

CHAPTER 3

RESULTS

The present chapter includes a descriptive-qualitative profile of the study variables of gender, social class, sex roles, self-concept and achievement motivation. Specifically, it presents information on how the subjects are situated in relation to vocational aspirations and the above stated variables. The obtained data were scored, grouped and analyzed using both, parametric as well as non-parametric statistics to see whether they supported the underlying assumptions and hypotheses. At the same time, care was taken to make sure that the meaning of the data was not lost in the process of its numerical transformation, classification and organization. The following results have been presented in two sections. Section I presents the results pertaining to the relationship between vocational aspirations and psychosocial variables of gender, social class, sex roles, self-concept and achievement motivation. Section II presents the results related to the study stream and psychosocial variables of sex roles, self-concept, and achievement motivation and vocational aspirations.

Section I

Vocational Aspirations and Psychosocial Variables

The t - test values and ANOVAS of vocational aspirations vis-a-vis gender, social class, sex roles, self-concept and achievement motivation are presented in Tables 1 through 8.

Table 1

Means, Standard Deviations and T - Values for Occupational Aspirations by Gender.

Gender	n	Mean	SD	t
Boys	300	50.4533	10.614	3.55 *
Girls	300	47.3933	10.527	-

* p < .05

The t - test value presented in Table 1 (t = 3.55, df = 598, p < .05) indicates that girls (\bar{X} = 47.39) are significantly lower than boys (\bar{X} = 50.45) in their occupational aspirations.

Table 2

One way ANOVA of Occupational Aspirations and Social Class

Source	DF	Sum of Squares	Mean Squares	F Ratio	F Prob
Between Groups	2	1758.4338	879.2169	7.8972	.001**
Within Groups	597	66466.0395	111.3334	-	-
Total	599	68224.4733	-	-	-

** p < .001

Table 3

Means and Standard Deviations of Occupational Aspirations and Social Class

Social Class	Count	Mean	SD
High	201	51.1144	09.1631
Middle	200	48.6950	10.6078
Low	199	46.9397	11.7382
Total	600	48.9233	10.6723

The F ratio presented in Table 2 indicates a significant difference in the occupational aspirations of adolescents from different social classes. Scheffe's post-hoc test revealed the significant differences between groups 1 and 3, i.e., high and low social class groups ($\bar{X}s = 51.11$ and 46.93) (Table 3). As expected, adolescents from the high social class aspired for higher vocations.

The gap test reveals that the mean of high and middle social class are significant at .05 level, whereas, the means of high and low social class are significant at .01 level.

Significant gaps : D .05 = 2.068
D .01 = 2.722

Table 4

One way ANOVA of Occupational Aspirations and Sex Roles.

Source	DF	Sum of Squares	Mean Squares	F Ratio
Between Groups	3	676.8057	225.6019	1.9901
Within Groups	595	67449.0307	113.3597	-
Total	598	68125.8364	-	-

* p < .05

Table 5

Means and Standard Deviations of Occupational Aspirations and Sex Roles.

Sex Roles	Count	Mean	SD
Undifferentiated	178	48.8820	10.3984
Feminine	117	46.9829	10.4848
Masculine	120	50.1750	11.2180
Androgynous	184	49.4348	10.6055
Total	599	48.9399	10.6735

Table 4 indicates a nonsignificant F ratio for occupational aspirations of adolescents with different sex role orientations. However, examination of the means reveals a trend in favor of masculine and androgynous adolescents (\bar{X} s = 50.17 and 49.43, respectively) (Table 5). Interestingly, adolescents with a feminine sex role orientation have the lowest mean score (46.98), and those with a masculine sex role orientation have the highest mean score (50.17) on occupational aspirations.

Table 6

Means, Standard Deviations and T - Values for Occupational Aspirations by Self-Concept

Self-concept	n	Mean	SD	t
Low	105	47.9905	13.773	-.99
High	495	49.1212	09.897	-

Table 6 reveals that there is no significant difference in the occupational aspirations of adolescents with low and high self-concepts. In order to study more clearly the effect of self-concept on occupational aspirations, an attempt was made to analyze the data by formulating extreme groups of the self-concept scores. However, the difference between these two extreme groups was not significant.

