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Vocational Interest Regarding Career Awareness among Adolescent Boys and Girls of Rohtak City: Haryana (India)

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Abstract

All young are deeply concerned about their future vocational roles. Vocation is valued by most adolescents, for its contributions to self-esteem, financial independence, and social maturity. The present study is done to find out the gender difference in the vocational interest of high school adolescents. The sample for the investigation consisted of 300 adolescents (150 boys & 150 girls) studying in 10th class. The sample was taken from six schools of Rohtak city. The standardized tool was used to measure the variable Vocational Interest Record (VIR). For analysis of data, mean, standard deviation, and t-test were computed. The results of the study revealed that the gender difference in vocational interest was seen. Results indicated that t scores on artistic, agricultural, social and household dimensions of vocational interest were significant. Significant different exists between boys and girls on above vocational areas. Girls were high on artistic, social and household jobs as compared to boys whereas boys were high on agricultural jobs.

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1. Introduction

Career awareness and development helps students see themselves as part of the job force and the future of the world. Vocational learning can empower students to want to develop certain skill sets that will help them contribute to a future society. Career exploration and the simultaneous development of work skills reinforce the importance of early learning as the foundation for future contributions (Gerver, Shanley, & O'Cummings, 2012).

The career life of the individual then is viewed as a developmental process which involves different periods, phases of life which when taken cumulatively results in his or her career development (London, 2003; Osipow, 2003). Vocation provides a link between the inner self-world, and the outer society-world (Parker, 2002). Vocational interest is related to the likeness one has for a particular job or vocation (Otta & Williams, 2012). The interest needs to be assessed, including the subject of interest, vocation of interest, work of interest and value of interest (Ekennia, 2011). According to Ekennia, no individual can perform any job well without any element of interest. Ukoha (2011) defined gender as cultural functions attached to biological sex. Sex refers to physical aspects of being male or female, but

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psychologists use it to refer to the entire set of differences commonly attributed to male and female which may be partly or wholly socially determined (Ukoha, 2011).

2. Research Methods

2.1 Objective of the Study

To examine the gender difference in relation to the vocational interest of high school adolescents.

2.2 Statement of the Problem

The present study aims at finding the vocational interest of 150 high school adolescent boys and 150 high school adolescent girls. Major focus of the present research work is to study the various dimensions of vocational interest of adolescents namely Literary (L), Scientific (Sc), Executive (E), Commercial (C), Constructive (Co), Artistic (A), Agricultural (Ag), Persuasive (P), and Social (S).

2.3 Locale of the Study

The Study was conducted in the six schools of Rohtak city of Haryana (India). Following six schools were selected:

a) Indus Public School
b) D.A.V. school
c) Baba Mastnath School
d) Pathaniya Public School
e) Jat High School
f) Jyoti Prakesh High School.

2.4 Sample and Its Selection

For the purpose of present study, a group of 300 adolescent (150 boy and 150 girls) studying in the 10th standard were selected. In the next step, background information was collected from the respondents. Multistage random sampling technique was used for data collection.

2.5 Description of Tools

One standardized tool that is Vocational Interest Record (VIR) (Kulshrestha, 1984) and one self-made background profile were used for the study.

2.6 Statistical Analysis

The data on the entire subject was compiled and transcribed on a master sheet. All the necessary calculations were done and then the data were analyzed statistically. The data collected for the present study were coded, and quantitative assessment was attempted.

3. Results and Analysis

Shows the gender difference in Vocational Interest.

