

**OCCUPATIONAL ASPIRATIONS OF GOVERNMENT,
AIDED AND UNAIDED SECONDARY SCHOOLS 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

In India, the need for vocational education was stressed in the Gandhian philosophy of basic education which propounded the principle that education should be work centered. This emphasis was reiterated by the University Education Commission (1949) chaired by Dr. S. Radhakrishnan, the All India Secondary Education Commission under the chairmanship of Dr. A. L. Muddliar (1953) and the Kothari Commission which advocated work experience. The need to establish operational linkages between the world of school and the world of work was mentioned in the National Policy on Education (1969). Subsequently, vocationalization of education was propagated by the Central Advisory Board of Education Committee on Education Structure in 1972. It also found a significant place in the review of the education system done by the Janata Party in 1977 and the Dr. Eshwar Bhai Patel Committee which suggested socially useful productive work (SUPW) and the state Education Ministers Conference in 1981. The

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repeated announcements of the protagonists of the scheme seem to have strengthened the idea of vocational education.

The objective of vocational education is to prepare students for vocations and enable them to enter the world of work with the necessary skills. For this reason, after completing 10 years of general education, the student sets about acquiring new practical knowledge of technical processes, regulating manual operations and also certain knacks and tricks of the trade. Last, but not the least, the student must develop civic attitudes.

In our country, education is still a privilege. The path each student takes differs depending on the stage of dropping out and individual circumstances. However, most school dropouts should learn a vocation which would open the door to a technical college from which they can go on to institutions of higher education. Others can proceed from 10 years of schooling to two years of supplementary schooling after which they would be qualified to embark on a course of higher education. And should any one's studies fall to precede smoothly, his fate should not be sealed. He should be given an opportunity for making up for the lost time in vocational training institutes of adult education classes. He, too, should be able to attain the level of education of which he is capable. Partially skilled jobs like domestic helpers, dry cleaners, gardeners, seamstresses, store clerks, assistant cooks, printing workers and skilled jobs like fitters, grinders, electricians, building painters, garage mechanics, post office workers, etc. are among the possibilities. They ensure everyone the chance of a career even when individual circumstances are unfavourable.

The planned development of the national and state economy requires an exact calculation of the demand for skilled workers with various specializations and for technologists and engineers of various kinds. There is, therefore, an enhanced need for career guidance centres to provide information on various careers available and their importance to the community. There is also need to introduce polytechnic instruction (regular visits to factories) to help in the preparation for a career by giving the pupils an opportunity to become acquainted with individual specializations.

The principal usage in the social sciences follows closely the common usages which take an occupation to denote an employment, business, or calling. The term occupation can be defined as the kind of work performed by the individual regardless of the industry in which this work is performed and of the status of employment of the individual.

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.

Objectives of the Study

- To study the relationship between type of management (Government) of Secondary school students with respect to Occupational Aspirations.
- To study the relationship between type of management (Aided) of Secondary school students with respect to Occupational Aspirations.
- To study the relationship between type of management (Unaided) of Secondary school students with respect to Occupational Aspirations.

Hypotheses

There is no significant difference between type of management (Government , Aided and Unaided) of Secondary school students do not differ significantly with respect to Occupational Aspirations.

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 difference between type of management (Government , Aided and Unaided) of Secondary school students do not differ significantly with respect to Occupational Aspirations.

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

Variable	Occupational Aspiration	Academic Achievement Motivation	Personality Adjustment	Emotional adjustment	Social adjustment	Educational adjustment	Social Status	Educational status	Occupational status
Occupational	1.000								

Aspiration	0								
Academic Achievement Motivation	0.7828*	1.0000							
Personality Adjustment	0.7367*	0.4498*	1.0000						
Emotional adjustment	0.2120*	0.0816	0.3739*	1.0000					
Social adjustment	0.6052*	0.4096*	0.8119*	0.0362	1.0000				
Educational adjustment	0.4034*	0.2573*	0.4631*	-0.4918*	0.3183*	1.0000			
Social Status	0.0466	-0.0592	0.0521	-0.0170	0.0409	0.0654	1.0000		
Educational status	0.0096	-0.0828	0.0470	0.0026	0.0551	0.0209	0.8075	1.0000	
Occupational status	0.0664	-0.0056	0.0337	-0.0309	0.0061	0.0850	0.7530	0.2199	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 ($r=0.7828$), Occupational Aspiration and Personality Adjustment ($r=0.7367$), Occupational Aspiration and emotional adjustment ($r=0.2120$), Occupational Aspiration and social adjustment ($r=0.6052$), Occupational Aspiration and educational adjustment ($r=0.4034$), 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 and Personality Adjustment scores are significantly increases the Occupational Aspiration of Government Secondary school students. 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 ($r=0.0466$), Occupational Aspiration and educational status ($r=0.0096$) and Occupational Aspiration and occupational status ($r=0.0664$) 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 Government Secondary school students. 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 Aided Secondary school students

