

A STUDY OF VOCATIONAL CHOICES OF ADOLESCENTS IN RELATION TO THEIR VALUES AND INTELLIGENCE

Dr. R.K Yadav* & Manoj Kumari**

ABSTRACT

Choosing a career is an important aspect of life. The foundation stone of career building is laid down by the career you choose. The main purpose of the present study was to examine the relationship between vocational choices and personal values and intelligence among adolescents female and male twelfth grade students. The sample of the present study comprised of 600 twelfth grade students studying in three streams (Arts, Science and Commerce). The data were gathered by using the Thurston's Interest Schedule, Dr. R.K Tandon's test of Intelligence and G.P Sherry & Varma's Personal Values Questionnaire. The results indicate that Arts and Science students give first preference to executive jobs. Commerce students prefer to go for computational jobs. The vocations relating to music and art get last preference. Both the factors Values and Intelligence influence the vocational preferences of students.

INTRODUCTION

The importance of career planning in today's world is growing in complexity. Recent changes in socio-political systems, worldwide economic crisis, unemployment and other factors like social and geographical mobility of people, rapid industrialization, scientific and technological advancements have also brought about immense changes in the life styles of people making it difficult for them to cope with complex demands.

The term 'vocational choice' is a composite of 'vocational' and 'choice'. Since the advent of guidance these terms have been variably defined to suit specific purposes. Almost synonyms of 'vocational' are 'professional', 'occupational', concerning jobs' etc. and of 'Choices' are interest, preference, like etc. Thurston called his tools 'Thurston interest schedule to measure student's choices.

The meaning of term 'Values' is multiple and complex. But the investigator has used the term in the sense in which Allport, Vernon and Lindzey have used in their test of values. It is defined as below;

"A value is a concept of the desirable ends, goals, ideas or modes of action which makes human behaviour selective".

Intelligence is the composite ability of a person. In simple words, it is the basic innate ability or capacity of our mind. It consists of an individual's those mental or cognitive abilities which helps him in solving his actual life problems.

The choice of proper vocation starts during school time itself. Many studies have been carried out to explore the vocational preferences of students. And they have established that student's vocational preferences are not vague or random. Studies made by Terman and Miles (1936), Carter and Strong (1933), Yum (1942), Kuder (1939), and Traxler and Mc call(1942) are important. All agree that men tend to be more interested in physical activity, mathematical and scientific matters, politics and selling etc. Preference for art, music, literature, clerical work, and teaching for social work is more characteristic of women. There is a good consistency in their preferences and it may be hoped that they would prefer those vocations if they have a choice to do so. Now a question arises why do adolescents prefer one vocation rather than the other? What are the motives for preferring a vocation?

It has been found that human motives for doing a work are numerous such as needs, interest, sex, attitude, temperament, self-

*Principal, Rao Abhay Singh College of Education, Saharanwas, Rewari (Haryana)

**Research Scholar, Bharthiar University, Coimbatore (Tamil Nadu)

concept, intelligence, socio-economic status etc. All these are individual centered motives. On the other hand some other occupation centered factors like wages, security, advancement, hour of work, supervisors, co-workers and holidays are important incentives for vocational choices. For an individual researcher it would be rather unmanageable to study the role of all of them. The investigators, therefore, chose two categories of correlates viz. intelligence and values because they have been considered important factors in vocational choices. It is often felt that students must understand their abilities and then relate them to their circumstances and environmental conditions before they make any final decision with regards to their vocation or the field in which they want to work.

OBJECTIVES

1. To study the vocational choices of adolescents.
2. To measure the intelligence of the adolescents.
3. To study the values of adolescents.
4. To study the relationship of intelligence with vocational choices.
5. To study the relationship of values with vocational choices.

HYPOTHESES

1. Adolescents differ significantly in their vocational choices stream wise.
2. The vocational choices of the adolescents have high positive relationship with their intelligence and values.

PROCEDURE OF THE STUDY METHOD

Descriptive survey method has been used.

SAMPLE

The sample for the study is randomly selected by the researchers. Researchers have taken a Sample of 600 students in which 300 were boys and 300 girls. 200 students from each stream Arts, Science and Commerce from the schools of Rewari District have been taken.

TOOLS OF THE STUDY

Following tools have been used.

1. Thurstone's Interest Schedule
2. Dr. R.K Tandon's intelligence test 1/61.
3. Personal Values Questionnaire (P.V.Q) G.P. Sherry & R.P. Varma.

On the basis of the findings the followings conclusions have been drawn.

Table: 1

Showing Vocational Preferences and their rank orders of students of three streams.

