

ABSTRACT

A STUDY OF SOCIO-ECONOMIC STATUS AND EDUCATIONAL ACHIEVEMENT EFFECT ON THE STUDENTS' OCCUPATIONAL TENDENCIES AMONG SHIRAZ HIGH SCHOOL STUDENTS, (1992-1993)

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This thesis is a survey of the effect of students' socio-economic background and their educational achievement on their occupational preferences. The study was done on Shiraz male and female high school students in third degree in academic year 1992-1993. 534 students were selected through multi-stage random cluster sampling method from four educational districts in Shiraz. This study was mainly based on examining the relationship between students' occupational preferences with their socio-economic background and educational achievement.

The results showed that there was a significant relationship between socio-economic status of the students and their occupational preferences. The higher the students' socio-economic status, the greater their tendency to select prestigious occupations and those characterized by power. Also, these students were more interested in their fathers' occupations compared with other students, and they had higher occupational helpfulness to achieve their desirable occupation than others in the future. The lower the students' socio-economic status, the greater their tendency to select public-sector and educational professions. Also, they had tendency to select occupation with higher incomes. These students had less hope to get to their desire occupations, and they preferred to have a job soon, in order to earn income.

Moreover, there was a significant positive relationship between students' educational achievement and their tendency to select scientific and prestigious occupations. Also, there was a significant positive relationship between students' educational achievement and their tendency to select jobs coordinated with their educational background. Yet, the relationship between educational achievement of students and their occupational helpfulness was not statistically significant.

In addition, it was found that gender plays an important role in this regard, namely there was a significant relationship between students' gender and their tendency to select educational, artistic, prestigious, and public-sector occupations. Besides, there was a significant relationship between students' gender and their tendency to select occupations which are characterized by power. Females were more interested in selecting educational, artistic, prestigious and public-sector occupations than males. The male students had more tendency to select occupations which are characterized by power than females. In addition, male students had more occupational helpfulness than females and they had higher desire to get a job in order to attain income than females.

Also, there was a significant positive relationship between sincerity and affection in students' family and their tendency to socially-oriented occupations. The greater the sincerity and affection in the family of the students, the greater their tendency to socially-oriented occupations. Besides, there was a significant relationship between students' educational background and their incline towards educational, artistic and public-sector jobs. In addition, there was a significant relationship between students' educational background and their occupational helpfulness.

Moreover, discipline was a variable that we have taken into account; that is, students in Humanities had lower occupational hopefulness compared with those in Mathematics and Natural Sciences. Finally, students in Humanities had more tendency to choose educational, artistic and public-sector occupations than those in Mathematics and Natural Sciences.