



VOCATIONAL INTERESTS OF ADOLESCENT LEARNERS IN RELATION TO FAMILY ENVIRONMENT AND ACADEMIC LEARNING ENVIRONMENT

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Abstract

The present study was an attempt to find the vocational interests of adolescent learner in relation to their family academic learning environment. Vocational interests and choices do not appear all of a sudden during adolescence, they appear as a result of developmental process. Normally the notion was there that vocational choices had their root in the family environment. To study the relevance of the impact of family on vocational choices this study was conducted. The Sample for the study was 200 adolescent learners from Fatehgarh Churian City. Percentage Analysis was done to analyze the vocational choices of the adolescent learners. Survey was conducted online to get the responses of the adolescent learners. The main finding of the study reflected that the influence on vocational choices had been shift from family influence towards Academic Learning Environment.

Keyword: Vocation interest, Family environment, Academic learning environment.



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Introduction

Vocational interest may be defined as one own pattern of preference, aptitudes, likes or dislikes, preferred by self or another source for a given vocational area or vocation. In India, overall education can be divided into social, spiritual and vocational. Concerns related to society are covered under social education, personality is the part of spiritual education and vocational education consists of technical education that future deals with branches like agriculture, medicine, engineering, and commerce. The word vocation comes from Latin word vocation meaning to call. One of the aims of education today, is to make the students able to earn live

hood. There are various types of vocational depending on the required area of intelligence, capacities, interest and aptitudes. A person is satisfied when he is engaged with a job that matches his vocational interest. But he is mistakenly engaged with a job that matches his vocational interest. He may be failing to cope with the demand of the job and that may lead to a situation where he finds himself maladjusted, thwarted and frustrated. Vocational is a job or career skill relating to education designed to provide the necessary skills for a particular job or career. Interest is activities that are enjoyed doing the subjects that are liked to spend time learning about. The choice of vocation is one of the very important decisions a person must make for himself and this choice is a long process rather than a simple incident.

Family Environment

The family environment becomes the primary agent of socialization. The family environment “involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each family environment is unique. The environments can differ in many ways. For example, one obvious difference lies in the socio-economic level. Some families live in luxurious twenty-four-room estates, own a Porsche and a Mercedes in addition to the family mini-van and can afford to have shrimp cocktail for an appetizer whenever they choose. Other families live in two-room shacks, struggle with time payments on their used ‘85 Chevy and have to eat macaroni made with artificial processed cheese four times a week.

Academic Learning Environment

The term learning environment can refer to an educational approach, cultural context, or physical setting in which teaching and learning occurs. The term is commonly used as a more definitive alternative to "classroom", but it typically refers to the context of educational philosophy or knowledge experienced by the student and may also encompass a variety of learning cultures—its presiding ethos and characteristics, how individuals interact, governing structures, and philosophy. In a societal sense, learning environment may refer to the culture of the population it serves and of their location. Learning environments are highly diverse in use, learning styles, organization, and educational institution For a learning environment such as an educational institution, it also includes such factors as operational characteristics of the instructors, instructional group, or institution; the philosophy or knowledge experienced by the student and may also encompass a variety of learning cultures—its presiding ethos and characteristics, how individuals interact, governing structures, and philosophy in learning

styles and pedagogies used; and the societal culture of where the learning is occurring. Although physical environments do not determine educational activities, there is evidence of a relationship between school settings and the activities that take place there.

Literature Review

Mehra (1980) found that influence of home environment on school children was significant. A large family was deterring to the mental of pupil but not to self- concept. The educational status of the family members influence environment scores of students.

Santos (1996-97) made a study of value patterns occupational choices of secondary school students. The sample consisted of 200 students from Luck now city. Data were collected by personal value Questionnaire by G.P. Sherry & R.P. Versa and vocational interest Record by S.P. Kulshrestha. It was found that Boys and Girls do not difference in their choices of religious, social, aesthetic, family prestige, health, economic and knowledge value but differ significantly with respect to power and democratic value.

Kaur (1998) held that there is a significant relationship between rigidity and two areas of family relationship viz; acceptance, concentration and insignificant relationship found between rigidity and third area of family relationship viz; avoidance.

Marten, Crump, Hynie and Saylor (1999) found school adjustment was significantly higher among females than males.

Anupama, (2000) concluded that nearly 60% students wanted to take up full time jobs. Area of specialization, personal factors such as overall modernity, sex role conformation and family influence and institutional factors such as system of education and instructional programmes significantly influenced the level of vocational aspiration of students. The sample of the study comprised of 100 students (50 male and 50 female from school of A.M.U in relation to achievement motivation.