Area	Arts Group		Science Group		Commerce Group	
	Mean	Rank	Mean	Rank	Mean	Rank
Vocational Preferences						
Physical Science	5.64	10	9.34	4	7.23	5
Biological Science	6.45	9	9.71	2	7.74	4
Computation	6.53	8	9.55	3	10.20	1
Business	6.86	7	7.83	5	9.89	2
Executive	8.18	1	9.94	1	9.66	3
Persuasive	7.98	3	6.42	7	6.10	7
Linguistic	8.18	2	6.48	6	6.24	6
Humanitarian	7.71	4	5.46	9	5.68	9
Artistic	7.54	6	5.79	8	5.89	8
Music	7.59	5	5.39	10	5.54	10

1. Executive jobs have been placed at the top most rank by the total adolescents and music jobs have been given the lowest rank.
2. Executive jobs have been placed at the top most rank by the Arts and Science students.
3. Computational jobs have been placed at the top most rank by the Commerce students.

Table: 2

Showing Values and their rank orders of three streams Arts, Science and Commerce.

Area	Arts Group		Science Group		Commerce Group	
	Mean	Rank	Mean	Rank	Mean	Rank
Religious Value	8.59	8	10.20	7	7.70	10
Social Value	8.53	9	8.07	10	8.35	9
Democratic Value	14.21	2	13.90	3	14.58	3
Aesthetic Value	13.70	5	13.82	4	13.49	5
Economic Value	13.57	6	14.34	2	13.24	6
Knowledge Value	14.59	1	14.80	1	15.42	1
Hedonistic Value	14.18	3	12.47	6	14.83	2
Power Value	14.04	4	13.46	5	13.92	4
Family Value	9.58	7	9.46	8	9.85	7
Health Value	8.41	10	9.11	9	8.64	8

1. The knowledge value is the highest and health value is the lowest of the total group.
2. The hedonistic value is the highest among Arts students and health value is the lowest.
3. The knowledge value is the highest among Commerce students and religious value is the lowest.
4. The knowledge value is the highest among Science students and social value is the lowest.
5. The level of intelligence influences the vocational choices to a great extent.
6. Intelligence has good relation with the vocational preferences.
7. Knowledge value is related with physical science, computation and business jobs.
8. Aesthetic value is related with humanitarian, artistic and music jobs.
9. Religious value is related with persuasive and linguistic jobs.
10. Family value is related to executive jobs.

Table: 3
Showing the Means and rank orders of Means of different vocational choices of the students on the basis of their Intelligence level.

Vocational Preferences	Superior Intelligence		Above Average intelligence		Average intelligence	
	Mean	Rank	Mean	Rank	Mean	Rank
Physical Science	7.40	5	7.40	5	7.39	4
Biological Science	8.26	4	7.65	4	7.75	2
Computation	8.97	2	8.80	2	8.24	1
Business	8.31	3	8.61	3	7.34	5
Executive	9.83	1	9.44	1	7.73	3
Persuasive	6.98	6	6.44	7	7.05	7
Linguistic	6.93	7	6.90	6	7.12	6
Humanitarian	6.31	9	5.83	9	6.85	10
Artistic	6.33	8	6.15	8	6.92	8
Music	6.21	10	5.62	10	6.85	9

1. Students of superior and bright intelligence have given top preference to Executive jobs and music is the lowest preference.
2. Average intelligence students prefer to go to the jobs related to the area of computational and humanitarian is the lowest preference of these students.
3. Students of superior and bright intelligence differ significantly in their choices for the areas of computation, business, executive, artistic and music.
4. Bright and average intelligence groups differ significantly in their choices for the areas of business, executive, humanitarian, artistic and music.
5. Superior and average intelligence groups differ significantly in their choices for the areas of biological and music.

REFERENCES

- Best Jhon W. (1959) "Research in Education" N.J. England Cliffs Prentice Hall.
- Devi, Ujwala (1990) "A pupil's academic achievement in Relationship to their intelligence neuroticism and locus of control" M.phil Edu. Annamalai University
- Garret Henery E. (1998), 'Statistics in Psychology and Education'. Longmans Green and company, NewYork.
- Hurlock Elizabeth B. (1973), 'Adolescent Development' Mc- Graw Hill, Inc., USA.
- Khare P.G., 'Occupational Differences in life Values', Indian psychological Review Vol.4, No.2, January 1968.
- Marriam Jassat and Martin 'Career Choice and Life Aspiration', Liebenberg (1990) An Exploratory study at South African University.
- Super D.E. (1966), 'Theory of Vocational Development in Vocational Guidance and Career Development, Selected Reading' New York, Macmillan.
- <http://www.ncert.nic.in/html/pdf/Publication/Journal2008/Annual%20Report%20English%2006-07/Chapter%2015.pdf>
- <http://www.dpi.state.us/dpi/dlseal/equity/pdf/aisfs.pdf>
- <http://www.dpi.state.wi.us/sig/index.html>
- <http://www.dpi.state.wi.us/dpi/dlseal/equity/pdf/aisfs.pdf>
- <http://www.iiep.bia.edu> p. 3
- <http://www.haryana.gov.in>
- <http://www.india.gov.in>