



A STUDY ON OCCUPATIONAL ASPIRATIONS OF HIGHER SECONDARY SCHOOL STUDENTS IN SELECTED SCHOOLS OF VILLUPURAM DISTRICT

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ABSTRACT

We are living in the era of globalization and technological revolutions. The role of education is vital in the development of human capital because it is closely linked to a person's life chances, income and well being (Battle and Lewis, 2002). In order to occupy a leading role in world's economy, the education system of a country must produce students who can compete in global job market. In this ever-growing competitive world everyone desires a high level of achievement as the mark of one's performance. The whole system of education is centered on academic achievement of students, making it a fertile ground for research work. Learning takes places effectively only when proper and congenial environment is provided for children in classroom. Their learning environment plays an inherent role to mould the innate potentialities of the individual and school has always been regarded as an important factor in the child's education. Recent findings, that cognitive achievement is statistically important in determining workers productivity imply that the academic performance of students in school has important implications for economic growth (Boissiere *et al.*, 1985; Kingdon, 1999). Student performance is also meant for making a difference locally, regionally, nationally and globally (Farooq *et al.*, 2011). International surveys such as Program for International Student Assessment (PISA) for OECD (Organization for Economic Co-operation and Development) countries have been focusing on relative ranking of countries on the basis of students' average performance in science, mathematics and reading. The academic performance of students is also used by policy makers to analyse the translation of education inputs into outputs (Aslam, 2003). The academic performance of students in school also affects their further educational attainment. It has been observed that most of the students having higher academic performance at 10th level examination prefer to join science stream at senior secondary level. This is because studying science have better opportunities for joining professional courses like engineering, medical, pharmacy, architecture etc.

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INTRODUCTION

The Concept of Occupation: The terms profession, vocation, and jobs are considered synonyms of occupations in day-to-day usage. "Occupation is the continuous patterns of activities that provide workers a livelihood and define their general social statuses". An occupation refers to a particular vocation, business, profession or trade. The worth of a country is judged not by the extensity of its territory but by the intensity of work put by its citizens. All persons are not equally suitable for an occupation. Every occupation requires certain educational and professional qualification and preparation and only those having them have succeeded in it. Hence the need for guidance in a right occupation consists with the assets and limitation of the individual. Students have to be helped in the selection of an occupation and preparation for it through the relevant courses and programmes and to enter upon and progress in it.

Occupational Aspiration: The terms occupational aspirations vocational aspirations and career aspirations are very similar concepts. In the APA dictionary of psychology, occupations are defined as jobs or professions, and vocations are described as occupations. Career aspiration is defined as long-term individual work related goals (Vanden Bos, 2007). From these definitions it can be concluded that occupational aspirations, vocational aspirations and career aspirations are relatively interchangeable.

The terms profession, vocation and jobs are considered synonyms of occupation in the day-to-day usage. In the same way interests, likes and preferences are regarded synonyms of aspiration. But there are suitable contextual differences in their meanings. In the present investigation the term "Occupational Aspirations", means desire for a job. "Occupational Aspiration may be defined as the steadfast desire for continuous patterns of activities that provide workers likelihood and define their general social status."

Factors influencing occupational aspiration: Man is a product of his environment, inherent and aptitudes, the nature of the career pattern are determined by the individual's gender, community, religion. Socio economic level, mental ability, locality and the study habits. Occupational preference and subsequent vocational development are greatly influenced by the experience a child undergoes.

Need and Significance of the Present Study: India is a developing country and it is a country rich in resources both material and human. To say India is a poor country is a mere travesty of facts. It is the misinterpretation of the whole scene. The truth is India is poorly equipped to utilize fully and profitably its immense wealth and resources. The human resources have to be improved to meet this challenge. Unfortunately our education continues to be bookish and theoretical after the independence also, preparing individuals for second rate white collared jobs. It is unfortunate that we still cling to the British system of education meant only for producing clerks for various offices. The British