Dayal (2001) conducted that study habits are positivity and significantly related with various dimension of family environment.

Ansari (2001) found that significant effects of achievement motive as well as risk taking trait on vocational choice. Non-traditional entrepreneurs had higher level of achievement motive than their traditional counterparts. Traditional entrepreneurs expressed low risk taking whereas non-traditional entrepreneurs obtain higher scores on risk taking. To study vocational interest

of urban and rural Adolescent students. The researcher selected 50 schools of ABOHAR city by random sampling method. The researcher selected a sample of 400 students and gave them a standardized vocational interest. By doing the necessary statistical calculations interpretation was done and findings were found.

Ansari (2003) found that significant effects of motive as well as risk taking triton vocational choices. Non- traditional entrepreneurs had higher level of traditional counterparts. Traditional entrepreneurs expressed obtain higher scores on risk taking. To study the vocational interests of urban and rural adolescent students The researcher selected tenth schools of Ballarpur city by random sampling method. The researcher selected a sample of 200 students and gave them a standardized vocational interest inventory and collected the required data.

Nandwana and Asawa (2007) conducted the study of Vocational Interest of High and Low Creative adolescent. Creativity was important because it enhances the quality of solutions to life's problem. The present study is an exploratory attempt to assess the vocational interest of high and low creative adolescent. A representative sample of 120 boys (60 high scorers on creativity and 60 low scorers on creativity) and 120 girls (60 high scorer on creativity and 60 low scorer on creativity) in the age range of 14-18 years, belonging to middle income family were randomly selected. Two major tools were used for data collection i.e. Verbal test of creativity and Comprehensive interest schedule. Both high creative boys and girls had more focused vocational interest as compared to their low counterparts. They were more expressive and self-actualized. Creativity was significantly related to vocational interest of boys and girls. Kamalpreet (2007) studied the relationship of emotional and home environment of Secondary school students found that there is positive relationship of emotional between home environments of Secondary school students.

Kaur (2008) studied the relationship between home environment and academic learning found that there is positive relationship between home an academic learning environment.

Methods

The present study is a type of Descriptive study. Survey Method was used to collect the data.

Sample

The study was conducted on 200 students of 9th and 10th class (boys 100 and 100 girls) taken from Secondary Schools of Fatehgarh Churian.

The school was selected randomly from the list. The students as well as school will be selected using simple Random sampling technique. The sample will comprise of both boys and girls students of secondary schools in FatehgarhChurian.

Objectives of the Study

The study has been designed to attain the following objectives:

- To study the vocational interests of adolescents students (boys and girls).
- To study the influence of academic learning environment on vocational interests of adolescents students.
- To study the influence of family environment on vocational interests of adolescents students.

Analysis and Interpretation of Data

Data analysis and interpretation is the process of assignment to the collected information and determining the conclusions. For this study the Percentage Analysis was used to interpret the data.