Table 1
Gender Difference in Vocational Interest

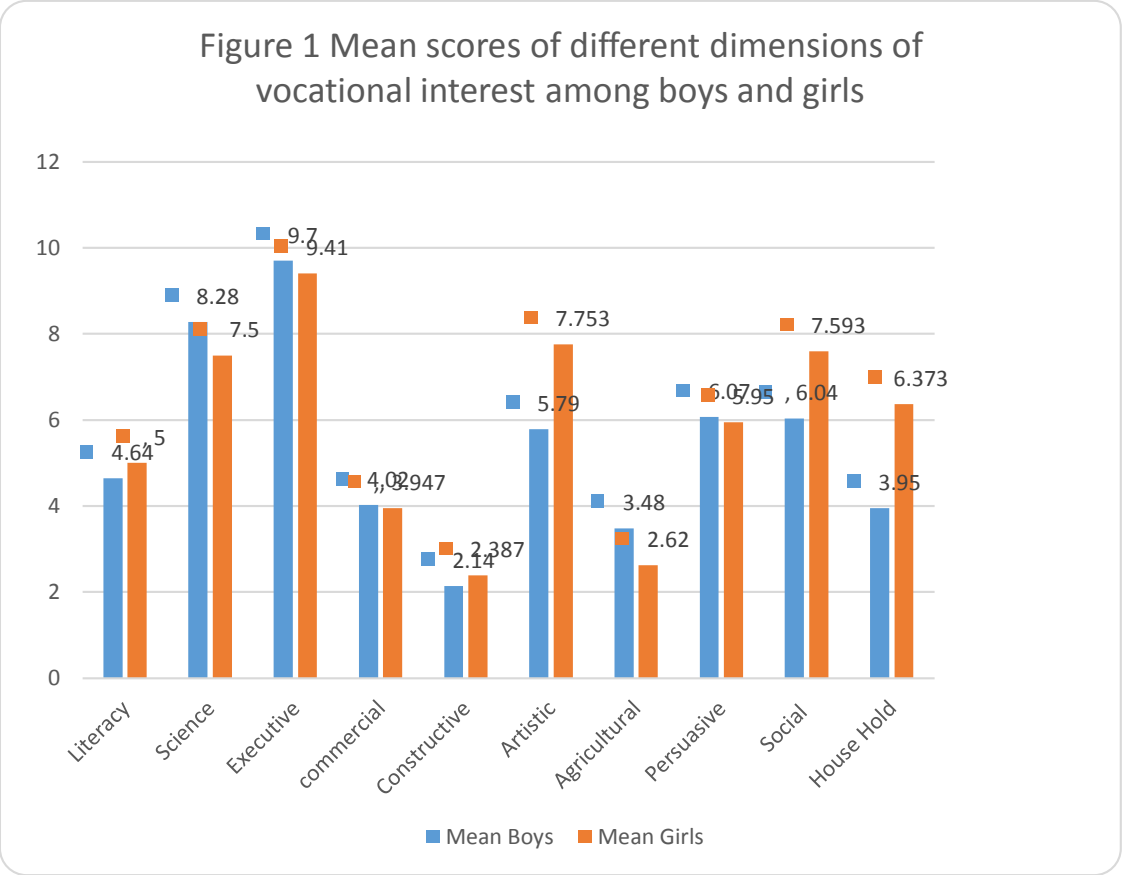
Jobs	Sex	Mean	S.D.	t value	Significance level
Literacy	Male	4.64	3.68	834	NS
	Female	5.00	3.80		
science	Male	8.28	3.67	1.790	NS
	Female	7.50	3.88		
Executive	Male	9.70	5.22	.520	NS
	Female	9.41	4.27		
Commercial	Male	4.02	3.19	.210	NS
	Female	3.95	2.84		
Constructive	Male	2.14	2.42	.813	NS
	Female	2.39	2.82		
Artistic	Male	5.79	4.15	3.996***	Very highly significant
	Female	7.75	4.32		
agricultural	Male	3.48	3.73	2.144*	significant
	Female	2.62	3.20		
persuasive	Male	6.07	4.52	.244	NS
	Female	5.95	3.98		
Social jobs	Male	6.05	4.71	2.788**	Highly significant
	Female	7.59	4.90		
House Hold	Male	3.95	3.56	5.061***	Very highly significant
	Female	6.37	4.67		

Significance at *.05, **.01, ***.001 level of significance, NS= Not significant

The above table 1 shows the t- value score of vocational interest among boys and girls. The table indicates that 't' score on artistic, agricultural, social, and household dimensions of vocational interest is significant. These scores indicate (in Figure) that a significant difference exists between boys and girls on the above-mentioned areas. Indicating that, girls preferred artistic, social, and household whereas, boys were high on agricultural vocations.

This is supported by Singh (1993) studied that sex played a significant role in the choice of vocation revealing that girls had a natural interest towards a household vocation and boys were inclined agricultural and scientific vocational areas. Panda (1994) concluded that female adolescents were more interested in the areas of artistic and household work. On the other areas, like, literacy, science, executive, and constructive etc. no significant difference among boys and girls, was observed. Sharma *et al.* (2005) also observed that girls were higher on artistic jobs, whereas boys were interested in agricultural jobs.

Table 1 also shows that no significant difference was found in dimensions of literacy, scientific, executive, commercial and constructive field. Above results supported by Otta & Williams (2012), discovered that gender showed no difference in their self-concept and vocational interest. There are no differences in the genders came from the fact that both sexes came from God (Ukoha, 2011).



Otta & Williams (2012), also suggested that gender inequality in vocational aspiration will soon be an issue of the past and that the building up of self-concept of both males and females will help this generation.

Exposing children to career possibilities enables students to see the connections between what they are learning in school (their academic skills) and what people are doing in the "real world." Increasing a student's awareness of the types of skills needed for potential future jobs will make his/her learning purposeful and will help students realize the future applicability of academic topics they are exposed to in early educational experiences. (Gerver, Shanley, & O'Cummings, M. 2012).

4. Conclusion

A key component in adolescents' lives contains satisfactory career selection. Adolescents, through interaction with the context of family, school, and community, learn about and explore careers. Initial Career awareness is a major factor of their successful career. Vocational interest is also a keynote adolescent's life. Results indicated that fields like agricultural, artistic and household areas, a significant difference was calculated, that might be their stereotype behavior nature. In most of the areas, no significant difference was found like literacy, scientific, executive, commercial and constructive jobs. So we can say that nowadays adolescents are growing in the same environment and getting equal career awareness.

Conflict of interest statement and funding sources
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Statement of authorship

The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.

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