rulers never had any interest in enabling the Indian youth to vocationally qualified. Their aim was to produce only literate, Indian who would help them in the administration of the country. Despite the recommendations made by the Calcutta University Commission (1917-19) and later Commissions with regard to vacationing secondary education. Realizing this shortcoming, education has come to be vocationalized right from the secondary stage, as our country requires skilled workers of different categories, besides highly qualified and competent professionals, to man and industries at the higher levels, the Kothari education commission (1964-66) recommended the 10+2+3 pattern aiming at vocationalizing secondary education. The '+2' stage is of '2' streams (a) academic and (b) Vocational. Later a review committee was set up under the chairmanship of 'Dr. Adscrab to review the curriculum of '+2' stage of education. They have also recommended certain measures for the implementation of vocationalized courses at this stage. A knowledge of vocational or Occupational Aspirations will also be useful for the organization of vocational guidance services. Students get information from many sources – their family, their peer, their neighbours, their teachers, newspapers, radio television and so on. This knowledge about various occupations is likely to make them like or dislike certain vocations and these may change as they grow up in age and experience. A good educational programme should provide equality of educational opportunity and at the same time should cater the diversity of interests of the learners. Educational programmes should provide for the individual needs and aspirations. There are many Occupational opportunities available for a student, who comes out of the institutions after completing higher secondary education also. We cannot easily find out their interesting area in Occupational Opportunities. In these circumstances, to finding out the occupational Aspirations' of these higher secondary students is very important. Because we can guide and counseling them properly in their interesting areas. So they can attain goals very easily. The bounden duty of an educational institution is to create awareness about the possible employment avenues and made them fit for various professional demands. In other words the educational needs his aspirations. Adolescence is the stage in which they should be motivated to choose right type of vocations which they should deem for it. It has been decided to scientifically estimate their impact, if any on their Occupational Aspirations. Keeping all this in mind, the present Investigation has been undertaken.

Statement of the Problem: The present problem entitled "A study on Occupational Aspirations of Higher Secondary School Students in selected schools of Villupuram District".

Objectives of the Study

- To find out the levels of Occupational Aspirations of Higher Secondary School Students in Selected Schools of Villupuram District.
- To find out the levels of Occupational Aspirations of Higher Secondary School Student who comprised various sub-samples based on their.
 - Gender
 - Community
 - Religion
 - Course of Study
 - Type of Management
 - Type of school
 - Economic Condition
 - Locality
- To find out if there is any significant difference between the sub-samples based on their.
 - Gender
 - Community
 - Religion
 - Course of study
 - Type of Management
 - Type of school
 - Economic condition
 - Locality

In respect to their Occupational Aspirations.
- To find out if there is any relationship between the Academic Achievement and Occupational Aspirations of Higher Secondary School Students for the entire sample and its sub-samples.

Hypotheses of the Study

- The Higher Secondary Student's Occupational Aspirations are high.
- The Occupational Aspiration of Different Sub-Samples of Higher Secondary Students is high.
- There is significant difference between the male and Female Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the OC and OBC Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the OC and SC/ST Higher Secondary Students in Respect of their Occupational Aspirations.
- There is significant difference between the OBC and SC/ST Higher Secondary students in respect of their Occupational Aspiration.

- There is significant difference between the Muslim and Hindu Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the Arts and Science Group Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the Arts and Commerce Group Higher Secondary students in respect of their Occupational Aspirations.
- There is significant difference between the Science and Commerce Group Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in Government Schools and Aided Schools in Respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in Government Schools and Un-Aided Schools in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in Aided Schools and Un-Aided Schools in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in boys Schools and Girls Schools in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary students who studied in boys Schools and Co-Education Schools in respect of their Occupational Aspirations.
- There is significant difference between the higher secondary Students who studied in Girls Schools and Co-Education Schools in respect of their Occupational Aspirations.
- There is significant difference between the Higher Income Group and Lower Income Group Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the Higher income Group and Middle Income Group Higher Secondary Students in Respect of their occupational Aspirations.
- There is significant difference between the Middle Income Group and Lower Income Group Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the urban and Rural Higher Secondary Students In respect of their Occupational Aspirations.
- There exists a significant relationship between the Achievement and Occupational Aspirations of Higher Secondary Students.
- There exists a significant relationship between the Achievement and Occupational Aspirations of different Sub-Samples of Higher Secondary Students.