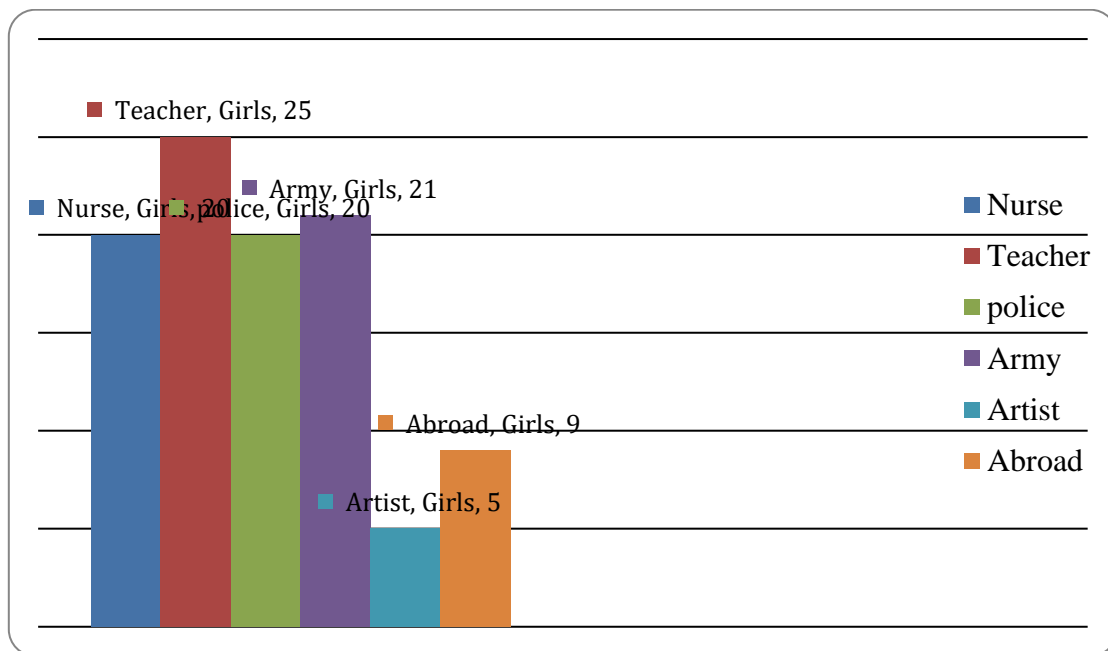


Fig (1):-Depicting vocational choices of Girls.

4.1 On the basis of data collected, it is clearly depicted in the Bar graph that

- ❖ 20% girls wants to choose vocation of Nursing.
- ❖ 25% girls wants to become Teacher
- ❖ 20% girls wants to join police services

- ❖ 21% girls wants to go abroad in future
- ❖ 5% girls wants to become artist.

It shows that percentage of girls in vocational choices preferred Teaching than other vocation.

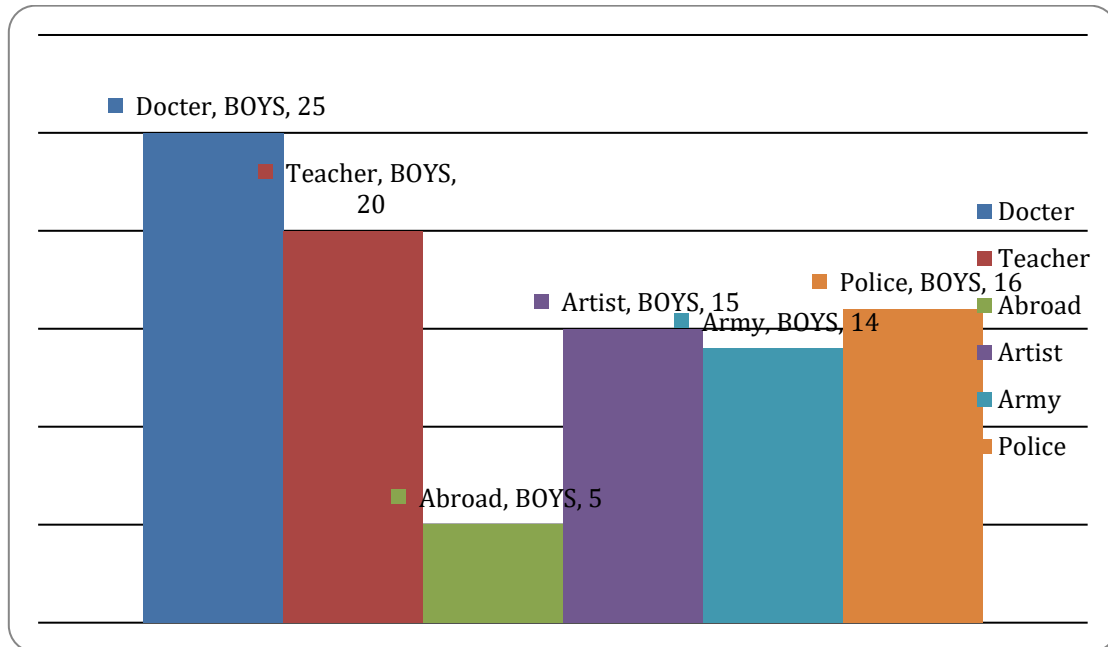


Fig (2):- Depicting vocational choices of Boys.

4.1.2 On the basis of data collected, it is clearly depicted in the bar graph that

- ❖ 20% boys wants to become doctor
- ❖ 25% boys wants to become teacher
- ❖ 5% boys wants to become abroad
- ❖ 15% boys wants to become artist
- ❖ 14% boys wants to become army
- ❖ 16% boys wants to become police

It shows that major percentage of Boys in vocational choices preferred teaching than other vocation.

