

Comparison of the Occupational Aspiration among Orphanage Reared and Home Reared Secondary School Students

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Abstract

It is said that a person cannot sustain life without having aims and aspirations. The study compares the occupational aspirations among orphanage reared and home-reared secondary school students. The study covers 100 adolescents, including 50 orphanages reared and 50 home-reared school students chosen from Delhi through purposive sampling. The occupational Aspiration Scale developed and standardized by J. S. Grewal has been used in the study. Mann-Whitney U Test has been used to assess the data. The study revealed no significant difference in the occupational aspiration and the idealistic expression of occupational aspiration between orphanage reared and home reared secondary school students ($p > .05$). Only the dimension realistic expression of occupational aspiration, home-reared students have significantly higher than orphanage-reared students ($p < .05$). Concerning gender, it revealed that there was no significant difference in occupational aspiration and idealistic expression of occupational aspiration ($p > .05$), whereas a significant difference found in the realistic expression of occupational aspiration between male and female ($p < .01$).

Keywords: Occupational aspiration, Gender, Secondary School Students, Orphanage Reared, Home-Reared, Idealistic and Realistic expression.

INTRODUCTION

The term "occupation" refers to a specialized and well-established type of work. It refers to a form of employment in which a person becomes entirely involved. In current usage, it indicates equipment used for earning a living. People work through one or more occupations to make a living. On the other hand, aspiration denotes a desire for dignity, higher power, accomplishment, and personal upliftment. It is defined as an individual's desire to acquire a specific position, object, or goal, such as a particular occupation or level of schooling. According to Markus and Nurius (1986), aspiration is an individual's vision of their future, which includes what they want to become, what they might become, and what they do not want to become. According to Kuvlesky and Bealer (1967), "aspiration refers to a person's orientation toward a goal". According to Quaglia and Cobb (1996), aspirations are an individual's "ability to identify and establish objectives for the future while being inspired to work toward those objectives in the present." Thus Aspirations are recognized as a "gateway" to achieving life goals. Aspirations stimulate and motivate people to take action and guide how they prepare for adulthood and what they can do in the future.

Occupational aspiration has long been considered an essential part of human life. It contributes to the progress of one's career as well as the planning of future life. Occupational aspirations indicate a person's desire for dream employment without consideration for job market limits or reality. A person's awareness and understanding of the real world influence their capacity to develop accurate career goals (Kerckhoff, 1976). Wang and Staver (2001) discovered that career aspiration is the most crucial factor influencing later job experiences for both men and women. As a result, it is not surprising that much research has been done to explain and measure the variable. Occupational aspiration has been described in a variety of ways by various authors. A career aspiration is described as a desire to pursue a specific profession (Merriam-Webster, 2004). In

other terms, a career aspiration is a term used to define a particular intended career path. According to Rojewski (2005), it is an individual's expression of career-related goals or choices. It tends to be either idealized or realistic.

Realistic and Idealistic Aspirations:

When a person is justified in expecting to achieve the goals they set for themselves, their aspirations are realistic. Realistic aspirations are based on objective judgments of a person's capabilities and balanced by knowledge of potential barriers and opportunities. By contrast, Idealistic goals are the indicator of a person's desired estimation of their abilities rather than their actual capabilities. Even someone who sets realistic goals regularly might become idealistic at times, especially when emotions are involved. For example, when determining occupational goals, a young person frequently considers the prestige of the occupation more than their ability.

REVIEW OF RELATED LITERATURE

Obura and Ajowi (2012) investigated gender and student's perceptions of career aspiration in secondary schools to determine the career that each male and female secondary school student in Kisumu Municipality wishes to pursue. The survey found a gender gap in secondary school student's career aspirations in Kisumu Municipality. The association between student's career goals and gender discovered to be statistically significant. In Kenya, enrollment in courses leading to specific occupations such as engineering, architecture, and technology found that female students underrepresented in these fields. Except for schooling, home economics, nursing, and secretarial studies, males dominated most courses.

Anuganti (2017) compared the vocational aspirations of secondary school students. The results revealed that the socially advantaged students were better than the socially disadvantaged students, and concerning gender, differential results came out. Girls in the socially advantaged group had higher vocational aspirations than their counterparts, while boys in the socially disadvantaged group had higher vocational aspirations than girls.