Sampling of the Study: In the present study Random Sampling Technique has been used. The '+1' students of various Higher Secondary Schools of Villupuram District has been utilized. Ten higher Secondary Schools from the Villupuram District were chosen by the lottery method and all the '300' higher secondary '+1' students studying in these '10' selected schools were involved in this study.

Statistical techniques used: The following Statistical Techniques have been employed in the present investigation.

- Descriptive analysis
- Differential analysis
- Correlation analysis

REVIEW OF RELATED LITERATURE

Studies Conducted in India: Sirin (2020) reviewed the literature on socioeconomic status (SES) and academic achievement in journal articles published between 1990 and 2000. The sample included 101,157 students, 6,871 schools, and 128 school districts gathered from 74 independent samples. The results showed a medium to strong SES– achievement relation. This relation, however, is moderated by the unit, the source, the range of SES variable, and the type of SES–achievement measure. The relation is also contingent upon school level, minority status, and school location. The author conducted a replica of White's (1982) meta-analysis to see whether the SES–achievement correlation had changed since White's initial review was published. The results showed a slight decrease in the average correlation. Wang Ming, (2023), in a short-term longitudinal research, examined the relationships among middle school students' perceptions of school environment, school engagement, and academic achievement. Participants were from a representative, ethnically diverse, urban sample of 1,046 students. The findings supported the theoretical conceptualization of three different, but related dimensions of school engagement: school participation, sense of identification with school, and use of self-regulation strategies. The results also indicated that students' perceptions of the distinct dimensions of school environment in seventh grade contribute differentially to the three types of

school engagement in eighth grade. Finally, the authors found that students' perceptions of school environment influenced their academic achievement directly and indirectly through the three types of school engagement. Specifically, students' perceptions of school characteristics in seventh grade influenced their school participation, identification with school, and use of self regulation strategies in eighth grade that occur therein and, in turn, influenced students' academic achievement in eighth grade.

Studies Conducted in Abroad: Coates Rebecca (2023), in his study stated that parental socio-economic background, immigrant generational status are associated with student's abilities to articulate an educational and occupational aspiration, and with their actual educational and occupational aspiration. Researcher found that parental socio economic status strongly accounts for both student's ability to articulate an aspiration and their specific educational and occupational aspiration.

METHODOLOGY OF THE STUDY

Variables of the Study

- Occupational aspirations of higher secondary school students.
- Sub-variables
- Gender
- Community
- Religion
- Group of Study
- Type of Management
- Type of school
- Economic Condition
- Locality of the school.

Tools used in this Study: This test aims to measure the occupational aspirations of higher secondary students and for this purpose occupational aspiration scale (OAS) constructed and standardized by Dr. J.S Grewal 2000 was used and personal data sheet also included.

Description of the Tool

Occupational Aspiration Scale: The level of occupational aspiration (LOA) has been defined as the orientation towards occupational goals (Haller and Miller, 1963). A scale of for measuring the LOA was developed by Haller and Miller (1967) to provide a scientific and well standardized procedure for measuring the occupational aspirations of youth. The scale was developed on the basis of rank ordering of 90 representatives' occupations out of a list prepared by the National opinion Research center (norco, 1947 of the USA). The NORC study was done by means of a quota controlled national sample of adults numbering 2,920 persons. In this study, the respondent rated each of the 90 occupations, representing all levels from day-labour to business and professional, on a five point scale of general standing. The respondent's estimates of an occupation were then averaged and the average scores were placed in rank order. The NORC rating which are also called the north halt scores (1947) are the best available means for operationalizing the continuum of difficulty of LOA. As mentioned above Haller and Miller utilized the NORC list of 90 occupations to prepare an occupational Aspiration scale (OAS) consisting of eight multiple choice type items. Each item contains ten occupations nearly of all occupational status level arranged in a mixed order. The OAS asks for both short and long range realistic as well as idealistic expressions of the Levels of occupational preferences. Each of these four combinations (i.e. idealist short range and realistic range long range) is assessed twice, thereby making the number of items to eight. The present scale was adopted by the investigator by getting the prestige rating of 150 occupational titles, identical with the NORC list. These titles were taken from the dictionary of occupational titles of India. The number was reduced to 108 by a panel of judges who were employed in different occupations. The final lists were employed in different occupations. The final list was administered on 200 persons and were asked to rate each occupation on a five point scale ranging from on occupation of a 'excellent' to 'poor' standing, social standing of each occupations was calculated out of a rank of 100 by multiplying frequency rating in each of the five categories by 1.0, 0.8, 0.6, .4, 0.2 respectively. Thus all '0' to '9' depends upon their ranks which ranged from '20' to '95' and above. Eighty out of 108 occupations with different prestige values were arranged in mixed order in eight multiple choice items in the format given below.

