

**COMPARISON OF EDUCATION AND OCCUPATIONAL  
ASPIRATION AMONG VARIOUS  
PROFESSIONAL STUDENTS**

A dissertation Submitted to  
**Department of Physical Education**  
In partial fulfillment of the requirements for the award of  
The degree of  
**Masters in Physical Education**

**By**  
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**PUNJAB**

**2015**

## **DECLARATION**

I declare that the dissertation entitled *Comparison of Education and Occupation Aspiration among Various Professionals Students* has been prepared by me under the guidance of Dr. Yuvraj Singh and Dr. Vijay Prakash, Assistant Professor, Physical Education, Lovely Professional University. No part of this thesis has formed the basis for the award of any degree or fellowship previously.

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## CERTIFICATE

This is to certify that Mr. Sukhpal Singh has completed M.P.Ed dissertation “*Comparison of Education and Occupational Aspiration among Various Professionals Students*” under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation and study. No part of the dissertation has ever been submitted for any other degree or diploma at any university. The dissertation is fit for the submission and the partial fulfillment of the condition for the award of M.P.Ed degree.

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## ABSTRACT

The purpose of the study was to compare the education and occupational Aspiration among various professional students. Total 90 samples were selected from the three department of Lovely Professional University Phgwara Punjab. There sample were further divided in to three groups of agriculture, education and physical education students of different department. Each group had equal size of 30 Samples. The educational aspiration among various professional students was measured by questionnaire of Educational Aspiration Scale by Dr. V. P. Sharma, whereas the occupational aspiration was measured by the questionnaire of Occupational Aspiration Scale by Dr. J. S. Grewal for the collection of data. For the purpose of data collection of educational and occupational aspiration among various professional students was applied. The result of the study insignificant difference occupational aspiration among various professional students of agriculture, educational and physical education and significant difference educational among various professional students of agriculture, education and physical education. To know the statistical significance (ANOVA) Test has been employed. All these subjects were the various professional students of agriculture, education physical education three Departments of Lovely Professional University Phagwara (Punjab) India.

**Keywords:** .) Educational Aspiration and Occupational Aspiration.

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# CHAPTER-1

## Introduction of the problem

In earlier days 'Psychology' was defined as the science of soul. But in modern times this **definition** stands in valid and rightly so because it studies much more than that. So, modern psychologists have broadened the scope of its study. It is that branch of science which studies human behaviour, the thought process; which is complex phenomena. It also traces the root of any undesirable behaviour of an individual. It is not necessarily limited to study of brain but it covers all the aspects lead to certain response from an individual in a given set of conditions. Freud laid the foundations of this subject. Though, he himself said that it was long back discovered by the Greeks and Athenians. Modern psychologists have gone deep in the research and try to find the cause and effect. There has been a lot of work done but still oceans are yet to explore.

Educational Psychology is that branch of psychology in which the findings of psychology are applied in the field of education. It is the study of individual's behaviour in educational settings. Educational psychology includes the two components i.e behaviour and education. Its main aim is to change the behaviour of learner to attain desirable ends. In broader sense, its aim is the all-round development of personality of learner.

Sports Psychology is that branch of educational psychology which deals with the performance and problems of sports a man. Psychological state plays an important role in the performance of an individual. Researches have proven that sports man who does not show any symptoms of anxiety in he given environment performs better. However, being a realist in this approach the psychological imbalance persists in a player when he is in competition. We cannot reduce psychological pressure to zero, but by using sports psychological techniques we can minimize the level substantially by applying knowledge and techniques of psychology. In other words, sports psychology motivates an athlete and prepares him mentally to take the challenge and right decision under certain given conditions. Hence it helps to maintain and prepare a balanced sports person.

The focus of this study is to see to what extent various environmental and departmental surroundings influence educational aspirations. We conduct a comparison study between different local department students in Lovely Professional University. We use questionnaire and occupational Aspiration Scale to compare educational aspirations in selected departments of Lovely Professional University and apply techniques to test the relation between educational aspirations and education. We assume that, contrary to the existing literature, the educational aspirations seem to rise with age of the respondent.

Aspiration plays an important role in determining the educational and occupational aim of a student between different socio-economic groups in educational attainment and in participation in post-compulsory education. Occupational aspiration is also important in a way that it determines the future of a student. Any student without proper goal or aspirations in mind is just like a boat in sea without any direction. The training and interest of an individual, his interest to learn depends on this important factor.

Man is animal in its characteristics and education is the only mean that differentiates humans from other species, it is only because of education the humans are above all other species. Education in its general sense could be a variety of learning during which the data, skills, values, beliefs and habits of a gaggle of individuals are transferred from one generation to following through storytelling, discussion, teaching, training, and or analysis. Education may embrace informal transmission of such data from one soul to a different. Education oftentimes takes place below the steerage of others, however learners may educate themselves. Any expertise that includes a formative impact on the method one thinks, feels, or acts could also be thought-about academic. However most of the individuals misunderstood the means of education, the one that cannot scan and write doesn't mean he's not educated. Education suggests that the act or method of transmission or getting cognition, developing the powers of reasoning and judgment, and customarily of making ready oneself or others intellectually for mature life.

Man is not only a social animal but also best creation of God. He has thinking and reasoning power, which makes him one of the unique creatures in the world. But the hidden qualities and uniqueness of the human being can be developed through the process of education. Therefore, it is powerful force, which unfolds the potentialities of

the human being in a guided way. The process of acquisition of knowledge, experience and skill is nothing but the meaning of education. Education makes a man perfect in dealing in a complex society.

In broader sense education is not limited within the four walls of the classroom but it is life-long process. It is modification of behaviour and experiences from different means of sources of education. It helps one to cope and adjust in the changing environment. It equips an individual with different knowledge, experiences and skills for his all-round development. "Life is education and education is life". The experiences gained through temple, home, church, family, playground, club, society, school include the broader meaning of education. In fact, we can say that narrower meaning is a means for total education system whereas broader meaning of education can be realized through different agencies of education.

In narrower sense, education is limited in schooling. It is the conventional and traditional type of schooling system. The curriculum, methods of teaching and examination and teachers are prefixed and predetermined. It is a systematic to achieve the definite goals of education through classroom instructions and teaching. Learner can get proper employment after getting certificate from these institutions. Overall, we can say that formal education is the narrower meaning of education. In this system education becomes a purposeful activity, which is deliberately planned for the development of society.

