\textsuperscript{72} (1981) carried out a study to find out the factors related to career maturity of high school students. His study revealed that sex differences were found in career maturity on the dimensions of self-appraisal, occupational information, planning and choice attitude. There existed a positive relationship between career maturity and socio-economic status, intelligence, level of vocational aspiration and participation in school and out of school activities. Personality factors such as sociability, ego-strength, and super-ego strength influence the career maturity of the school students.

O’ Sullivan\textsuperscript{73} (1982) found that upper status high school students exhibited more educational and vocational maturity than lower status students. But there was no statistically significant differences
between boys and girls of upper and lower strata in the case of occupational maturity and educational maturity.

The study of Tulsi (1983) found that higher secondary students, of average intelligence scored significantly higher in vocational maturity as compared to the low intelligence group of students. The effect of career guidance strategies was found to be significant on all dimensions of vocational maturity. The self-awareness and occupational information presented together proved to be more effective than career guidance alone in elevating the vocational maturity of students.

Gaur et al. (1987) investigated the role of psychological characteristics like self-concept, occupational aspirations, values, intelligence and career maturity in accelerating the educational and vocational maturity of scheduled caste high school students. The study revealed that the non-scheduled caste boys have achieved higher self-concept than scheduled caste boys. Non-scheduled caste group had higher verbal intelligence as against the scheduled caste groups. There was significant difference between rural and urban boys on all the variables relating to knowledge of occupations.

Saxena (1988) studied the pattern of vocational development in students and also the relationship between grade level and vocational maturity. It was found that XII graders were more mature vocationally than XI graders while XI graders were vocationally more mature than X graders. XI graders were also found to be having more self-knowledge, goal selection skills and problem solving insight in the career decision-making process, than XII graders.
A study by Mangat (1988) intended to study the factors contributing to vocational maturity, conducted on a sample of 525 students studying in colleges of Punjab, arrived at the following conclusions:

1. Intelligence is significantly related to various areas of vocational maturity, viz, self-appraisal, occupational information, goal selection, planning total competence and total maturity.

2. Socio-economic status exhibited a significant relationship with all the areas of vocational maturity.

3. Academic achievement was significantly related to occupational information planning, total competence and total maturity.

Kaur (1992) attempted to investigate the ability of career maturity, self-concept, locus of control, and sex to predict career maturity of senior secondary students of Delhi. The study used a sample of 700 students. She found that self-concept and locus of control are significant predictors of career maturity.

3.5 Occupational preferences and choices

Small’s (1953) study dealt with the occupational choices of adolescent boys--fifty better-adjusted boys and fifty disturbed boys between the ages of fifteen and nineteen. It was found that: (1) the better adjusted boys were consistently more realistic in their vocational choices than were the disturbed boys; (2) the better-adjusted boys showed more of the needs with environment-involvement, the forming of relationships with people and
that are associated with environment-involvement, the forming of relationships with people and the exercise of skills and talents, while the disturbed boys showed the needs more associated with environment avoidance and restrictions of relationships with people and the exercise of talents; and (3) the second vocational choice of better-adjusted boys was less realistic than their first choice, where as the second choice of the disturbed boys tended to be more realistic than their first choice.

Stephenson (1957) studied the occupational aspirations and occupational plans of one thousand ninth graders and found significant difference between the students' occupational plans and aspirations. Males' planning approach was more realistic than that of females in the sample. The students in lower socio-economic levels have lower aspirations. The study concluded that “a specific occupational choice is probably an indication of a youth's general orientation to the occupational hierarchy when expressed as an aspiration and a judgment of his general expectation and life chances when expressed as a plan”.

Getzels and Jackson (1962) investigated the career choices of high-creative high school adolescents in comparison to high IQ students. Their results revealed that with respect to the nature of occupational goals, high creative were more diffused in occupational goals while with regard to the quality of the occupations, high creative adolescents were more eccentric in their occupational goals than high I.Q students.

Grewal (1971) studied educational choices and vocational preferences of secondary school students offering science, agriculture, humanities, home science and commerce as electives. The Vocational
and both parents; and (d) girls reported closer relations with parents when they aspired to occupations that were similar in prestige to the parental work role-model, while boys reported closer relationship with parents when they aspired to occupations that were different in prestige from the parental work role-model.