OAS format: Combination of expression levels and goals periods for each of the four questions wordings. The occupational titles for each item have been used only once in the scale. Responses are scored with the help of a scoring key. The scores o each item ranges from (lowest) to '9' (highest). A score of '9' indicates that a job from among the highest eight prestige occupations has been preferred and a score of '0' indicates that one of the lowest eight occupations has been preferred. An individual score for the whole inventory ranges from 0 to 72.

Expression Levels	Goal Periods	
	Short range (S) (a)	Long range (L) (b)
Idealist (I)	Of the jobs listed in this questions, which one would you choose if you were free to choose any of them you wished when your schooling is over? (2 and 4).	Of the jobs listed in this questions, which one would you choose to have when you are 30 years old if you were free to have any of them you wished? (6 and 8).
Realistic (R)	Of the jobs listed in this question which is the best one you are really sure you can get when your schooling is over? (1 and 3)	Of the jobs listed in this question which is the best one you are really sure you can have by the time you are 30 years old? (5 and 7).
(a)	(b) mature career point	

Administration: The OAS can be administered in a group testing situation. The eight items are preferred by a set of written instructions which the tester readers over group or the beginning of the test period. These, instructions and the first item are reproduced below. "This set of questions concern your interest in different kinds of jobs. There are eight questions. Each one asks you to choose one job out of ten presented. Read each items carefully. They are different answered each one of our best you can. Do not omit any".

Question 1. Of the jobs listed in this question, which is the best one you are really sure you can get when your schooling is over?

- 1.1. Lawyer
- 1.2. Agriculture inspector
- 1.3. Doctor
- 1.4. Primary school teacher
- 1.5. Diplomat in foreign service
- 1.6. Barber
- 1.7. Psychologist
- 1.8. Motor mechanic
- 1.9. Travelling salesman
- 1.10. Postman.

It should be emphasized to the respondents that there are no 'right' or 'wrong' answer and that they are not bound by a time limit. Half an hour is a sufficient time for the administration of the test. This includes both the instruction and response time. It is reported by Haller and Miller and also it is the respondents feel that they need more information. But the semi-projective nature of the OAS requires that the tester gives no information beyond that is specified leaving the testing situation as unstructured as possible. These test booklets are usable but separate answer sheet can also be provided. Like other tests and scales the OAS is also fackable. These limitations however, can be overcome by giving specific instruction to the respondents. A proper rapport with the respondents is also necessary before the scale is administered.

Sample of the Study: Most of the educational phenomena consist of a large number of units. It would be impracticable, if not impossible; to test, to interview or observe each unit of the population under controlled conditions in order to arrive at principles having universal validity. Some populations are so large that the study would be expensive in terms of time, money, effort and manpower. Sampling is the process by which a relatively small number of individuals or a measure of individuals objects, or event selected and analyzed in order to find out something about the entire population from which it was selected. Sampling procedures provided generalizations on the basis of a relatively small proportion of the population. The representative proportion of the population is called a sample.

Research Method used in this Study: Normative survey method has been utilized in this present study. Since it is the method of research, which concerns itself with the present phenomena in terms of conditions, practice beliefs, processes, in terms of conditions, practices beliefs, processes, relationship or trends. The main characteristic of such kind of research were, it collects data from a relatively larger number of subjects. It provided information useful to it solution of local problem. Its scope is much cost. The survey may be qualitative or quantitative.