The history of education dates back to the evolution of life on earth, however the foremost outstanding land mark was the system of writing, with the gradual rise of a lot of advanced civilizations within the stream valleys of Egypt and Babylonia, information became too sophisticated to be transmit directly from person to person and from generation to generation. To be ready to operate in advanced societies, man required how of accumulating, recording, and conserving his cultural heritage. Therefore with the increase of trade, government, and formal faith came the invention of writing, by regarding 3100 before Christ. As a result of primary expertise in everyday living couldn't teach such skills as writing and reading, an area devoted solely to learning--the school--appeared. And with the college appeared a bunch of adults specially selected as teachers--

the scribes of the court and therefore the monks of the temple. The youngsters were either within the overwhelming majority United Nations agency continued to be told solely by an off-the-cuff situation or the little minority United Nations agency received formal schooling.

The history of education within the South Asia began with teaching of ancient parts like Indian religions, Indian arithmetic, Indian logic at early Hindu and Buddhist centres of learning like Taxila (in modern Pakistan) and Nalanda (in India) before the Christian era. Islamic education became established with the institution of the Islamic empires within the Asian country landmass within the Middle Ages whereas the approaching of the Europeans later brought western education to colonial India. A series of measures continued throughout the first 1/2 the twentieth century ultimately ordered the inspiration of education within the Republic of Asian country, education in Asian nation and far of South Asia.

Early education in Asian country commenced beneath the supervising of a guru. Initially, education was receptive all and seen in concert of the strategies to attain Moksha, or enlightenment. As time progressed, thanks to superiority complexes, the education was imparted on the idea of caste and therefore the connected duties that one had to perform as a member of a particular caste. The Brahmans learned regarding scriptures and faith whereas the Hindustani was educated within the varied aspects of warfare. The Vaishya caste learned commerce and different specific occupation courses whereas education was for the most part denied to the Shudras, very cheap caste. The earliest venues of education in Asian country were typically secluded from the most population. Students were expected to follow strict monastic tips prescribed by the guru and keep one's distance from cities in ashrams. However, as population increased beneath the Gupta Empire centres of urban learning became more and more common and Cities like Varanasi and therefore the Buddhist centre at Nalanda became more and more visible. Education in Asian country in its ancient kind was closely associated with faith. Among the unorthodox faculties of belief were the Jainist and Buddhist faculties. Unorthodox Buddhist education was additional comprehensive and aside of the monastic orders the Buddhist education centres were urban institutes of learning like Taxila and

Nalanda wherever synchronic linguistics, medicine, philosophy, logic, philosophy, arts and crafts etc. were additionally schooled. Early profane Buddhist establishments of upper learning like Taxila and Nalanda continuing to operate well into the Christian era and were attended by students from China and Central Asia. With the broadening of vision and necessity to coach all then came the institution schools} colleges and universities.

In today's world, education is a necessity, and for that reason, it has assumed an increasingly important role in future plans, especially for young people. During the educational process people gain necessary skills and competencies to be able to function on different competitive markets. Higher levels of education are associated with higher income, a more prestigious career, lower risk of unemployment and an improved well-being. Education is also a key factor in promoting and sustaining economic growth and technological development. When there is a lack of qualified labour force technological expansion is hampered. Also, along with technological changes the society must learn how to adjust to them and for that reason good education is needed desperately. The people in Poland in general are of opinion that education is valuable, over 92% of the respondents support this view (CBOS, 2009). The main motivations are economics ones - the higher wages and the better career. This view is shared among all socio-demographic groups, and therefore, the educational aspirations are equally spaced in the society. However, among groups with lower education and income levels, support for education is slightly lower. The most of respondents indicate a desire for a university education for their children (86%). The former is true for all respondents and independent from the children's upbringing and the stage of their education. Almost nobody wants their children to drop out from the educational system after completing the primary or the lower secondary school, and only a few accept the upper secondary school level as a desired education for children.

The educational aspirations and expectations are closely linked to respondents' level of education. Higher the education level of the respondent, the higher educational aspirations. Rather unexpectedly, there are no significant differences among respondents with different material status, although the correlation seems to be positive, i.e. the higher

income the higher aspirations. One of the phenomena of the transition period in Poland is that the difference between educational aspirations in towns and rural areas has diminished. As an increased number of persons has declared the importance and desire for higher education for their children in recent years (CBOS, 2009), a lot of research seek to identify the key determinants of educational aspirations. In our analysis, we put an emphasis on a comparison study between different gamins that is local communities at the lowest level of administrative territorial division in Poland. Our aim is to check to what extent different environmental and institutional surroundings affect educational aspirations. The present study builds on general opinion survey on the one hand and the economic theory on the other. We use statistical description to compare educational aspirations in selected regions of Poland and apply econometric techniques to test formally the relation between educational aspirations and socioeconomic factors such as age, gender, education, income, etc. The evidence regarding determinants of educational aspirations in Poland is limited. The empirical investigation is restricted to public opinion surveys with no deeper socio-economic analysis. Therefore, the focus of the present study is partly explanatory. However, we do test our predictions about the shape of the dependence relationship between education, income and educational aspirations.

Education is considered the most effective instrument for equalising opportunities and reducing disparities between human beings. In a democratic society like ours, the thrust is to equalise and enlarge the coverage and improve the quality of education in educational institutions, so that a person belonging to any caste, creed, sex, and religion or economic strata, would have the chance of developing his potential fully. History reveals that education has formed a continuum and basis for the development of human society. Through the development of healthy attitudes, positive values and capabilities both of skill and knowledge, education provides strength, vitality and sensitivity to people to respond to changing situations and enables them to contribute to development. History has also established the significant role played by human resources in the development of nations.

The development of human resources is the main function of education. Education is one of the major tools, which provide to fulfill economic roles and

consequently improve their socioeconomic status. In this connection (Desai, 1967), observed “Formal education has a strategic significance in modern society. It is expected to promote scientific and technical knowledge, occupational requirement and social relations based on training, qualification and knowledge suited to non-inscriptive, national, universalistic and secular patterns of orientation underlying the status and role demanded by exigencies of functioning of modern social structure”. Policy manufacturers have recognised that with the exception of the political structure, corrective legislation and economic transformation, the formal education system should be created a lot of democratic and change-oriented.