Vijayan (2017) examined the influence of occupational aspiration on the academic achievement of institutionalized adolescent orphans in Kerala to determine the relationship between occupational aspiration and the academic achievement of institutionalized adolescent orphans. Analysis indicated that occupational aspiration was related to the academic achievement of institutionalized adolescent orphans. A significant relationship found between occupational aspiration and the academic achievement of the orphans.

Debnath and Singh (2020) investigate the association between occupational aspiration and academic achievement among 200 higher secondary school students from West Tripura District. A strong association discovered between students occupational aspirations and academic achievement in higher secondary school. This study furthermore found no statistically significant gender disparities in occupation.

OBJECTIVES OF THE STUDY

1. To compare the occupational aspiration and its dimensions among orphanage reared and home reared secondary school students.
2. To compare occupational aspiration and its dimensions concerning gender.

HYPOTHESES

1. There exists no significant difference in occupational aspiration and its dimensions among orphanage reared and home reared secondary school students.
2. There is no significant difference in occupational aspiration and its dimensions concerning gender.

METHODOLOGY

The present study has been fall under the Descriptive Survey method. For data collection, the investigator used Occupational Aspiration Scale developed and standardized by J. S. Grewal.

Operational Definitions of the Term Used

Occupational Aspiration: It is an orientation towards an occupational goal. It is considered as a concept that is logically a specific instance of the concept level of aspiration.

Realistic Expression: A realistic expression of occupational aspiration is one that the individual is sure of obtaining without any difficulty.

Idealistic Expression: It is an occupational goal for which the individual is free to choose but not sure to obtain it.

Orphanage Reared Students: School going children reared in the orphanage.

Home-Reared Students: School-going children those reared in homes by their parents.

Population and Sample

The population included all secondary school students raised in orphanages and homes by their parents in Delhi. Purposive sampling has been used in the study. From selected orphanages, 50 secondary school students (14-17 years) chosen for the study. For the comparison of orphanage reared children with other children, an equal number of home-reared school-going children living with their parents also selected from the schools of Delhi.

Statistical Technique Used

The Man-Whitney U test has been used to analyze and interpret the data.

RESULTS

Table-1 Comparison of Occupational Aspiration and its Dimensions between the Orphanage Reared and Home-Reared Students

		Ranks		
	Background of Students	N	Mean Rank	Sum of Ranks
Occupational Aspiration	Orphanage Reared	50	44.99	2249.50
	Home Reared	50	56.01	2800.50
	Total	100		
Realistic Expression	Orphanage Reared	50	44.35	2217.50
	Home Reared	50	56.65	2832.50
	Total	100		

Idealistic Expression	Orphanage Reared	50	46.48	2324.00
	Home Reared	50	54.52	2726.00
	Total	100		

Test Statistics^a

	Occupational Aspiration	Realistic Expression	Idealistic Expression
Mann-Whitney U	974.500	942.500	1049.000
Wilcoxon W	2249.500	2217.500	2324.000
Z	-1.901	-2.124	-1.390
Asymp. Sig. (2-tailed)	.057	.034*	.164

a. Grouping Variable: Background of students

*Sig. at 0.05

By observing table 1, we can say that orphanage reared students mean-rank of occupational aspiration is 44.99, and home-reared student's mean-rank is 56.01. The Man-Whitney U test showed ($U = 974.50$, $Z = -1.901$, $p = .057$). Thus the null hypothesis is accepted as ($p > 0.05$). And it can be said that there is no significant difference in the occupational aspiration between orphanage reared and home reared secondary school students. On the realistic expression of occupational aspiration, orphanage reared students mean-rank is 44.35, and home-reared student's mean-rank is 56.65. The Man-Whitney U test shows a significant difference ($U = 942.50$, $Z = -2.124$, $p < 0.05$). Thus the null hypothesis is rejected, and it can be said that home reared students realistic expression of occupational aspiration have significantly higher than orphanage reared students. On the idealistic expression of occupational aspiration, orphanage reared students mean-rank is 46.48, and home-reared student's mean-rank is 54.52. It means that home reared students have a higher score on the idealistic expression of occupational aspiration compare to orphanage reared students. The Man-Whitney U test showed ($U = 1049.00$, $Z = -1.390$, $p > 0.05$). Thus the null hypothesis is accepted, and it can be said that there is no significant difference between the idealistic expression of occupational aspiration of orphanage reared and home reared secondary school students.

