

**OCCUPATIONAL ASPIRATIONS OF SECONDARY  
SCHOOL BOYS AND GIRLS OF DHARWAD DISTRICT  
IN RELATION TO CERTAIN SOCIO-PSYCHOLOGICAL  
FACTORS**

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**ABSTRACT**

The purpose of the study is to study the Occupational Aspirations of Secondary School Boys and Girls of Dharwad District in relation to certain Socio-psychological Factors. Out of the total sample of 800 students, 400 boys and 400 girls were selected for the study. The total ratio of the Secondary schools (Government, Aided and Unaided) is 2:2:1.

**Introduction**

Occupation of an individual is considered as a major source of satisfaction in adult life and it links to real world. It is the identity of an individual when a simple query is made about any one "who is he/she" the answer flows in terms of persons occupation. Therefore the vocation of a person is not only the means of livelihood but also the way of life. In order to succeed in a chosen vocation a realistic and pragmatic approach is highly desirable. It has become exceedingly difficult to adjust for the poorly skilled and educated individual to face challenges of the modern society. Exorbitant advancement in scientific and technological field has exerted enormous pressure on individual to sharpen and substantiate the occupational competencies. Undoubtedly, the education imparted to a child, who is commensurate with the interest and abilities can prepare for the right vocation to meet the contemporary challenges. There is a great need to match the education imparted to the students with their endowed potential. As after

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certain standard of schooling, Education is nothing but the preparation of an individual for the “World of Work”. Vegetative growth in Academics without realistic vocational goal, which is not in accordance with one’s abilities, interests and aptitude, can be responsible for the dropout at the later stages.

The first study of ‘Anspruchsniveau’, translated somewhat inadequately as the “level of aspiration”, grew out of the Gestalt – inspired experiments on both the effects of forced stopping of tasks before their completion and on the nature of psychological background preceding spontaneous breaking off and spontaneous resumption of a task. Such consideration led to the realization that feelings of pleasure or displeasure with the task, arising from the feeling of failure or success associated with the obtained performance, determined the subsequent behaviour (of breaking off or resumption) and the attitude of the subjects to that task or similar tasks. This approach to the problem revealed that the same objective performance score was interpreted differently by different individuals depending on their different standards. Thus feelings of failure and success were dependent almost entirely on the individual’s standards of performance or his ‘goals’ of performance in a given task and situation, rather than on the objective task – instructions. Hoppe (1930) then attempted to study the reciprocal relationship between goals and feelings of failure and success i.e., how the latter affected the height of goals and how the height of goals determined whether a given performance level would be interpreted as failure or success. It must be borne in mind that the experience of failure and success is not strictly bound to particular performance so that a given objective achievement is not psychologically the same experience at different times for the same individual or for different individuals at the same time. The height of the individual’s goal or “aspiration level” was ascertained by Hoppe largely in qualitative terms.

### **Objectives of the Study**

- To study the relationship between Occupational Aspiration of Secondary school students and Academic Achievement Motivation, Personality Adjustment and its dimensions , Social Status of Boys.

- To study the relationship between Occupational Aspiration of Secondary school students and Academic Achievement Motivation, Personality Adjustment and its dimensions Social Status of Girls.

### **Hypotheses**

- There is no significant relationship between Occupational Aspiration of Secondary school students and Academic Achievement Motivation, Personality Adjustment and its dimensions (i.e. emotional adjustment, social adjustment, and educational adjustment), Social Status, (Educational Status and Occupational Status) of Boys.
- There is no significant relationship between Occupational Aspiration of Secondary school students and Academic Achievement Motivation, Personality Adjustment and its dimensions (i.e. emotional adjustment, social adjustment, and educational adjustment), Social Status, (Educational Status and Occupational Status) of Girls.

### **Methodology**

In the present investigation descriptive survey research method was used.

### **Sample**

The required schools for sample of the study was taken using stratified random sampling technique. This technique is necessitated because of the representation to be given to various types of schools and other moderator variables.

Out of the total sample of 800 students, 400 boys and 400 girls were selected for the study. The total ratio of the Secondary schools (Government, Aided and Unaided) is 2:2:1.

### **Tools**

- Occupational Aspiration Scale developed by Grewal (1973) was used
- Personality Adjustment Inventory developed by Sinha and Singh (1984) was used
- Social Status Scale developed by Kuppuswamy (1962) was used
- Academic Achievement Motivation Inventory developed by McClland and his associates (1953) was used.

## Statistical Techniques

Karl-Pearson's correlation coefficient technique was used

## Analysis and Interpretation

**Hypothesis:** There is no significant relationship between Occupational Aspiration of Secondary school students and Academic Achievement Motivation, Personality Adjustment and its dimensions (i.e. emotional adjustment, social adjustment, and educational adjustment), Social Status, (Educational Status and Occupational Status) of Boys and Girls.