For modernising Bharat, high hopes are stapled on education that is taken into account as a major determinant of aspiration, technology, productivity and quality. In fact, it's a elementary pre-requisite for participation within the numerous organic process activities of society. it's now not questioned that prime education level and human capital formation promote human well-being and square measure 2 of the most predictors for economic process (Romer, 1989). Moreover, beside evolving globalisation, competition and economic challenges world is facing, returns to tutorial achievements became larger than ever (Harmon and Walker, 2001), and low tutorial achievements may be seen as a constraint for economic independence. It's been discovered that in the globe money crisis state has up specifically among the less educated folks. Therefore, it might be simply natural if we might see a lot of young adults, from each gender and every one ethnic and social team, reaching for higher academic levels and taking advantage of risk to realize higher returns. However, proof shows that academic attainment among youth differs considerably (e.g., Betz and Fitzgerald, 1987). Therefore, the question remains: why equally gifted people with similar skills and initial preferences build completely different tutorial decisions, and why a number of them find yourself in lower paying jobs and occupations? Or having the ability to grasp and alter one's academic and career decisions, it's crucial to grasp what determines his or her aspirations.

Aspirations square measure determined already in time of life and square measure vulnerable to changes throughout the life. Moreover, generally high academic aspirations aren't comfortable to ensure a much better outcome. This development exists thanks to

aspiration-expectation gap, once one's desired goals don't coincide with the expected outcome thanks to the disbelief to a sure-fire result. This pattern is very discovered among ladies and bound ethnic teams. Therefore, it's not solely crucial to seem at the amount of academic aspirations, however it's additionally essential to raise if one's aspirations square measure continually consummated.

Although a substantial quantity of literature has examined academic and career aspirations of young adults, the present literature tends to supply somehow completely different conclusions; so, a comprehensive and important literature review, dominating completely different issue influence one's educational and career aspirations, remains missing. the aim of this study is to contribute to AN perceive of however factors like gender, ethnicity, peers, parents, academics and self-efficacy beliefs influence young adult educational and career aspirations and higher cognitive process.

Proponents of career development believe that the students' educational and occupational aspirations have been identified as the most important variable influencing the students' later educational and occupational attainment (Gottfredson, 1981; Marjoribanks, 1985) and vocational attainment (Blau and Duncan, 1967; Burke and Hoelter, 1988; Marini, 1978; Otto and Haller 1979; Sewell Haller, and Strauss 1957; Anderson 1980). What is aspiration? Markus and Nurius (1986) described aspiration as an individual's ideas of their possible selves, what they would like to become, what they might become, and what they do not wish to become. Trice and King (1991) believe that aspirations, even if formed at an early developmental stage have been found to be highly stable and significant in the students' final occupational choices and occupational futures. Super (1969) indicated that adolescents are in the crucial stage of "exploring" and "crystallizing" their occupational options. Yong (1996) considered high school students as being in a transitional stage from adolescence to adulthood. While in the process, they face the task of making both educational and occupational choices after completing high school. Adolescents must decide whether to take a vocational track, a college preparatory track, or other options such as an apprenticeship training program (U.S. Department of Labor, 1992).



The objective of education is to organize student's sure vocations that alter them to enter the globe of labor with the mandatory skills. The term 'occupation' is mostly utilized in same sense as vocation, except that it doesn't imply a commitment or job. "It signifies the character of one's work, what one spends his operating hours doing, what occupies his time and energy. it's his trade, business or profession, the activity through that he earns his resource." during this context the words 'work' and 'occupation' are typically used interchangeably. However the word 'occupation' is employed principally to talk to the specialised and established reasonably work. It refers to some reasonably work with that a private becomes fully engaged. In fashionable connotations it means that associate instrument of resource. Folks pursue one occupation or alternative so as to earn their resource. On the opposite hand, aspiration means that associate avidness for honour, superior power or attainment, it recommend a private upliftment. It's outlined as associate individual's want to get a standing, object or goal like specific occupation or level of education. Everyone has bound concepts regarding their close to future.

As creature folks are completely different in selection and temperament of goal. The goal that is ready by a private to immediate future is aspiration. For action of this remote aspiration, the individual sets several intermediate goals. Activity aspiration is one among the vital and indispensable objectives of one's life. as a result of it's the activity aspiration that for the most part have an effect on the full gamut of human life. Occupation plays a crucial role in individual's life. It not solely predicts and determines his life vogue, position in society, happiness in life however conjointly shapes his temperament associate morality. The aspiration of the individual at young age contains a definite impact on selection of occupation at later years.

Many theories are applied to review academic and career aspirations like class theory (Armstrong, Howe & Weaver, 1977), social quality theory (Sewell, 1970; and Saleh,1986), career development theory (Holland, 1973), and learning motivation theory (Dweck,1986). From the class purpose of read, for instance, the connection between academic and career aspirations could be a perform of class, wherever people within the class have lower aspirations than those within the higher class (Armstrong, Howe & Weaver, 1977).In addition, geographical factors have an effect on students' academic aspirations similarly. For instance, victimisation 1984 student exam knowledge from

478,930 check takers, Saleh (1986) conducted a study to look at the determinants of access to educational activity in land. Supported his study, it seems that students from urban areas have stronger motivation to realize educational activity than students from rural areas. With access to higher activity position turning into additional hooked in to academic attainment, it's evident that faculty attending could be a key for getting a sophisticated of activity position or for rising standing category within the U. S. Kerbo (1991) noted that: those that end faculty have a forty nine p.c activity advantage over those that don't, whereas those that end high school have solely a fifteen to twenty nine p.c advantage over those that don't.

Educational aspirations ar related to region, parental education, father's occupation, religion, home language, faculty sort, age, repetition of grades, birth order, perceived parental encouragement, peer plans and skill (Mani, 1983). In the meantime Chung and Jacques Loeb| physiologist} in their study declared that socioeconomic level of the father's occupation was absolutely associated with the career aspirations of the scholar (Chung & Loeb, 1996). Some studies on the influence of academic and career aspirations are worn out the u. s. on topics like social economic standing (Hannah, 1989), parents' education (Burlin, 1976; Hoffman 1992), peer variations (Cohen, 1983) and sex (Dune, & Elliott 1981). Results from these studies indicated that these factors are vital influences on academic and career selections. Victimization some psychological variables, Chung and physiologist (1996) studied factors predicting the tutorial and career aspirations of Black faculty freshmen supported the Farmer model (Farmer & Chung 1995).