Table2: The difference in occupational aspiration and its dimensions between male and female

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Occupational Aspiration	Male	53	55.72	2953.00
	Female	47	44.62	2097.00
	Total	100		
Realistic Expression	Male	53	58.60	3106.00
	Female	47	41.36	1944.00
	Total	100		
Idealistic Expression	Male	53	51.76	2743.50
	Female	47	49.07	2306.50
	Total	100		

Test Statistics ^a			
	Occupational Aspiration	Realistic Expression	Idealistic Expression
Mann-Whitney U	969.000	816.000	1178.500
Wilcoxon W	2097.000	1944.000	2306.500
Z	-1.911	-2.972	-.464
Asymp. Sig. (2-tailed)	.056	.003**	.642

a. Grouping Variable: Gender

**Sig. at 0.01

Concerning the gender of students, table-2 revealed that male student's mean-rank of realistic expression of occupational aspiration is 58.60 and female students mean rank is 41.36. The Man-Whitney U test shows ($U=816.000$, $Z= -2.972$, $p=.003$) a significant difference ($p < 0.01$). Thus the null hypothesis is rejected, and it can be said that male students realistic expression of occupational aspiration have significantly higher than female students. On the other hand, there is no significant difference in occupational aspiration; and idealistic expression of occupational aspiration concerning gender as both categories have $p > .05$.

DISCUSSION

The findings revealed no significant differences in occupational aspiration and idealistic expression of occupational aspiration between orphanage-reared and home-reared secondary school students. In terms of realistic expression of occupational aspiration, home-reared students score significantly higher than orphanage-reared students. It means that students raised in orphanages are aware of the barriers that may stand in their way of achieving their goals. According to Nemapare and Tang (2003), the loss of a father who is a symbol of financial security causes untold concerns about the future. According to Uras (2001), being deprived of a family also harms the child's current status and future aspirations. Most adolescents make decisions with the support of their parents and family, whereas children in orphanage care concentrate on their future while dealing with uncertainty and confusion (Bromfield & Osborn, 2007).

Concerning gender, it revealed that there is no significant difference in occupational aspiration between boys and girls. Andleeb and Ansari (2016) found that students do not differ on the variable of occupational aspiration concerning gender though, male students were found better at high occupational aspiration. Many previous research studies also found no significant differences among boys and girls in their occupational aspiration (Patton and Creed, 2007; Ana Uka, 2015; Letha and Amin, 2012; Bora, 2016; Lalintluangi and Lalthanpuui, 2019). It may be because now girls are treated equally to boys, unlike in earlier times. Now presumed that girls are as worthy as boys and that has proven several times and many initiatives and awareness programmes/schemes have been taken to strengthen the girls. It is also discovered that there is no significant difference between males and females in their idealistic expression of occupational aspiration. Only male student's realistic expression of occupational aspiration is significantly higher than female students. The findings are consistent with Dabral (2018), who discovered no significant difference between boys and girls in idealistic occupational aspiration, but a significant difference between boys and girls in realistic occupational aspiration at the starting of their careers.

FINDINGS

1. No significant difference found in the occupational aspiration and the idealistic expression of occupational aspiration of orphanage reared and home-reared secondary school students.
2. Home reared students possess a significantly higher realistic expression of occupational aspiration compares to orphanage-reared secondary school students.
3. No significant difference found in the occupational aspiration and the idealistic expression of occupational aspiration concerning gender.

4. A significant difference found between boys and girls on the realistic expression of occupational aspiration.

CONCLUSION

Findings revealed no significant differences in the occupational aspiration and the idealistic expression of occupational aspiration of secondary school students concerning the background and gender of students. In contrast, there was a significant difference in the realistic expression of occupational aspiration between orphanage-reared and home-reared secondary school students, as well as between genders. The type of background a person has influence his career aspirations. A child who grows up in an environment with no role models to look up to or who is unfamiliar with a variety of jobs will be unable to pursue prestigious jobs while developing his career aspirations. As a result, an individual's success in life may be interrupted by a dysfunctional childhood. However, orphan students are actively involved in job planning but are helpless to convert this into more successful career goals. As a result, counsellors should provide more functional job training by providing additional resources to understand, prepare for, and address realistic goals so that children could make their dreams a reality.

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