Data Collection: The copies of personal data sheet and the copies of occupational aspiration scale have been circulated to 300 '+1' students of higher secondary schools of Villupuram District during the academic year 2023. Clear instructions have been given to the respondents and their earnest cooperation was solicited. Sufficient time was given to all the respondents and they were asked to freely register their responses for all the items without omitting any one under the direct supervision or investigator. The data have been collected from the 10 higher secondary school students in the above said manner.

Analysis and Interpretation of Data

Discriptive Analysis: The mean and the standard deviation have been computed for the entire samples and its sub samples. The details of the calculation are given in table.

Table showing the means and standard deviations of the occupational aspirations of higher secondary schools students of the entire sample and its sub-samples

Sub-Sample		N	M	Standard Deviation
Entire sample		300	56.05	12.25
Gender	Male	150	54.23	13.27
	Female	150	56.67	18.57
Locality	Rural	150	55.89	11.15
	Urban	150	55.40	17.98
Group of study	Arts	125	53.78	15.92
	Science	100	59.68	15.59
	Commerce	75	53.80	13.26
community	OC	100	56.73	14.67
	OBC	100	55.23	11.16
	SC/ST	100	55.46	13.26
Religion	Hindu	200	56.60	16.01
	Muslim	100	55.26	11.12
Economic conditions	LIG	100	52.87	12.66
	MIG	100	56.49	19.44
	HIG	100	58.68	14.76
Type of management	Government	100	52.98	16.15
	Aided	100	58.77	15.15
	Private	100	56.56	12.22
Type of school	Boys	50	52.73	13.08
	Girls	50	58.86	15.71
	Co-education	200	55.14	14.97

The following inferences have been drawn from the table. In the occupational aspiration scale used in this investigation, a respondent can secure as a maximum of 72 in the occupational aspirations scale. In the present study the mean of the entire sample is 56.05. These shows the higher secondary school students of Villupuram District have possessed relatively a high level of occupational aspiration. Female students $M = 56.67$ have surpassed their male counterparts $M = 54.23$ in their occupational aspirations. Among the different communities of higher secondary school students the OC students have excelled in their occupational aspirations $M = 56.73$ than the OBC and SC/ST students. In this respect the second place is secured by OBC students in respect of their occupational aspirations $M = 55.23$, and SC/ST students is 55.46. Among the different religion Hindu, Muslim the higher secondary school students who belong to Hindu religion have considerably better occupational aspirations $M = 56.60$ than the higher secondary school students who belong to Muslim religion $M = 55.26$. Among the groups of the higher secondary school students who opted science as their optional subject have possess high occupational aspiration $M = 59.68$ than the arts and commerce group students. In this respect the second place is secured by commerce group students in respect of their occupational aspirations. Among the management of educational institutions the higher secondary school students who have studied in aided higher secondary schools are considerably higher in occupational aspiration $M = 58.77$ than the students who have studied in private $M = 56.56$ and Government higher secondary school $M = 52.98$. Among the type of the school, the higher secondary school students who have studied in Girls higher secondary school proved higher in their occupational aspirations $M = 58.86$ than the students who have studied in mixed schools $M = 55.14$ and boys schools $M = 52.73$. When we analyzed the occupational aspirations of higher secondary students on the basis of their economic condition the higher secondary school students who lie in the higher income group have possess higher occupational aspirations $M = 58.68$ than the higher secondary school students who, lie in middle income group $M = 56.49$ and low income group $M = 52.87$. The higher secondary school students who reside in urban area and rural area have more or less equal occupational aspirations $M = 55.89$ and $M = 55.40$ as respectively.

Levels of Occupational Aspirations: It may be recalled one of the objectives of this study is to find out the levels of the occupational aspirations of the higher secondary school students. For this purpose the percentage of occupational aspirations scores obtained by the higher secondary school students have been collected. On the basis of this obtained scores 3 levels have been computed for the entire sample is respect of their occupational aspirations. The details are shown in the table.