This model consists of a collection of criteria, particularly aspirations and 4 predictors: background, temperament, surroundings and behavior. A study of Singaporean students' career selections found that academic and career aspirations disagree among socioeconomic category (Rodrigues, 1998). in the meantime earth science and sex variations verified to be 2 of the strongest influences shaping the students' needs and expectations (Moody, 1996). Weidman (1974, 1979, 1984, and 1989) used psychological and social science conceptions to create his model framework. In his study some variables like parental socialization, reference cluster, and pre-college and body normative pressure were wont to confirm students' career decisions. Parental

socialization is that the primary influencer for undergrad aspirations at entrance to varsity as freshman. Throughout the primary year, body experiences influence students to rethink their choices of constant the initial chosen field or transferring to a different program. The Weidman (1989) model was applied within the abstract framework designed for this analysis. Also, it'll be wont to guide the literature review so as to analyze the impact of elect aspects of the freshman's academic and career aspirations. It ought to be noted that initial year study in faculty is incredibly vital to be remembered as a foundation for exploring faculty experiences as a result of faculty years perform as organic process part between adolescence and adulthood, a time to look at and check new roles, attitudes, beliefs, and behaviours (Pascarella & Terenzini, 1991).

Aspirations motivate for better achievements (Sherwood, 1998). As people can only achieve what they have aspired, aspirations are important inputs for achievements. Aspirations are an individual's desire to obtain a status objective or goals such as particular occupation or level of education (Kao and Thompson, 2003; MacBrayne, 1987).

Educational aspirations could be influenced by family backgrounds, socioeconomic status, living areas and neighbourhoods (Stewart et al., 2007) They may be different for the children of educated parents (Marjoribanks, 2005), those with a better economic status (MacBrayne, 1987), those who live in urban areas, boys (Haller and Virkler, 1993; Akande, 1987), and those holding relatively higher aspirations than their counterparts.

Some hold the view that poor people lack the capability to aspire and "to contest and alter the conditions of their own poverty" (Appadurai, 2004, p. 59). Generally, "disadvantaged groups" have lower aspirations (St Clair and Benjamin, 2011) and this applies to the poor and young people. Thus, for educators who emphasise the role of education in moving out of poverty, raising the educational aspirations of students remains a priority (Wrench et al., 2012; Quaglia and Cobb, 1996). The achievements of students could be enhanced by keeping the level of aspirations as high as possible (Quaglia and Cobb, 1996).

Others argue that students in some contexts hold unrealistically high educational aspirations. Their aspirations do not reflect the availability of jobs that fit them. In Africa, where balancing the educational and the occupational aspirations of young people is a challenge, one of the solutions suggested is "reorienting" them so that their aspirations reflect their reality and job priorities (Wellings, 1982, p. 254). But this implies deterring their aspirations.

Occupational aspirations area unit the explanations, goals, thoughts, fantasies an individual have for his occupation. These facts encourage an individual regarding their occupation and have an effect on their higher cognitive process regarding the selection of their work. Activity aspiration has been studied extensively over the past period of time. the subject of activity [i.e., answers of the question, "what does one wish to be after you grow up?"] has in all probability received the maximum amount attention as the other career-related idea and remains necessary in each the psychological and social science literature. The attraction of career aspirations for investigator is, no doubt, fuelled by familiarity and easy access. United Nations agency hasn't been asked regarding his or her future work and education and that they have helped form our understanding that adults in our society work which every people is accountable for deciding what style of work we might like or expect to try to to.

Another potential reason for the eye dedicated to activity aspiration is that the easy, intuitive logic it offers: the best thanks to establish a person's line interests or merchandise is to rise. It does not need extended, expensive, or intellectually advanced ways or measures .anyone will do it; simply rise. However, the empirical study of activity aspirations has disclosed that the construct is something however easy. In fact, investigation reveals a reasonably complicated construct with relational-ships to variety of different career development and career behaviour consolatory and education (Johnson 1995).

The study of activity aspirations is intriguing, nevertheless {the easy| the straight forward| the easy} question regarding work-related goals isn't thus simple. In fact, aspiration is a crucial variable in understanding an individual's self-concept, career-related behaviour, and perception of social forces on the opportunities accessible, and

future instructional and career-related selections and attainment. This chapter, then, synthesizes the literature on activity aspiration and tries to use relevant analysis results to our understanding, theory and observe specifically, I outline aspirations, explore the connected notion of activity expectations (ideal versus real aspirations), summarize many theoretical positions associated with the event and shaping of aspirations, and determine the interior and external variables that form aspiration among a career development context.

## **1.2 SIGNIFICANCE OF THE STUDY**

- The gift study can bring light-weight to the academic aspiration among varied skilled students.
- The gift study can bring light-weight to the activity aspiration among varied skilled students. Students beyond question square measure the architects of our profession. They play multiple roles for the promotion of instructional and activity aspiration at each level, from searching of the talent to-excellence in accomplishment. Direction any, the current study are of Brobdingnagian importance to physical educationists, Sports scientists, sports directors and society at giant. Knowing the issues that cause poor commonplace of study can sure as shooting facilitate in removing them and raising the academic commonplace to a good extent.
- The findings of the current study can build a positive contribution during this direction. Further, the current study is importance to Physical Students, Sports scientists, Sports directors and society at giant.

## **1.3 OBJECTIVES OF STUDY**

- To find out and compare the educational aspiration among Various Professional Students of Agriculture, Education and Physical Education.
- To find out and compare the Occupational Aspiration among Various Professional students of Agriculture, Education and Physical Education.

#### **1.4 HYPOTHESES**

- There would be a significant difference in Educational Aspiration among Various Professional students of Agriculture, Education and Physical Education.
- There would be a significant difference in Occupational Aspiration among Various Professional students of Agriculture, Education and Physical Education.

#### **1.5 STATEMENT OF THE PROBLEM**

The statement of the problem is stated as “Comparison Education and Occupational among Various Professional Students.”

#### **1.6 DELIMITATIONS**

- The study would be confined to Physical Education, Education and Agriculture students only.
- The study would be delimited to only 18-25 years.
- The study would be delimited to only Lovely Professional University Phagwara.
- The study would be delimited to male and female students.

#### **1.7 LIMITATIONS**

- True response to the questionnaire may act as a limitation of the study.
- Comparison of Education and Occupational among subject towards filling questionnaire may act as the limitation of the study

#### **1.8 DEFINITION OF IMPORTANT TERM**

##### **Occupational aspiration**

Occupational aspiration square measure the thoughts, feeling, fantasies and goals that individuals have regarding their work that have an effect on their motivation and higher cognitive process in respect of their activity alternative and ulterior participation in their occupation.