O’Bryant et al (1978) found in their study that boys and girls studying in fifth grade through college were found less stereotyped in their occupational preferences than is generally believed. The study also revealed that there was no change in the students’ attitude even after they were made aware of the fact that jobs of higher status level offer more rewards in terms of money and prestige. The sample chose a higher-status non-traditional job rather than a lower-status traditional job. This appeared to be more true for females than males.

Wilson (1982) in his study of the career choices of higher secondary adolescent gifted males and females found that both gifted males and females chose male-dominated professional fields.

Chandana (1990) conducted an investigation to study the attitudes of high school students towards career choice process and to find out the relationship between selected psycho-social variables and aspects of the career development of high school students’ attitude towards career choice process. She found that factors related to career maturity may differ for males and females and that there is a relationship between self-concept and career choice attitudes of adolescents.
Choudhary\textsuperscript{89} (1990) conducted a study to find out the vocational aspirations, occupational choices and academic choices of higher secondary students. Using the descriptive survey method, the study found that 40\% of the total sample wanted to become doctors or engineers. The majority of the students preferred the science stream for continuing their studies and future career.

Knapp\textsuperscript{90} (1990) in a study on adolescent high school students found that personality traits along with other variables influence students’ career preferences.

Pennamma\textsuperscript{91} (1991) attempted to study the patterns of occupational choice of secondary school pupils and school leavers. The study of 736 school pupils and 400 school leavers found that the school pupils and school leavers differ in their choices of ideal, preferred and actual occupations for the total sample as well as for the different sub-samples such as boys-girls, urban-rural pupils, etc. The students covered by the study indicated quite strongly that they wish to choose their own careers.

Duge\textsuperscript{92} (1996) investigated ‘factors influencing females choosing non-traditional vocational - technical occupations’. The descriptive study examined the factors that influence the occupational choices of females, specifically those females choosing non-traditional vocational-technical occupations. Eight research questions were used for this study, including questions designed to compare females choosing non-traditional occupations and females choosing traditionally female occupations. The survey covered were 151 subjects at eight
post-secondary schools in Illinois, Missouri and Minnesota in USA. Students were asked to select from a list of barriers—those barriers they perceived to exist for their chosen occupations. The study concluded that non-traditional students most often perceived sexual harassment, lack of information about the occupation, inadequate child care and financial expense of training as barriers to entering non-traditional occupations.

Remmers and Radler³⁢ (1957) in their well-known survey found that 75 to 80 percent of high school students like school but 60 percent would like more help from teachers and others in the school, in planning their education and making an occupational choice. About 50 percent felt that active work experience would be a more valuable use of time than extracurricular activities.

A research by Glanz and Waltson⁴⁴ (1958) on the reasons behind vocational choice concluded that an individuals’ choice of occupation may be definitely related to his basic personality needs.

Study by Super and Overstreet⁶⁶ (1960) on ninth-grade boys suggested, as have others before them, that taking the student’s occupational aspirations at face value is often a mistake and that seeking to help him formulate a specific occupational objective at the ninth-grade level may be a strategic error. They further asserted that the task of planning in the ninth-grade is essentially a matter of furthering vocational development, rather than that of fostering specific vocational choices. The major value of planning at this level encourages students to start thinking early about vocational plans.
Eleanor²⁶ (1976) in a study concerning the status of women in society found that (i) men and women prefer working for men (ii) job reallocation is difficult for a woman (iii) there is a lack of qualified women for administrative positions; (iv) there is a negative bias towards women in authority and (v) women are frequently passed for jobs.

Haber²⁷ (1976) examined the variance of innovative vs. traditional occupational choice and career-oriented vs. non-career oriented occupational choices. The study found that the employment status of the mother was not related to the daughter’s orientation and also that all women anticipated difficulties in combining work and family roles.

Pendharkar²⁸ (1979) studied the vocational aspirations of 300 Hindu undergraduate students of Indore, through the case study method. He found that the home atmosphere is an important factor in occupational aspiration.