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	0.8225*	1.0000							
Personality Adjustment	0.4476*	0.2326*	1.0000						
Emotional adjustment	0.1159	0.0665	0.4524*	1.0000					
Social adjustment	0.3270*	0.1514*	0.7960*	0.0992	1.0000				

Educational adjustment	0.339 7*	0.188 7*	0.476 8*	- 0.398 5*	0.291 5*	1.000 0			
Social Status	0.155 0*	0.156 3*	0.069 0	0.161 6*	- 0.002 2	- 0.052 9	1.000 0		
Educational status	0.147 4*	0.155 3*	0.053 9	0.149 2*	- 0.026 4	- 0.041 5	0.875 8*	1.000 0	
Occupational status	0.110 8	0.103 5	0.063 7	0.121 0	0.028 1	- 0.048 7	0.806 9*	0.421 5*	1.000 0

* 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 ($r=0.8225$), Occupational Aspiration and Personality Adjustment ($r=0.4476$), Occupational Aspiration and social adjustment ($r=0.3270$), Occupational Aspiration and educational adjustment ($r=0.3397$), Occupational Aspiration and Social Status ($r=0.1550$) and Occupational Aspiration and educational status ($r=0.1474$) 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, Educational and Social Adjustment and Educational Status are significantly increases the Occupational Aspiration of Aided Secondary school students. 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 emotional adjustment ($r=0.1159$), Occupational Aspiration and occupational status ($r=0.1108$) 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 Aided Secondary school students. The details of the other relationship among different variables and their dimensions are given in the above table.

Table-3: Results of correlation coefficient between Occupational Aspiration and independent variables of Unaided Secondary school students

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	0.8661*	1.0000							
Personality Adjustment	0.7030*	0.4648*	1.0000						
Emotional adjustment	0.2267*	0.2001*	0.3709*	1.0000					
Social adjustment	0.4580*	0.2343*	0.7861*	0.0072	1.0000				
Educational adjustment	0.4227*	0.2872*	0.4208*	-0.5453*	0.2924*	1.0000			
Social Status	0.2491*	0.2274*	0.1203	0.1781*	-0.0115	0.0002	1.0000		
Educational status	0.2271*	0.1817	0.1087	0.1441*	-0.0057	0.0148	0.8580*	1.0000	
Occupational status	0.1963*	0.2060	0.0958	0.1595*	-0.0141	-0.015	0.8440*	0.4487*	1.0000

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* 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 ($r=0.8661$), Occupational Aspiration and Personality Adjustment ($r=0.7030$), Occupational Aspiration and emotional adjustment ($r=0.2267$), Occupational Aspiration and social adjustment ($r=0.4580$), Occupational Aspiration and educational adjustment ($r=0.4227$), Occupational Aspiration and Social Status ($r=0.2491$), Occupational Aspiration and educational status ($r=0.2271$) and Occupational Aspiration and occupational status ($r=0.1963$) 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 and Social Status are significantly increases the Occupational Aspiration of Unaided Secondary school students. The details of the other relationship among different variables and their dimensions are given in the above table.

Findings

- 1) Academic Achievement Motivation and Personality Adjustment scores are significantly increases the Occupational Aspiration of Government Secondary school students.
- 2) Academic Achievement Motivation, Educational and Social Adjustment and Educational Status are significantly increases the Occupational Aspiration of Aided Secondary school students.
- 3) Academic Achievement Motivation, Personality Adjustment and Social Status are significantly increases the Occupational Aspiration of Unaided Secondary school students.

Discussion and Conclusion

In this study, the researcher aimed to study the Occupational Aspirations of Secondary School Government, Aided and Unaided secondary schools of Dharwad District in relation to Certain Socio-Psychological Factors. The study revealed that; Academic Achievement Motivation and Personality Adjustment scores are significantly increases the Occupational Aspiration of Government Secondary school students. Academic Achievement Motivation, Educational and Social Adjustment and Educational Status are significantly increases the Occupational Aspiration

of Aided Secondary school students. Academic Achievement Motivation, Personality Adjustment and Social Status are significantly increases the Occupational Aspiration of Unaided Secondary school students.

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 status 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 up 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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