**Table-1: Results of correlation coefficient between Occupational Aspiration and independent variables of Secondary school Boys**

| Variable                        | Occupational Aspiration | Academic Achievement Motivation | Personality Adjustment | Emotional adjustment | Social adjustment | Educational adjustment | Social Status | Educational status | Occupational status |
|---------------------------------|-------------------------|---------------------------------|------------------------|----------------------|-------------------|------------------------|---------------|--------------------|---------------------|
| Occupational Aspiration         | 1.0000                  |                                 |                        |                      |                   |                        |               |                    |                     |
| Academic Achievement Motivation | 0.8074*                 | 1.0000                          |                        |                      |                   |                        |               |                    |                     |
| Personality Adjustment          | 0.5855*                 | 0.3687*                         | 1.0000                 |                      |                   |                        |               |                    |                     |
| Emotional adjustment            | 0.1632*                 | 0.0965                          | 0.4405*                | 1.0000               |                   |                        |               |                    |                     |
| Social adjustment               | 0.4488*                 | 0.2817*                         | 0.8039*                | 0.0956               | 1.0000            |                        |               |                    |                     |
| Educational adjustment          | 0.4047*                 | 0.2628*                         | 0.4726*                | -0.4018              | 0.2834*           | 1.0000                 |               |                    |                     |

|                     |        |        |         |         |         |         |       |        |       |
|---------------------|--------|--------|---------|---------|---------|---------|-------|--------|-------|
|                     |        |        |         | *       |         |         |       |        |       |
| Social Status       | 0.0828 | 0.0474 | -0.0364 | 0.0179  | -0.0614 | -0.0199 | 1.000 |        |       |
| Educational status  | 0.0644 | 0.0343 | -0.0409 | 0.0286  | -0.0702 | -0.0304 | 0.860 | 1.0000 |       |
| Occupational status | 0.0716 | 0.0443 | -0.0154 | -0.0034 | -0.0245 | 0.0020  | 0.759 | 0.3221 | 1.000 |

\* Significant at 0.05% level of significance

The above table shows that:

The significant positive relationship was observed between Occupational Aspiration and Academic Achievement Motivation ( $r=0.8074$ ), Occupational Aspiration and Personality Adjustment ( $r=0.5855$ ), Occupational Aspiration and emotional adjustment ( $r=0.1632$ ), Occupational Aspiration and social adjustment ( $r=0.4488$ ), Occupational Aspiration and educational adjustment ( $r=0.4047$ ), at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that the variables Academic Achievement Motivation, Personality Adjustment scores are significantly contributes to increase in the Occupational Aspiration of Boys. The details of the other relationship among different variables and their dimensions are given in the above table.

But the relationship between Occupational Aspiration and Social Status ( $r=0.0828$ ), Occupational Aspiration and educational status ( $r=0.0644$ ) and Occupational Aspiration and occupational status ( $r=0.0716$ ) were found to be not significant at same level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that these variables are not statistically significant relationship with Occupational Aspiration of Boys. The details of the other relationship among different variables and their dimensions are given in the above table.

**Table-2: Results of correlation coefficient between Occupational Aspiration and independent variables of Girls**

| Variable | Occupational | Academic | Personality | Emotional | Social adjust | Educational | Social Status | Educational | Occupational |
|----------|--------------|----------|-------------|-----------|---------------|-------------|---------------|-------------|--------------|
|----------|--------------|----------|-------------|-----------|---------------|-------------|---------------|-------------|--------------|

|                                 | Aspiration | Achievement Motivation | Adjustment | adjustment | adjustment |        | status  | al status |        |
|---------------------------------|------------|------------------------|------------|------------|------------|--------|---------|-----------|--------|
| Occupational Aspiration         | 1.0000     |                        |            |            |            |        |         |           |        |
| Academic Achievement Motivation | 0.8487*    | 1.0000                 |            |            |            |        |         |           |        |
| Personality Adjustment          | 0.6425*    | 0.3368*                | 1.0000     |            |            |        |         |           |        |
| Emotional adjustment            | 0.1749*    | 0.0981*                | 0.3512*    | 1.0000     |            |        |         |           |        |
| Social adjustment               | 0.4773*    | 0.2315*                | 0.7894*    | -0.0130    | 1.0000     |        |         |           |        |
| Educational adjustment          | 0.3590*    | 0.1983*                | 0.4274*    | -0.5612*   | 0.3131*    | 1.0000 |         |           |        |
| Social Status                   | 0.2819*    | 0.2358*                | 0.2015*    | 0.1493*    | 0.1124*    | 0.0415 | 1.0000  |           |        |
| Educational status              | 0.2717*    | 0.2128*                | 0.1940*    | 0.1154*    | 0.1337*    | 0.0480 | 0.8686* | 1.0000    |        |
| Occupational status             | 0.2024*    | 0.1858*                | 0.1449*    | 0.1396*    | 0.0518     | 0.0207 | 0.8263* | 0.4387*   | 1.0000 |