Table 7

One way ANOVA of Occupational Aspirations and Achievement Motivation

Source	DF	Sum of Squares	Mean Squares	F Ratio
Between Groups	2	2355.1347	1177.5674	10.9635*
Within Groups	588	63155.7824	107.4078	-
Total	590	65510.9171	-	-

* $p < .05$

Table 8

Means and Standard Deviations of Occupational Aspirations and Achievement Motivation

Achievement Motivation	Count	Mean	SD
Low	140	46.4643	12.4799
Average	339	48.8791	09.8034
High	112	52.5982	09.0160
Total	591	49.0118	10.5373

Table 7 indicates a significant difference between the occupational aspirations and achievement motivation ($F = 10.96$; $df = 3$, $p < .01$) of adolescents. Scheffe's post-hoc test revealed a significant difference between groups 0 and 2 ($\bar{X}s = 46.46$ and 52.59) and groups 1 and 2 (48.87 and 52.59) (Table 8).

Section II

Stream of Study and Psychosocial Variables

The t - test values and chi - squares of the study stream vis-a-vis sex roles, self-concept, achievement motivation and vocational aspirations are presented in tables 9 through 12.

Table 9
Proportions of Study Stream Expressing Sex Roles

Stream	Undifferentiated	Feminine	Masculine	Androgynous	Total %
Arts / Commerce	.522	.521	.333	.571	49.9%
Science	.478	.479	.667	.429	50.1%

$\chi^2 (599) = 17.58, df = 3, p < .001$

Chi-square analysis in Table 9 reveals a significant relationship between sex roles and the study stream. Adolescents from the science stream show a masculine sex role orientation (66.7%), whereas, adolescents from the arts/commerce stream showed an androgynous orientation. The contingency coefficient C was significant (C = .169, p, .01), thereby revealing a close association between study stream and sex roles.

Table 10

Means, Standard Deviations and T - Values for Self-Concept by Study Stream

Stream	n	Mean	SD	t
Arts/Commerce	300	178.4267	16.069	3.72**
Science	300	173.5500	16.010	-

** $p < .001$

The t value presented in Table 10 ($t = 3.72$, $df = 598$, $p < .001$) is significant. The means indicate that students from the arts/commerce stream have higher scores ($M = 178.42$) compared to those from the science stream ($M = 173.55$).

Table 11

Means, Standard Deviations, and T - Values for Achievement Motivation by Study Stream

Stream	n	Mean	SD	t
Arts/Commerce	297	17.1077	4.382	-5.43**
Science	294	19.2449	5.151	-

** $p < .001$

The t value presented in Table 11 ($t = 5.43$, $df = 589$, $p < .001$) reveals a significant difference in the achievement motivation scores of students from the arts/commerce and science streams. Students belonging to the science stream have higher ($M = 19.24$) achievement motivation scores than those belonging to the arts/commerce stream ($M = 17.10$).

Table 12

Means, Standard Deviations and T - Values for Occupational Aspirations by Study Stream

Stream	n	Mean	SD	t
Arts/Commerce	300	46.4100	11.623	-5.93**
Science	300	51.4367	8.967	-

** p < .001

The t test value presented in Table 12 ($t = 5.93$, $df = 561.82$, $p < .001$) reveals that there was a significant difference in the occupational aspirations of individuals from different study streams. The means indicate that respondents who belonged to the science stream had higher ($M = 51.43$) vocational aspirations compared to those from the arts/commerce stream ($M = 46.41$).

The overall results related to the interactions between vocational aspirations, study stream and the various variables are summarized below :

- * Girls were found to be significantly lower than boys in their vocational aspirations.
- * As expected there was a significant difference in the vocational aspirations of high and low social class groups. Adolescents from high social class manifested higher aspirations compared to those from the low social class.
- * Sex roles were not significantly related to the vocational aspirations of adolescent boys and girls. However, the trend was reflected in favour of masculine and androgynous adolescents, that is, those with a masculine and androgynous sex role orientation aspired for higher vocations. Interestingly, adolescents with a feminine sex role orientation had the lowest mean score on vocational aspirations.

- * Surprisingly, there was no significant difference in the vocational aspirations of the adolescents boys and girls with high and low self-concepts.
- * There was a significant difference in the vocational aspirations of adolescent boys and girls with low and high achievement motivation.
- * There was a significant relationship between study stream and sex roles, with adolescents from the science stream showing a masculine sex role orientation.
- * Interestingly, students from the arts/commerce study stream had higher self-concept than those from the science stream.
- * Adolescents belonging to the science stream had higher achievement motive scores. They also had higher vocational aspirations.