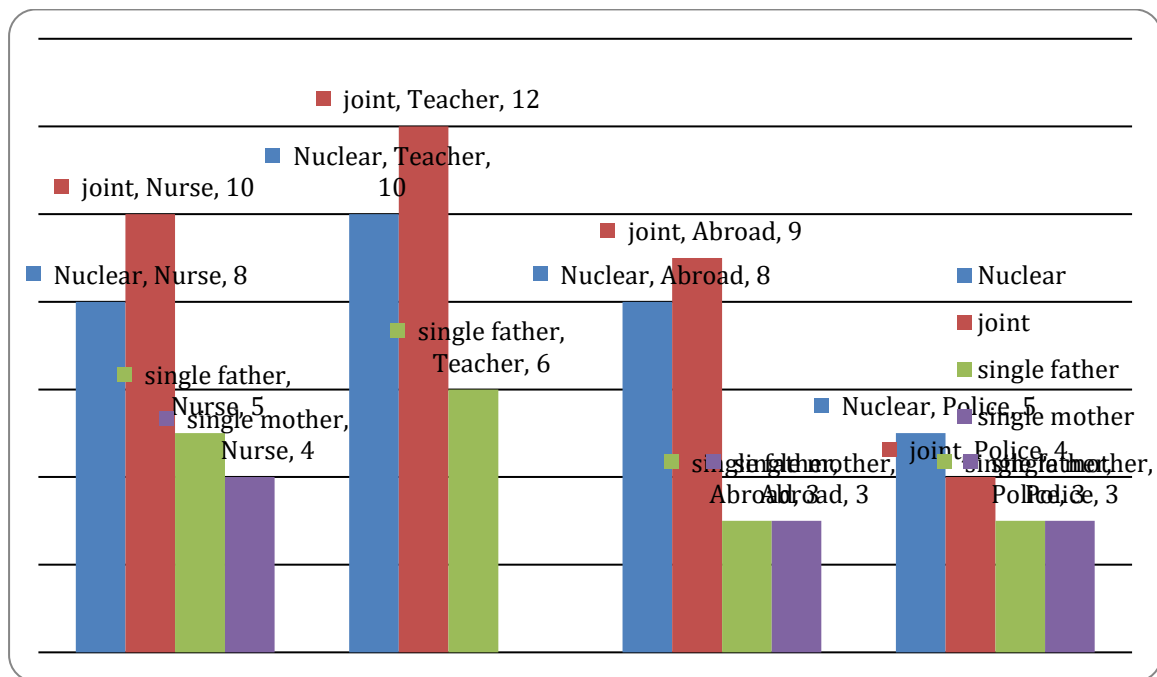


Fig (3):- Depicting vocational choices of Girls from different family type.

4.1.3 On the basis of data collected, it is clearly depicted in the Bar graph that

- ❖ 5% girls from nuclear family choose nursing as their vocational interest.
- ❖ 10% girls from nuclear family choose teacher as their vocational interest.
- ❖ 8% girls from nuclear family choose abroad as their vocational interest.
- ❖ 5% girls from nuclear family choose police as their vocational interest.
- ❖ 7% girls from Joint family choose nursing as their vocational interest.
- ❖ 12% girls from Joint family choose teacher as their vocational interest.
- ❖ 4% girls from Joint family choose police as their vocational interest.
- ❖ 9% girls from Joint family choose abroad as their vocational interest.
- ❖ 8% girls from single parent (father) family choose nursing as their vocational interest.
- ❖ 6% girls from single parent (father) family choose teacher as their vocational interest.
- ❖ 3% girls from single parent (father) family choose police as their vocational interest.
- ❖ 3% girls from single parent (father) family choose abroad as their vocational interest.
- ❖ 7% girls from single parent (mother) family choose nursing as their vocational interest.
- ❖ 7% girls from single parent (mother) family choose teacher as their vocational interest.
- ❖ 3% girls from single parent (mother) family choose as police their vocational interest.
- ❖ 3% girls from single parent(mother) family choose abroad as their vocational interest.