Chausmir²⁹ (1983) in a study of women who make a non-traditional vocational choice found that such women are active, autonomous, dominant, non-traditional in sex role, psychologically masculine and self-confident. They show needs for achievement, self-identity and status. They are also internally motivated and have a high career commitment. A synthesis of research findings showed that women who choose a career in a male-dominated occupation are likely to possess many such personality and motivational characteristics commonly attributed to men.

Omlinson and Smith¹⁰⁰ (1983) studied the career aspirations of gifted college students as a motivational variable in their investigation. The
results showed that the gifted females who had been intensely involved in a gifted curriculum had significantly higher career aspirations than those who learnt the conventional curriculum.

Shenoy\(^1\) (1989) conducted a study on the career choices (the traditional and non-traditional career choices) of 120 subjects belonging to various occupations, which had been labelled as masculine or feminine occupations. She studied the sex-role orientation of the subjects and the psycho-social factors related to their choices. The study found that psychological sex rather than biological sex influences choice of occupations, whether traditional or non-traditional and also influences three psycho-social variables under the study—job stress, mental health and fear of success.

Kumar\(^2\) (1989) in a follow-up study of creatively talented college students tried to find the occupational choices and work values of less creatively talented subjects and compared them with those of a less-creative group. He found that these subjects tend to differ from their less-creative counterparts on different work values.

Relationship of parental stress to school achievement and educational and vocational aspirations was studied by Anderson\(^3\) (1995). A total of 67 teen-parents located at three different sites participated in the study. The majority of teen-parents in the study had educational and vocational goals. Overall, forty one of the teen-parents aspired towards a particular vocational goal while twenty five of the teen-parents were undecided regarding their
future vocational calling. Even with this finding, vocational aspirations were not significantly related to parental stress. All other studies conducted on the vocational aspirations of teenage parents have produced similar inconclusive results. The majority of teen parents aspired towards either a high school diploma or a post secondary degree.

Alexander\textsuperscript{104} (1996) conducted a study of women with unusual jobs. There are the narratives of 10 women from the United States who have an unusual work, a work that even if performed by men would be considered unusual. Women working in such careers included a Protocolist, a Buddhist Priest, an Ethicist, a Cow Girl and an Eco-terrorist Investigator. The purpose of this study was to collect oral narratives of the career lives of the ten women in order to document their unusual work and provide first hand information about their careers. The method of qualitative interviewing was used to obtain each women’s story. The interviews were open-ended and allowed the women to speak freely about their lives in an everyday way rather than in sociological terms. The remarkable finding was that these women were able to ignore outside influences and restrictions.

Susan’s\textsuperscript{105} (1996) study was intended to examine the meaning and experience of career as it is lived by women artists. Little has been written in the literature on women’s career or identity development specifically addressing the experiences of women artists. Yet there are reasons to believe that these women, by virtue of their gender and their career choice, may have a particular perspective on how career is
understood and lived, and how this group differs from the majority of women and men who have chosen more traditional career paths.

3.6 Studies related to guidance and counselling programmes

Kline and Schneck (1950) in reporting the results of a project ‘An Hypnotic Experimental Approach to the Genesis of Occupational Interests and Choice’, concludes that what has not been stressed in vocational guidance is the origin of vocational interests, their relationship to personality organization and their relationship to individual aptitudes. There is empirical evidence which shows that changes in personality organization greatly influence not only occupational interest, but the level of job-adjustment. The prescribed approach to vocational maladjustment in a great number of cases appears to be psychotherapy, rather than vocational guidance.

Dasgupta’s (1972) study of high school students’ opinions about school guidance concluded that school guidance services needed more social acceptance than is universally given. A large number of guardians were quite guidance-conscious. The study showed that more facilities were needed for dissemination of occupational information. The study also found that career masters required more time for guidance work.

Fernandez (1984) investigated the effect of guidance and counselling on the academic achievement of under-achieving pre-adolescent and adolescent girls. The results showed that the academic achievement of counselled pre-adolescent under-achievers was significantly greater than that of non-counselling
under-achievers and also that the achievement of counselled adolescent under-achievers was significantly greater than that of non-counselled adolescent under-achievers.