\* Significant at 0.05% level of significance

The above table shows that:

The significant positive relationship was observed between Occupational Aspiration and Academic Achievement Motivation ( $r=0.8487$ ), Occupational Aspiration and Personality Adjustment ( $r=0.6425$ ), Occupational Aspiration and emotional adjustment ( $r=0.1749$ ), Occupational Aspiration and social adjustment ( $r=0.4773$ ), Occupational Aspiration and educational adjustment ( $r=0.3590$ ), Occupational Aspiration and Social Status ( $r=0.2819$ ),

Occupational Aspiration and educational status ( $r=0.2717$ ) and Occupational Aspiration and occupational status ( $r=0.2024$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. Academic Achievement Motivation, Personality Adjustment and Social Status scores are significantly increases the Occupational Aspiration of Girls. The details of the other relationship among different variables and their dimensions are given in the above table.

### **Findings**

- The variables Academic Achievement Motivation, Personality Adjustment scores are significantly contributes to increase in the Occupational Aspiration of Boys.
- Academic Achievement Motivation, Personality Adjustment and Social Status scores are significantly increases the Occupational Aspiration of Girls.

### **Discussion and Conclusion**

In this study, the researcher aimed to study the Occupational Aspirations of Secondary School Boys and Girls of Dharwad District in relation to Certain Socio-Psychological Factors. The study revealed that; The variables Academic Achievement Motivation, Personality Adjustment scores are significantly contributes to increase in the Occupational Aspiration of Boys. Academic Achievement Motivation, Personality Adjustment and Social Status scores are significantly increases the Occupational Aspiration of Girls.

### **Educational Implications**

On the basis of the findings of the study and the observations made by the investigator during the study, a few recommendations which may help in developing suitable school programmes to improve occupational aspirations have been offered.

1. An interaction of the researcher with the teachers indicated that the schools in rural areas are not well equipped in terms of human and physical resources. Hence, adequate attention should be paid to improve the minimum infrastructural facilities, filling up the vacancies of the teachers and providing orientation and refresher courses periodically to the rural teachers. Consequently we can expect the children in such schools to develop a taste for better occupational aspirations.

2. The result in this research further implies that compare to Kannada medium students; English medium students have more occupational aspiration. May be because most of the English medium schools students in urban areas and are privately managed schools and have sufficient required infrastructure such as well equipped library, advanced laboratory, spacious play ground, more enthusiastic teachers and their personal care over students. Therefore Kannada medium schools if provided all these facilities will make Kannada medium students have high occupational aspiration.

3. From the findings it is clear that there is some confusion and overlapping among the students about their aspirations for the future occupations. Better and earlier guidance is needed in Secondary schools to overcome this kind of confusion. The students' time, effort and money could be better utilized, if the guidance is provided to them at an early stage. Parents should be more understanding and realistic of their child's abilities and potential for excelling in a field which they desire him/her to enter. The students have the major responsibility for getting information about the occupations. It may, finally, be said that co-operative efforts of the students, the parents and the teachers are required to realistically appraise the students' potential to succeed in specific occupations.

4. Some suggestions for improving the socio-economic status of children are as follows: (1) Number of scholarships from different organizations, Government and voluntary, should be increased so that all the students in need of some financial assistance could get the help. (2) Mid-day meal could be provided for those children who are in need of it. (3) Industrialists can come forward to supply school informs to the needy. (4) The managements should see that the libraries are kept open throughout the day so as to enable the poor students to read whenever they need. (5) The teacher should encourage the students belonging to low socio-economic status to utilize their talents so that these students too would aspire for better occupations. (6) Though the children belonging to low socio-economic stats enter the schools, the teacher should make an effort to convince that their low socio-economic status has nothing to do with their intelligence and academic achievement.

5. The Government schools in general are located in rural areas and a few in urban areas. It is observed that the students attending these schools either from urban areas or rural are from low socio-economic background. As a result the students attending the Government schools have low occupational aspirations. This situation should not be continued. The Government schools are



very poor in their infrastructure facilities. Mostly poor children from low socio-economic status attend these Government schools. There is an urgent need to provide necessary infrastructure in these schools. The instructors in Government schools should arrange all activities as mentioned in para 4 of increase the occupational aspirations of the students.

6. Though much is said about guidance and counselling in the schools do not have guidance centres. The counselling work is not attended by any teacher in the schools. Immediate steps have to be taken u by the Government of Karnataka to establish guidance services in every school as suggested by New Curriculum Framework (NCF) New Delhi.

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