Table showing the levels of aspirations

Sl. No.	Levels	N	%
1	High	90	30
2	Average	150	50
3	Low	60	20

From the table it may be inferred as many as 150 (50%) higher secondary school students are laying in average level, 90 students (30%) are coming in high level if occupational aspirations and remaining 60 students (20%) are coming in low level of occupational aspirations. Among the 300 higher secondary school students as a maximum of 150 (50%) students are in average

level in their occupational aspirations. This has been diagrammatically represented in fig. no.1'

Differential analysis: One of the objectives of the present study it may be recalled is to find out, if there is any significant difference among higher secondary school students in respect of their occupational aspirations. The selected pairs of sub-samples of the higher secondary school students have been divided into categories, based on their 1. Gender, 2. Community, 3. Religion, 4. Course of study, 5. Type of Management, 6. Type of schools, 7. Economic conditions, 8. Locality. In order to realize the above objectives it has been decided to use Test of Significance 't' after having formulated necessary null hypothesis to be verified at the 0.05 level of significance.

Correlational Analysis: Co relational co-efficient have been computed between the occupational aspirations scores and academic achievement scores of the entire samples and its sub-samples. The Pearson's product moment correlation co-efficient has been applied to find out the relationship the occupational aspirations scores and academic achievement scores. In the present study there exists a high and positive correlation between the occupational aspirations scores and Academic achievement scores of higher secondary schools students of Villupuram District. The correlation co-efficient is found to be ' $r = 0.438$ and it is significant at 0.01 level of $P = 0.438 > 0.148$. The same trend is prevailing in almost all the sub-samples too except in two cases. In the case of OC. And Private schools there are no significant relationship between the academic achievement and occupational aspirations of higher secondary school students.

Summary of the findings, conclusions and suggestions for further study

Important Findings of this Study: Female students $M = 56.67$ have surpassed their male counterparts $M = 54.23$ in their occupational aspirations.

Among the different communities of higher secondary school students the OC students have excelled in their occupational aspirations $M = 56.73$ than the OBC and SC/ST students. In this respect the second place is secured by OBC students in respect of their occupational aspirations $M = 55.23$, and SC/ST students is 55.46. Among the different religion Hindu, Muslim the higher secondary school students who belong to Hindu religion have considerably better occupational aspirations $M = 56.60$ than the higher secondary school students who belong to Muslim religion $M = 55.26$. Among the groups of the higher secondary school students who opted science as their optional subject have possess high occupational aspiration $M = 59.68$ than the arts and commerce group students. In this respect the second place is secured by commerce group students in respect of their occupational aspirations. Among the management of educational institutions the higher secondary school students who have studied in aided higher secondary schools are considerably higher in occupational aspiration $M = 58.77$ than the students who have studied in private $M = 56.56$ and Government higher secondary school $M = 52.98$. Among the type of the school, the higher secondary school students who have studied in Girls higher secondary school proved higher in their occupational aspirations $M = 58.86$ than the students who have studied in mixed schools $M = 55.14$ and boys schools $M = 52.73$. When we analyzed the occupational aspirations of higher secondary students on the basis of their economic condition the higher secondary school students who lie in the higher income group have possess higher occupational aspirations $M = 58.68$ than the higher secondary school students who, lie in middle income group $M = 56.49$ and low income group $M = 52.87$. The higher secondary school students who reside in urban area and rural area have more or less equal occupational aspirations $M = 55.89$ and $M = 55.40$ as respectively. The mean value of the entire sample is 46.00. This shows the higher secondary school students of Villupuram district have possess relatively a high level of occupational aspirations. Among the different Religion (Hindu, Muslim) of higher secondary school students who belong to Hindu Religion students have possess considerably higher occupational aspirations than Muslim Religion students. Among the different groups of study the higher secondary school students who opted science as their optional subject students have possess considerably higher occupational aspirations than Arts and Commerce students. The higher secondary school students who have studied in Aided higher secondary schools are considerably higher in their occupational aspirations than the Private and Government higher secondary school students. The higher secondary school students who have studied in Girls higher secondary schools are considerably higher in their occupational aspirations than the Boys and Co-education higher secondary school students. The higher secondary school students who have lie in the higher income group have possess higher in their occupational aspirations than the middle income group and lower income group higher secondary school students. The higher secondary schools students who reside in urban area have registered higher occupational aspirations than the rural locality students.