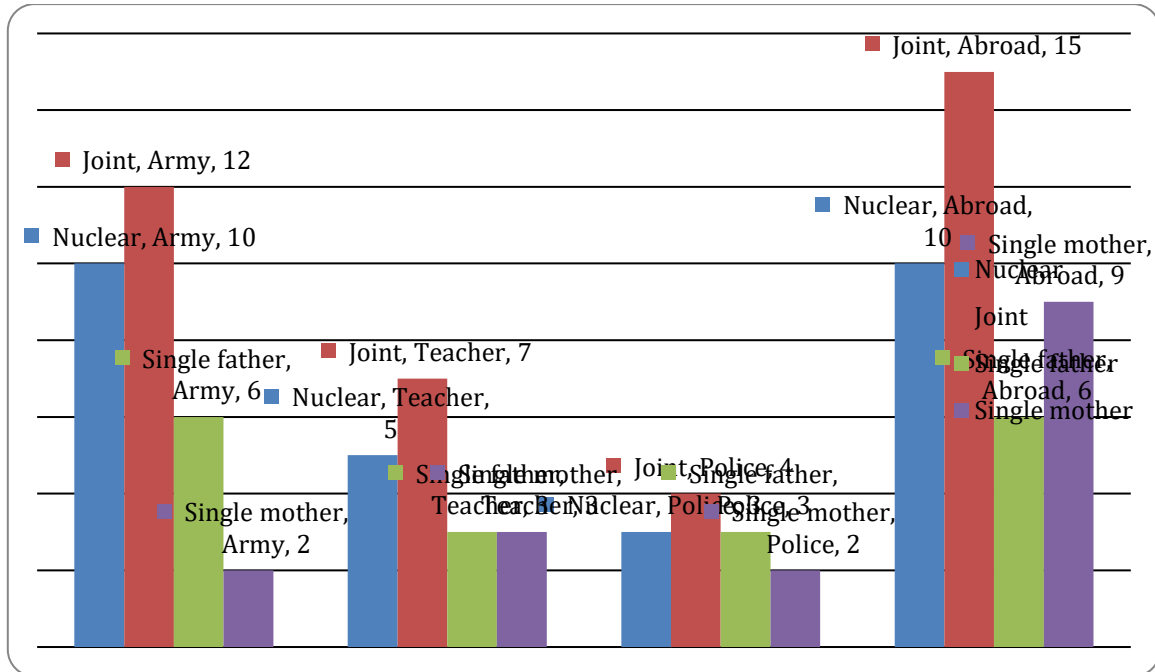


Fig (4):- Depicting vocational choices of Boys from different family type.

4.1.4. On the basic of data collected, it is clearly depicted in the bar graph that

- ❖ 10% boys from nuclear family choose abroad as their vocational interest.
- ❖ 5% boys from nuclear family choose army as their vocational interest.
- ❖ 3% boys from nuclear family choose police as their vocational interest.
- ❖ 10% boys from nuclear family choose teacher as their vocational interest.
- ❖ 12% boys from joint family choose teacher as their vocational interest.
- ❖ 15% boys from joint family choose abroad as their vocational interest.
- ❖ 7% boys from joint family choose army as their vocational interest.
- ❖ 4% boys from joint family choose police as their vocational interest.
- ❖ 6% boys from single parent (father) choose teacher as their vocational interest.
- ❖ 6% boys from single parent (father) choose abroad as their vocational interest
- ❖ 3% boys from single parent (father) choose army as their vocational interest
- ❖ 3% boys from single parent (father) choose police as their vocational interest
- ❖ 2% boys from single parent (mother) choose teacher as their vocational interest.
- ❖ 9% boys from single parent (mother) choose abroad as their vocational interest

- ❖ 3% boys from single parent (mother) choose army as their vocational interest
- ❖ 2% boys from single parent (mother) choose police as their vocational interest.