## **Educational aspiration**

Educational aspiration are a crucial variable in predicting educational accomplishment and should be seen as a part in educational accomplishment motivation, focusing as they are doing on the will for achievement and therefore the development of {educational} objectives to reach education explicit educational fields or to achieve a specific degree.

## CHAPTER-II

### Review of the related literature

Review of connected literature is efficacious guide to outline the matter recognizing its significance suffering promising information, gathering device, acceptable study style and conjointly supply of information. Solely those studies that ar plainly, fully unexecuted and clearly rumoured are enclosed within the review. Following ar some connected literature which will facilitate to form the construct clear.

**Bayti, J.L** (1970) was conducted a study with 200 secondary school leavers (both boys and girls) belonging to two schools of Nathdwara to find out their occupational choice. The choices of the group as a whole in order of preference were: Medical, technical, literary and household work. Out-door activities and sports were the two least liked areas. Girls were interested in technical and craft work. The three most favoured areas of interest of the boys in order or preference were scientific, medical and technical work and those of the girls were medical, scientific work and literature.

**Rao, G.C** and Antony (1974) attempted to determine the relationship of social variable with vocational aspiration of rural youth in India. It was concluded that occupation of the father was positively associated with vocational aspiration of the school going adolescents. Hypothesizing that there would be significant relationship between socio-economic status and the vocational aspiration levels.

**Glass** (1974) studied birth order, intelligence academic {and academic} aspirations over 2523students of upper socio-economic and background tenth and twelfth grade and located that 1st born youngsters were superior to later born in a very take a look at of reading ability and conjointly found that 1st born youngsters had higher educational aspirations than later- born youngsters.

**Gaur, J.S Mathur** (1974) studied the factors affecting Occupational Choice of the students Socio-economic status scale devised by Jalota et.al. (1969) was used to collect the required data. Results indicated that sex had significant influence on the occupational choice of the students.



**Mclaughlin, Gerald** et.al. (1976) conducted a study on socio-economic status and the career aspiration and perceptions of senior girls in high schools with a sample of 1036. A questionnaire was used to collect the required data. The findings reported by them were: (i) socio-economic status was positively related to activities, grades and was inversely related to security concerns and career plan certainly. (ii) Subjects saw professionals and parents as particularly important career influencers. Subjects belonging to low socio-economic status attributed most value to counsellors, (iii) groups aspired to minimum career competence, (iv) groups strongly preferred the traditional roles of teachers and social worker. Socioeconomic status had relationship to women's aspiration similar to those for men. Women of low socio-economic status appeared particularly receptive to counselling for aspiration rising.

**Pal, Anthony**, et.al (1977) made a study of the relative strength and importance of various factors influencing the occupational choice. The study was conducted on a sample of 275 doctors, engineers, lawyers and teachers working in the district of Aligarh and Agra. Findings:

1. It was found that none of the groups like medicine, engineering, law, and teaching was influenced by father's occupation.
2. A larger proportion of all groups reported that they were influenced by their teachers in making an occupational choice.
3. Doctors were not influenced by the advice of others or by their identification with people who were in this profession. Engineers decided only at the college level.
4. Engineers did have some information regarding the requirement of the job before entering it.
5. Lawyers were not influenced by any value-system.
6. Occupational preferences started only at college level. The teachers were found to exert no influence on their occupational choice.

**Dunne, Elliott and Carlsen** (1979) studied sex differences in the education and occupational aspirations of rural youth over 926 girls and 861 boys of grade 10th, 11th, 12th. It was found that female significantly higher educational aspiration, the same of higher occupational aspiration, and equal ranges of job choices.

**Khan, M.W.** (1985) conducted a study on educational and vocational aspiration of Hindu and Muslim school students and found that in both the communities a higher percentage of boys than girls aspired for higher level jobs.

**Dabir** (1986) conducted a study relationship between socio-economic status and vocational aspiration showed that the relationship between socioeconomic status and vocational aspiration was predominant.

**McCracken and Barnicas** (1991) studied variations between urban and rural colleges, student characteristics and students aspirations in Ohio and located that rural youth are somewhat less possible to decide to attend schools and a lot of possible to set up for education than their non-rural peers.

**Sundararajan, Chandra** (1993) conducted a study on the occupational aspiration the higher Secondary students of the matriculation schools in Salem town. Important findings of the study were:

**Findings:**

- (a) The more educated the parents are the better is the level of the occupational aspiration of their children.
- (b) The more affluent the parents are the better is the level of occupational aspiration of their children.
- (c) Girls have a better level of occupational aspiration than the boys.

**Gresham** (1995) was ready to reveal the impact of socio-economic standing on the distinction between aspiration and expectations with a sample of 377 school freshmen, the hypotheses that were investigated indicated that socio-economic standing would be vital in predicting the variations between occupations and expectations. Support

for the hypotheses was unconcealed and implications for substance and any analysis were mentioned.

**Mau** (1995) studied academic coming up with and tutorial accomplishment of lyceum students and located vital racial and gender variations in academic line of work coming up with. Also, there was vital race and sex interaction in student's academic aspirations likewise As perception of parental expectations.

The purpose of this study is to visualize to what extent completely different environmental and institutional surroundings have an effect on academic aspirations. We tend to conduct a comparison study between completely different native municipalities in Republic of Poland. we tend to use applied math description to match academic aspirations in designated regions of Republic of Poland and apply economic science techniques to check formally the relation between academic aspirations and education, financial gain and alternative socioeconomic factors. We tend to show that the amount of aspirations is well distributed and is higher in developed areas of Republic of Poland. We tend to conjointly found that contrary to the present literature, the tutorial aspirations appear to rise with age of the respondent.

**Rojewski, Jay W.** (1996) this study investigated the tutorial and activity aspirations of high school seniors with and while not learning disabilities. Impact sizes showed sensible variations between the aspirations of youth with learning disabilities and their peers while not disabilities, with the latter holding higher aspirations—for each education and activity outcomes. No sensible variations were found for feminine versus male adolescents with learning disabilities. Adolescents with learning disabilities World Health Organization aspired to a high school credentials or less, and people World Health Organization aspired to a sophisticated faculty degree, espoused lower activity as aspirations than did their peers while not disabilities.

**Harnett, S.** (1997) was to determine if college students selected occupational preferences on the basis of sex. The sample consisted of 198 college students. ANOVA was used for statistical analysis.