Tripathi et al. (1986) undertook an investigation to identify guidance needs of pupils of secondary and higher-secondary schools and assess the relationship between the guidance needs and some variables like gender, grade, birth order, parents' educational level, size of the family and type of school. Major findings were that there exists a significant relationship between grades of pupils and their social, personal, educational, financial, vocational and religious guidance-needs. Female pupils specifically were seen to be in need of higher degree of attention.

The studies of Bhatnagar and Gupta (1988) found the effect of a short-term group guidance programme on the affective domain of career-decision-making of class IX students. Sex differences were also studied in the career choice attitudes of adolescents after the guidance intervention. The results revealed that higher career maturity resulted from guidance intervention.

Gaikwad (1989) conducted an investigation to study factors that affect Class X students' decision-making abilities related to educational and vocational career, and the effect of vocational guidance on these abilities. The findings revealed that the students who were above-average in intelligence showed definiteness and those who were below-average in intelligence were not certain about their further course of study. Also those with higher intelligence had more occupational information as
compared to those with lower intelligence possessing lower degrees of occupational information. The study showed that psychological testing, occupational information and group-guidance programmes helped students in making appropriate educational and vocational choices.

Phitakanakhom\textsuperscript{112} (1990) surveyed the socio-economic conditions and guidance services in the government secondary schools of the Nonthaburi Province of Thailand. The purpose of the study was to assess the nature of vocational guidance services provided in these schools, and the attitudes of the school administrators, guidance teachers and classroom teachers towards vocational guidance services which are related to Thailand's Sixth National Education Development Plan (1987-91). The study found that the vocational guidance services provided in the special, large, medium and small-sized schools were different. The attitudes of school administrators, assistant school administrators, guidance teachers and class teachers towards guidance services were not different.

Gupta\textsuperscript{113} (1991) made a study of the impact of training in career-awareness and career-decision-making skills upon career-related attitudes and the guidance needs of secondary school students. He found significant impact of training on career planning skills of the students covered by the study.

The study of Akhilesh\textsuperscript{114} (1991) aimed at generating a comprehensive data-base of vocational patterns of young urban
adolescents, which could be useful for school counsellors and vocational guidance experts. The influence of the adolescents' age, socio-economic status and gender on students vocational patterns was examined through a survey conducted on a sample of 240 adolescents, who were asked to rate 176 occupations. Differences were seen in the vocational choice patterns of the sample, especially in respect of their SES and gender, but not on the age of the subject.

Kaur (1991) evaluated the guidance programme in general, and service-wise guidance programme in particular, in high and higher secondary schools of Punjab and Chandigarh. The study found that guidance is not a regular feature in most of the schools of the area under study. Because of many unavoidable limitations, the existing guidance programmes in the schools under study are not able to achieve the objectives of the school guidance programme.

Sirohi (1991) conducted a study to assess the extent of Utilization of career guidance inputs provided by the NCERT to the selected minority-managed schools and to identify difficulties faced by these schools in the utilization of the career guidance received under the NCERT's technical assistance to minorities' schools. It was found that the teachers made best use of the inputs available to them and organized guidance services in their schools in the best manner possible.

Bhatnagar et al. (1991) prepared a multi-media package on developmental and career guidance, consisting of 10 audio programmes, six video programmes and one volume of print material for developing
self-awareness among students. The purpose of this package was to use the available media for preparing instructional material for training of teachers, career teacher, counsellors and parents. The package was found to be extremely useful in an educational setting where there is a dearth of multi-media instructional material in India. Teachers operated the services under constraints like lack of time, pressing multiple job requirements, poor administrative support etc.

Joneja118 (1992) carried out an action research for the development of a guidance programme to promote the career potential of senior secondary school girls. The purpose of the study was to identify the barriers in career development of girls, and to help them to become more career-oriented. The programme was found to be successful.

3.7 Other related studies

In a study of the value assigned to nine different aspects of work by high school freshmen and seniors, Dipboye and Anderson119 (1959) found that all groups ranked the value of "interesting work" first. Even though there were significant mean sex-differences, the authors felt that the clarity about the notion of an interest type will vary positively with the degree of knowledge of the true occupational stereotype. The occupational stereotypes used in the interest test are true stereotypes of the occupations involved, and that all occupations involved can be stereotyped.