- Among the 300 higher secondary students as a maximum of 150 (50%) students are in average level in their occupational aspirations.

- There is significant difference between the male and Female Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the OC and OBC Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the OC and SC/ST Higher Secondary Students in Respect of their Occupational Aspirations.
- There is significant difference between the OBC and SC/ST Higher Secondary students in respect of their Occupational Aspiration.
- There is significant difference between the Muslim and Hindu Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the Arts and Science Group Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the Arts and Commerce Group Higher Secondary students in respect of their Occupational Aspirations.
- There is significant difference between the Science and Commerce Group Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in Government Schools and Aided Schools in Respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in Government Schools and Un-Aided Schools in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in Aided Schools and Un-Aided Schools in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in boys Schools and Girls Schools in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary students who studied in boys Schools and Co-Education Schools in respect of their Occupational Aspirations.
- There is significant difference between the higher secondary Students who studied in Girls Schools and Co-Education Schools in respect of their Occupational Aspirations.
- There is significant difference between the Higher Income Group and Lower Income Group Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the higher income Group and Middle Income Group Higher Secondary Students in Respect of their occupational Aspirations.
- There is significant difference between the Middle Income Group and Lower Income Group Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the urban and Rural Higher Secondary Students In respect of their Occupational Aspirations.
- There exist of higher and positive correlation between the academic Achievement scores and Occupational Aspirations scores of Higher Secondary Students of Villupuram District.
- The same trend is prevailing in almost all the sub-samples too except in two cases. In the case of OC. and Private schools there is no significant relationship between the Academic achievement and Occupational Aspirations of higher secondary schools students.

CONCLUSION

This study reveals that the students have not been provided any guidance either in education or in vocational sphere. They are not having adequate knowledge about their preference abilities and aptitudes etc.

They choose occupations, which can provide greater monetary gains or can raise their social prestige. Right person should be placed in proper place. Assistance should be provided to students in selecting an occupation. Selection of an occupation should agree with actual potentialities of the studies. Educational and vocational guidance should also be provided for all the students in all schools to make wise selections of students. Guidance should no longer be added to the educational programmes but should be an indispensable part of the programme itself. It is essential for children beginning in the kindergarten and continuing throughout their social experience. Through the school activities like dramas, debates, part-time jobs, speeches and visits to places of occupational preference, the students should be made to find out and realize their potentialities. Propagation of educational and vocational information's is one more important work, which should be provided for in the schools. So that the students know the requirements of the school subjects etc. which they think of selection. The school library should have current literature on occupational information and the students should be helps to use it.

Suggestions for Further Study: The findings of the present study —academic achievement and occupational aspiration of the secondary level students in relation to their self esteem and socioeconomic status brought number of areas in light which can be studied in future by the researchers.

Following are the suggestions for the further studies which may be undertaken by researchers in future

1. An investigation can be undertaken to analysis the occupational aspirations of vocational higher secondary school students.
2. A similar investigation can be conducted to analyze the occupational aspirations of college students.
3. A similar study may be conducted to analysis the occupational aspirations of higher secondary students in all District.
4. An investigation can be undertaken to find out the occupational aspirations of higher secondary students in hilly region.
5. A similar investigation can be conducted to analyses the occupational aspirations of secondary school students.
6. A similar investigation can be conducted to find out the relationship between the parents wish and the occupational aspirations of their wards.
7. A state level study of occupational aspirations of higher secondary school students may be conducted.
8. In the present study survey method was used to measure student's occupational aspiration. But in future studies interviews with inventory can be performed to get honest responses.
9. The present investigation was undertaken on school affiliated to Villupuram school education board only. Similar study may be undertaken on schools affiliated to central board of secondary education.

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