## **Findings:**

The findings of their investigation were:

There were significant differences among the groups on the occupational preference, selection pattern of males and females. The pattern of responses appeared to indicate that men and women selected occupational preferences based on their sex, using Halland's typology of occupational classification. There also appeared to be a sex biased occupational preference in selection patterns on the status scale.

**Mahale** (1999) conducted a study on the adolescent's Vocational Aspiration and Socio Economic Status of the family. It conducted that the economic condition of the family is one of the main deciding factor whether it can or cannot provide adolescents to achieve higher education in accordance to their vocational aspiration.

**Brown, Harold** (2002) found that delinquent and non-delinquent students differed significantly in their occupational aspiration. Non-delinquents preferred higher occupations than the delinquents.

**Indowu and Dere** (2007) conducted a study on vocational aspiration of high school seniors in Nigeria in relation to their socio-economic status and showed that higher the socio-economic status higher would be the aspiration level of subjects.

**Patton, Wendy A. And Creed, Peter** (2007) studied on Adolescents across the 5 years of high school (169 feminine and 164 males) completed a survey that known activity standing aspirations and expectations and RIASEC coded aspirations and expectations. Because the focus of the study was to explore relationships between these ancient constructs and key career development constructs. Measures of career maturity, career indecision, vanity, career goals and college accomplishment were additionally completed. Discrepancies between activity aspirations and expectations were rumored and also the connexion of as well as career development constructs into these investigations was valid. Activity standing aspirations were related to college accomplishment, vanity, and career maturity. Students United Nations agency rumored achieving well in school, were a lot of careers mature and had higher vanity were a lot of

doubtless to plan to skilled standing occupations than students United Nations agency control skilled standing aspirations, and students United Nations agency control semi-professional aspirations having a lot of career information than students United Nations agency control skilled aspirations.

**Gomez. B.** (2010) study examines the link between gender, parenting, and adolescents' activity aspiration in Mexican-origin migratory families. Self-report survey information was collected from adolescents attending 3 high colleges in Ia. Correlation and multiple correlation analyses were conducted on the 273 adolescents (M=15.5) whose folks were each born in United Mexican States.

**Kiche, Anne Omwange** (2010) studied on the education and activity aspirations of U.S. Youth in continent isn't solely rare, however some studies have assumed that these immigrants area unit a monolithic cluster. However, they take issue in experiences in step with whether or not they area unit refugees, asylum seekers, or voluntary immigrants returning from numerous countries in continent. These immigrants conjointly return from totally different completely different} countries with different ethnicities, cultures, religions, and races. This case study makes such a required distinction supported low} sample of high school student from Northern Sudan WHO lived during a small geographical region U.S. City. Diversity in ethnicities and cultures not solely affects academic and activity aspirations, with all of them aiming to acquire on a university degree and a few aiming to succeed careers in drugs, dentistry, law, and engineering. These high aspirations were backed by high educational scores. the majority students during this study came from knowing families despite their current low socio-economic standing (SES). Their current SES and minority standing (MS) didn't appear to have an effect on their aspirations area unit shaped once students have sturdy social support from folks, vital others, teachers, peers, and their community, all of whom influence and reward high education expectations and enforce the student` cultural obligations

## **CHAPTER-III**

### **Method and procedure**

In this chapter the procedure to be adopted for the selection of subject, selection of variable, criterion measures, collection of data and statistical technique to be used has been described.

#### **3.1 The selection of subjects**

The subject of this study were selected from the various professional students, who were engaged in the different departments of Lovely Professional University, Phagwara. The total sample of the present study comprised of 90 students including physical education department (N=30), education department (N=3) and agriculture department (N=30) of Lovely Professional University. Purposive random sampling technique was follow.

#### **3.2 Tools**

To study education, occupational aspiration among various professional students, following questionnaire inventories were used.

- Educational Aspiration scale Dr. V.P. Sharma and Dr. Anuradha Gupta
- Occupational Aspiration scale J.S Grewal (Bhopal)

##### **3.2.1 Educational aspiration scale**

##### **3.2.2 Administration**

The educational aspiration scale can be convenient administration in group testing situation. Written instruction that directs the Ss to section any one of the 10 multiple-choice responses in terms of educational qualifications is self-explanatory. However, it is desirable that the tester must establish rapport the lasting session begins and explain briefly what they have to do. There is no time limit; however, 25 minutes are sufficient for taking the test

### 3.2.3 Instruction

There are eight lists, each containing 10 items of qualifications. In view of your past experience, your educational maturity, capacity and ability as well as the efforts that you can make in attaining them, you are requested to mark one and only one which either (A) you can attain towards-(1) the end of your educational career, or (2) after 20 years, or (b) you prefer to have towards, (3) the end of your educational career, or (4) after 20 years. Please don't omit any item. Choose only each list.

### 3.2.4 Scoring

The 10 items in each list have prestige values ranging from 1 to 10. Since the items having different prestige values have been randomly presented in each list, the scoring keys have been presented below:

Alternatives	List No.							
	1	2	3	4	5	6	7	8
1	10	2	8	7	5	4	10	5
2	8	7	2	1	6	7	8	6
3	1	8	6	8	2	5	2	1
4	3	6	1	9	4	6	3	2
5	9	5	10	5	7	8	4	3
6	6	10	9	3	10	2	1	4
7	7	1	3	10	8	10	5	7
8	5	4	7	6	9	1	7	8
9	4	9	5	2	3	3	9	9
10	2	3	4	4	1	9	6	10

Separate ‘Hand Scoring Keys’ for each of the eight lists may also prepared for scoring the educational aspiration scale, the maximum score being 80, minimum being 8. For meaningful interpretation, these raw scores could be converted into standard scores.

### 3.2.4 Reliability

- Coefficient of stability test retest method,  $r_{tt} = 0.798$
- Coefficient of Internal Consistency by spilt half technique using  
SB formula: (a) between R and I item.  $r_{tt} = 0.671$   
(b) Between S and L items.  $r_{tt} = 0.817$

### 3.2.5 Validity

- The Educational Aspiration Scale has been validated against Scholastic Attainment  $r = .758$ .
- It has also been validated against the Judges opinion  $(N=15)$ ,  
 $r = .542$ .
- Coefficient of predictive validity as judged on Educational Aspiration Scale, from p.