Pant120 (1992) developed self-guidance modules for reaching the maximum number of students for guidance benefits. The modules
ackage was intended to develop in the students the skills of learning, career development, enhancing self-esteem, etc. These modules aim at communicating to students the problems which emerge from a lack of those skills, and the way they can develop those skills by following guided steps and examples. The module was found to be effective in developing the expected skills.

Roy\textsuperscript{121} (1978) investigated the socio-psychological factors associated with vocational development of vocational stream of higher secondary students. He found that the socio-economic status of students significantly relate to their concept of vocational development. The academic achievement also had significant correlation with vocational development. Regarding psychological factors, attitude towards education was significantly correlated to vocational development of all types of students.

Paul\textsuperscript{122} (1981) carried out a study to find out the educational and psychological factors influencing the goal behaviour of students in the vocational and academic spectrums of the higher secondary school. The study revealed that the vocational spectrum students had higher mean scores in goal aspiration, goal perception, goal locus of control and in scholastic achievement. The academic spectrum students had higher mean scores in goal-risk-behaviour. In the academic spectrum, science group differed significantly from humanities group in the perception of future goals; science group students were superior to others in the preparation of perception of future goals.

Krammer and Perrone\textsuperscript{123} (1982) described the career-related
attitudes of adults, previously identified as gifted high school students. They indicated that most of them felt unprepared to make career decisions on leaving high school and a quarter of them found it difficult to relate career opportunities to their interests.

Mowji\textsuperscript{124} (1983) studied educational and vocational problems of higher secondary students and concluded that the students of Junior Colleges faced educational and vocational problems. They had to face difficulties due to absence of guidance services at school and college levels. Science students had little time for co-curricular activities. The implementation of vocationalisation programmes had completely failed to achieve their aims due to lack of trained teachers and appropriate books and other facilities.

Premlata’s\textsuperscript{125} (1984) study revealed that adolescents faced a large number of problems about which parents were mostly ignorant. The problems covered a wide spectrum of areas—personal, educational and vocational. But the counsellors in charge were able to resolve most of the problems faced by adolescents.

Dahmann\textsuperscript{126} (1984) attempted to study the effects of mothers’ occupations on the occupations of their children. The study showed that mothers’ occupation significantly influenced the occupation of their children, even when the effects of fathers’ occupation have been included in models of mobility and that these mother-child effects are not simply a product of the fact that a mother is in the labour force and not in the home. Further the results indicate that the effects of a mother involve more than a simple
re-inforcement of the occupation of the father.

Dhammi\(^{127}\) (1988) in his study of pre-vocational and vocational training in occupational therapy for the mentally retarded, concluded that the group needed help in transition from school to work, especially in the development of motivation, emotional skills like expression of different emotions, social skills, personal skills and physical-motor skills.

Mehta \textit{et al.}\(^{128}\) (1989) conducted an exploratory field study to assess the level by vocational planning among the tribal first-generation learners of Meghalaya. The tribals were found to differ on a number of family and environmental factors from others. However, they did not differ too much on most of the vocational planning variables from the later generation learners.

Kumari and Sethi\(^{129}\) (1990) studied 100 college girls who were classified as high and low on self-esteem on the basis of the median split of their combined scores on a self-acceptance test, and on their differential career and family values. The results obtained were used for encouraging career-aspirations of women.

Nicole \textit{et al.}\(^{130}\) (2004) has concluded that vocational identity is an important construct for career development as physicians. This form of vocational development (grouped into three tasks viz, crystallization, specification and implementation) were collated with personality factors of 620 first-year medical students who exhibited different career choice patterns based on the results of the Medical Career Development Inventory. The findings of the study provided information helpful in identifying students
based on certain personality characteristics, who are struggling with the vocational developmental tasks associated with becoming physicians'. The study also concluded that there is an urgent need for developing proper inventories (designed and implemented by medical school advisers, counsellors and educators) to assist medical students in making proper vocational choices.