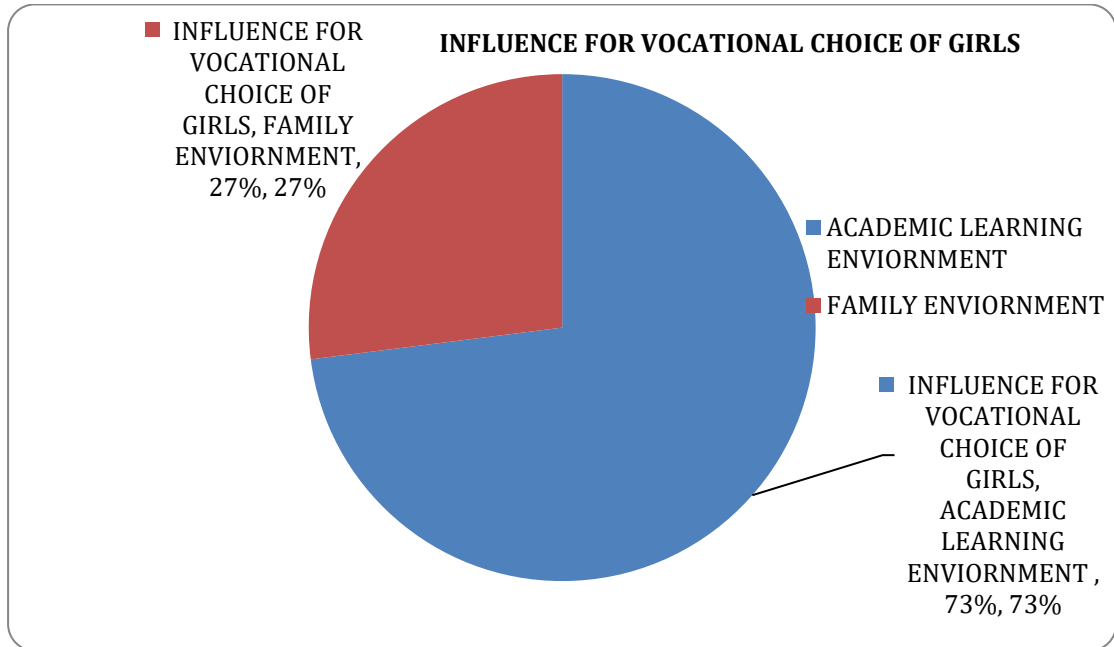
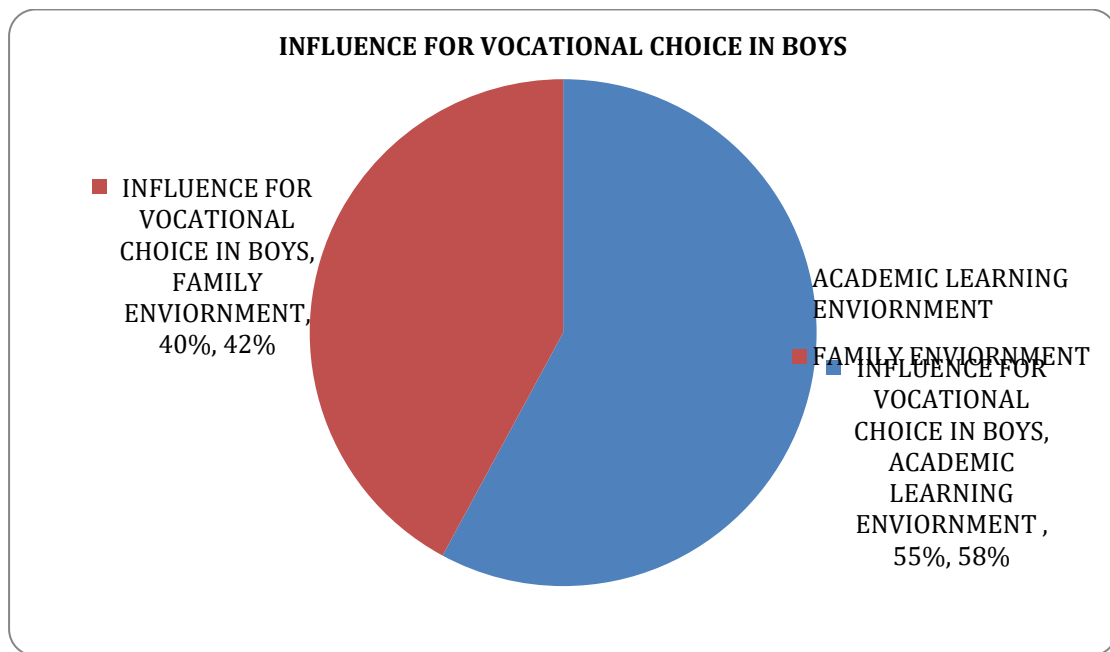


Fig (3):- Depicting influence for vocational choices of girls.

4.1.5 On the basis of data collected, it is clearly depicted in the pie chart that

- ❖ 73% adolescent learners (Girls) choose their vocation under the influence of their academic learning environment.
- ❖ 27% adolescent learners(Girls) choose their vocation under the influence of their family environment

It shows that major percentage of Girls select their vocation under the influence of their academic learning environment



6 On the basis of data collected, it is clearly depicted in the pie chart that

- ❖ 55% adolescent learners (Boys) choose their vocation under the influence of their academic learning environment.
- ❖ 45% adolescent learners (Boys) choose their vocation under the influence of their family environment.

It shows that major percentage of Boys select their vocation under the influence of their academic learning environment

Conclusion

The results and findings of the study show that the influence of academic learning environment plays important role in vocational choices of adolescent learners (boys and girls). It means teacher, peer group interaction and the academic aura of institution leads the vocational interests of adolescent learners. So, the environment of family should also be oriented towards the vocational interests so that both schools and family go together to help adolescent learners to select the best vocation for a successful life.

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