### 3.2.6 OCCUPATIONAL ASPIRATION SCALE

#### 3.2.7 ADMINISTRATION

The activity Aspiration Scale is often administered in a very cluster testing scenario. The eight things square measure prefaced by a group of written directions, that the tester reads over cluster at the start of the trial period. These directions and also the 1st things square measure reproduced below:

Instructions: “This set of queries considerations your interest in several styles of jobs. There square measure eight queries. Everyone asks you to decide on one job out of 10



given. Scan every item fastidiously. They're all completely different. Answer every one of the most effective you'll be able to. Don't omit any.''

**Question 1:**

**3.2.8 Scoring Instructions**

All the eight things are scored within the same approach, there are 10 alternatives for every question, and only 1 various is also checked. The scores for every various are as follows.

The total score is that the total of the scores for every of the eight queries.

The raw scores may be converted into standard of T-score depending upon the purpose of the study.

### **3.2.9 Reliability and validity**

Coefficient of stability as determined by the test retest method was found to be 0.84. The test was further divided into the following two parallel halves for assessing the internal consistency.

### **3.3 PROCEDURE**

To collect the data for the present study investigator personally visited different department of Lovely Professional University, Phagwara. The data for the study was collected from the 90 student including physical education (N=30) and agriculture department (N=30) and of Lovely Professional University.

First of all Education Aspiration and Occupation Aspiration was administrated to the different departments. At the time of administration of the tools, first the instructions were read over to the subjects and explained to them. The objective of the test was made clear to them. They were assured that their scores would not be used for any other purpose except this research.

### **3.4 Collection of Data**

With the assistance of the questionnaires associated with psychological variables necessary knowledge was collected with relevancy numerous psychological variables from ninety students of pretty skilled University in 2 consecutive days at their various establishments.

### **3.5 Statistical Technique**

To compare the Educational and Occupational aspirations among various students, analysis of variance and post-hoc tests were used.

## CHAPTER IV

### Results and Discussion

The objectives of this chapter are to analyze the data so collected and presented in the tables as shown below. The analysis has been carried out as per hypothesis of the study. The samples of the study were various professional students of Agriculture, Education and Physical Education.

**Table 4.1**

**Comparison of Occupational Aspiration among Various Professional students of Agriculture, Education and Physical Education**

Group	N	Mean	S.D	ANOVA			Significant Value-df-87
				SS BG	SS WG	F. Ratio	0.05 Level
Agriculture	30	50.7	11.53	394.2	8830.7	1.94	Ratio-3.10
Education	30	45.6	9.43				
Physical Education	30	48.6	9.08				

(df -87)Table Value F. ratio- 3.10

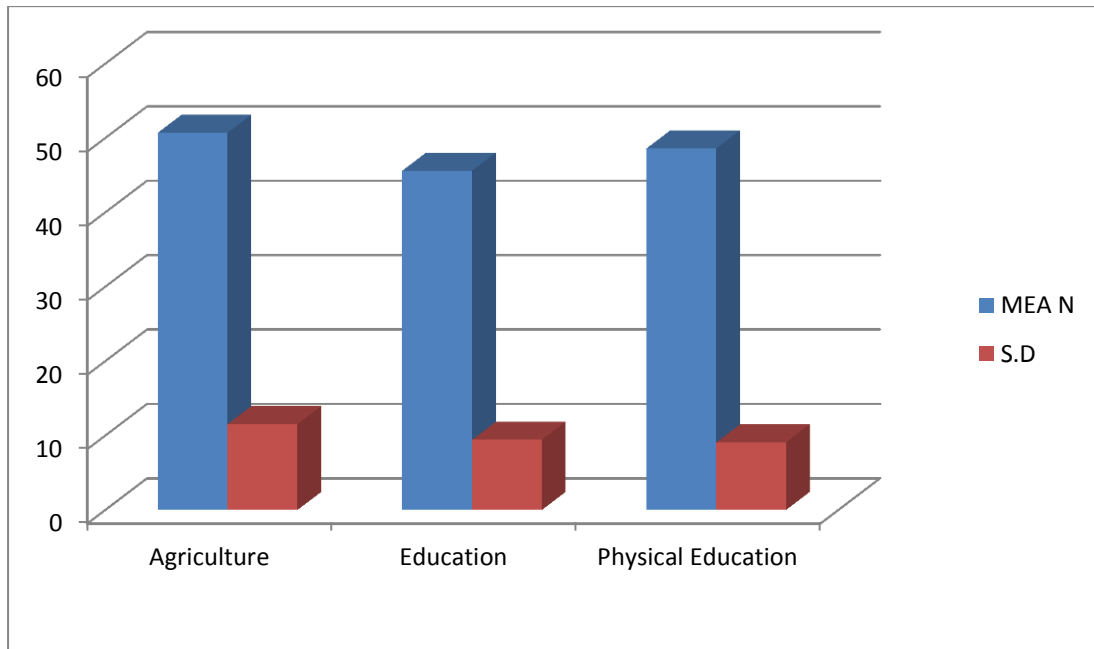
\*Significant at 0.05Level \*

Table and Figure 4.1 depict the mean value of Occupational Aspiration among of Agriculture, Education and Physical Education Students. It was observed that Agriculture students possess higher value of occupational aspiration (50.7) followed by Education student (45.6) and Physical Education students (48.6). The statistical differences, when observed level of Occupational Aspiration among various professional students of Agriculture, Education and Physical Education, revealed that the f ratio (f=1.94) is no

significant which means that Various Professional students differ significantly. Hence, the hypothesis no-1 that, there would be significant difference in Occupational Aspiration among Various Professional students of Agriculture, Education and Physical Education is rejected.