Jung et al.\textsuperscript{31} (2004) studied the school-to-work transition arrangements in two educational systems - South Korea and South Australia and the improvements that are required to enable students to make this transition better. The importance of class-connection between vocational education and training systems and industry is highlighted in the report. The findings confirmed that both the countries need sound information about industry demands for skills and for greater access of workers and students to the needed expertise. There is need for larger exposure to skills acquisition and practice, supported by adequate facilities and equipments.

In a descriptive report, Tim\textsuperscript{32} (2004) critically examined two approaches to bench-marking Vocational Education and Training, using performance indicators and comparative case studies. The author found that both approaches provide useful information, although the case study approach enabled a more thorough analysis of particular issues and can take greater account of complex and diverse institutional structures. The study further found that this approach accommodates the complex links between education, the labour market, and other factors. To make the bench-marking most useful, it has to be supported by
individual studies closely linked to Australia’s VET policy agenda.

Mark and Lyn (2005) compared two school-based case studies of Vocational Education and Training in the areas of Information Technology and Hospitality, from the perspective of the agendas developed for “life long learning”. The case studies suggest that current approaches to vocational education and training in schools cover only part of the total agenda. The study noted that the present policies help to remove institutional barriers and work placements ensured in school programmes. The study showed that it is the teachers rather than the students who take the initiative in adopting new learner-worker identities, consonant with the attributes of life long learning to answer the demands of the contemporary workplace.

Linda (2005) in his research on gender segregation in apprenticeships in Britian found that, there are strongly segregated sectors where gender segregation is dominant as in construction technology which is male-dominated, while areas like child-care are female-dominated.

The project by Beddie et al. (2005) investigated learning and career development services for adults, particularly those who are in some way disengaged from labour market or educational systems. The study examined the question whether a single career development services model could be broadly applied. The study found that many job-seekers or those marginally employed (needing career advice), were reluctant to seek it and that such advice was best provided by affordable impartial and community-based agencies.
Simon and Salim (2006) in a study which examines the role that Vocational Education and Training can play in bringing about major socio-economic challenges in a South African community, concludes that this role will be most pronounced if it is articulated within a broader educational and economic vision that is shared by a range of stake-holders in society, supported by an adequate funding base.

Conclusion

Analysis of the literature helped to identify the major trends underlying the studies relating to vocational development in the educational context, in different cultures.

Of the 138 studies reviewed, the majority of studies indicated that among the factors which critically determine appropriate vocational development, most important is the socio-economic status of the students. The level of vocational aspirations is determined considerably by family aspirations. The studies also revealed that social class of the school pupils is significantly correlated with their career preferences and career choices. Students coming from low socio-economic strata, in general, have an inferior understanding about the types of jobs, courses, and training opportunities available in various kinds of vocations. Other factors remaining the same, boys with higher levels of intelligence, ordinarily preferred and selected higher level occupations. There is also some evidence to show that sons tend to follow the occupations of their fathers. The studies broadly indicate the fact that vocational interest is related to the socio-economic status of urban boys who evince a disposition for selecting higher mechanical and scientific interests as compared to their rural
counterparts. Most of the studies highlight the fact that there is need for a supplementary form of education (through vocational guidance and counselling, or through regular channels) to impart vocational information to students. Girl students are generally weak in their vocational information and as much should be given more focused career guidance in order to promote and utilize their career potentials.

Studies connecting factors like intelligence, socio-economic status, gender and locale-with vocational choice, vocational aspirations and vocational maturity of students all showed that there was clear relationship between vocational information and these variables.

The review provided the necessary background information to the investigator to identify the various factors which are likely to influence vocational information and the vocational development of school children and helped the investigator to formulate the objectives and hypotheses for the present study and to shape appropriate tools for measuring the basal concept—vocational information—and also for selecting suitable techniques for the analysis of data. The survey provided a theoretical rationale for designing a study which would help to highlight the urgent needs for developing vocational information on the part of school children and use this for accelerating their vocational development and related forms of mental maturity.

From the review, it can be noted that the studies conducted in this area in Kerala are few. This shortcoming needs to be corrected.
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