**Figure 4.1**

**Graphical Mean and S.D of the Agriculture, Education and Physical Education**



**Table 4.2**

**Comparison of Education Aspiration among Various Professional students of Agriculture, Education and Physical Education**

Group	N	Mean	S.D	ANOVA			Post Hoc Test		
				SS BG	SS WG	F. Ratio	Agriculture VS Education	Agriculture VS Physical Education	Education VS Physical Education
Agriculture	30	43.3	6.40	361.43	59.98	6.02**	1.62	3.89**	1.63
Education	30	46.53	8.48						
Physical Education	30	50.3	8.18						

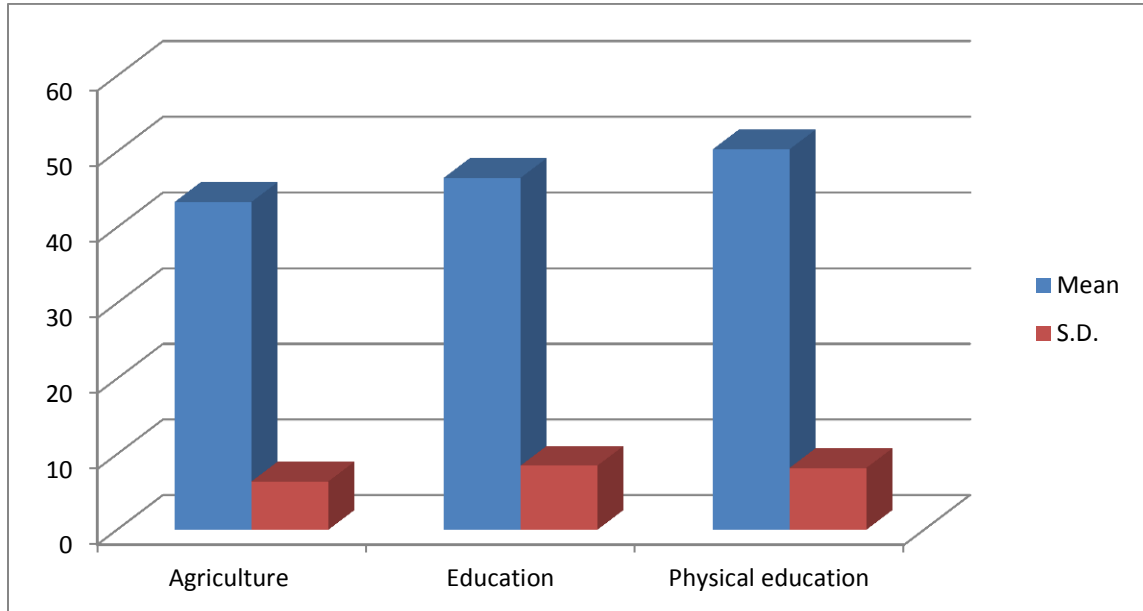
(df -87)Table Value F. ratio- 3.10

\*Significant at .01Level

Table and Figure 4.2 depict the mean value of Education Aspiration among Various Professional Students of Agriculture, Education and Physical Education. It was observed that Physical Education students have high level of Education Aspiration (50.3) and, Education and Agriculture Education students (46.53) and (43.37), respectively. The statistical differences, when observed among Various Professional students of Agriculture, Education and Physical Education, revealed that the f ratio (f=6.02) is significant which means that Various Professional students of Agriculture, Education and Physical education differ significantly. Hence, the hypothesis no-2 that, there would be significant difference in Education Aspiration among Various Professional students is accepted. Post-hoc test value indicates that Physical Education students were found to be significantly more Education Aspiration than Education and Agriculture students as the t value comes out to be 3.89 and 1.63, respectively. Similarly, Education students were found to be significantly more Education Aspiration than Agriculture students as the t value comes out to be 1.62.

**Figure 4.2**

**Graphical Mean and S.D. OF Education Aspiration among Various Professional students of Agriculture, Education and Physical Education**



**DISCUSSION**

The results of the present study mean value of Occupational Aspiration among Various Professional Students of Agriculture, Education and Physical Education. It was observed that Agriculture students level possess high level of Occupational Aspiration (50.7) and, Physical Education students and Education students possess moderate level of Occupational Aspiration (48.6) and (45.6) respectively. The statistical differences, when observed among Various Professional students of Agriculture, Education and Physical Education f ratio ( $f=1.94$ ) also supported by **Rojewski, jay w.** (1996).

It was observed that Physical Education students possess higher value of Education Aspiration (50.3) followed by Education students (46.53) and Agriculture students (43.3) respectively. The statistical differences, when observed level of Education Aspiration among Various Professional students of Agriculture, Education and Physical Education f ratio ( $f=6.02$ ) respectively.

# CHAPTER-V

## Summary, Conclusion and Recommendation

### SUMMARY

#### Definition of important term

Man is social animal in his characteristics and education is that the solely mean that differentiates human from alternative species, it's solely as a result of education the humans area unit especially alternative species. Education in its general sense may be a variety of learning during which the data, skills, values, beliefs and habits of a bunch of individuals area unit transferred from one generation to succeeding through storytelling, discussion, teaching, training, and or analysis. Education may additionally embrace informal transmission of such info from one soul to a different. Education often takes place underneath the steerage of others, however learners may additionally educate themselves. Any expertise that encompasses a formative result on the means one thinks, feels, or acts could also be thought-about instructional. However most of the individuals misunderstood which means of education, the one that cannot scan and write doesn't mean he's not educated. Education means that the act or method of impartation or exploit noesis, developing the powers of reasoning and judgment, and usually of making ready oneself or others intellectually for mature life.

#### Occupational aspiration

Occupational aspiration square measure the thoughts, feeling, fantasies and goals that folks have regarding their work that have an effect on their motivation and higher cognitive process in respect of their activity alternative and future participation in their occupation.

#### Educational aspiration

Educational aspiration square measure a crucial variable in predicting tutorial action and should be seen as a part in tutorial action motivation, focusing as they are doing on the will for fulfilment and therefore the development instructional } objectives to achieve education specific educational fields or to realize a specific degree.

In this chapter the procedure to be adopted for the choice of subject, choice of variable, criterion measures, assortment of information and applied math technique to be used has been delineate.

### **The selection of subjects**

The subject of this study will be selection from the various professional students, who are engaged in the different departments of Lovely Professional University Phagwara. The total sample of the present study comprise of 90 students including physical education department (N=30), education department (N=3) and agriculture department (N=30) of lovely professional University. Purposive random sampling technique will be follow

### **Conclusion:**

Insignificant Significant difference has been found in Occupational Aspiration among Various Professional students of Agriculture, Education and Physical Education.

A significant difference has been found in Education Aspiration among Various Professional students of Agriculture, Education and Physical Education.

### **Recommendations**

Research isn't ending method. Each investigator when finishing his analysis becomes tuned in to spaces within which additional analysis is required and naturally feels motivated to point area which can be haunted for analysis by different investigator. The investigator by the virtue of his ex-presence within the field of the study offers the subsequent suggestion for additional analysis that might be undertaken by perspective investigator.

- The study can be conducted India level.
- The similar study can be conducted on completely different age teams
- The similar study can be conducted by increasing variety of samples.
- The similar study can be conducted by completely different fields.



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