



VOCATIONAL INTEREST OF IX CLASS STUDENTS IN RELATION TO THEIR LEARNING AND THINKING STYLES.

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ABSTRACT- The study reviewed the vocational interest and styles of learning and thinking literature in order to study the influence of learning and thinking styles on the vocational choice of students. The data was collected from 200 adolescents including boys and girls from different schools of urban and rural areas of Amritsar. Vocational Interest Record by Dr. S.P. Kulshreshta (1997) and Learning and Thinking Styles (SOLAT) by Venkataraman (1994) were used. Descriptive survey method of investigation was used. The analysis revealed that vocational interest of adolescent students was influenced by their learning and thinking styles.

INTRODUCTION

Vocation poses a special challenge in front of adolescent students. Competition at every stage of life is increasing. Especially in student life the level of competition is very high. Making a vocational choice is a difficult problem for young people in this age of specialization where young men and women are confronted by a bewildering variety of occupations. In primitive societies people did not have serious vocational problems. They had a hereditary social system and static economy. The children usually adopted the vocation of their father and due to this reason the need for vocational guidance was seldom felt. The present trends in the technological, innovations in the field of transport, communication, agriculture, medicine, business and management etc. demand some innovative and systematic approaches in education which are to emphasize in practical and vocational dimension along with the other aspects of human life. Thus, vocationalization of education has been prioritized in our education system. Due to advancement in technology, now students have varied vocations before them to choose or select. Thus there is a dire need to provide vocational guidance to students. But there

are many factors which need to be kept in mind while providing vocational guidance. One such factor is style of learning and thinking.

The styles of learning and thinking are as important as levels of ability and we generally ignore to identify the thinking styles at the earlier and appropriate stage. It is foremost important for the teachers to focus their attention on student's favorite thinking styles before imparting the subject matter. If they fail to do so, the consequences may be serious, because the teachers may tend to confuse styles of students mind. Therefore, it is important for the teachers to know the students preferred styles, so that the teachers can capitalize the opportunities for student learning. Keeping in view the above discussion the investigator felt interested in studying the vocational interest of adolescents in relation to their learning and thinking style.

SIGNIFICANCE OF THE STUDY

The problem has been chosen because of the growing demand of the society to provide such education that can feed the stomach as well as intellect. With the modernisation and advancement of age, new occupations have come to light. Since all the vocations are not suitable for everybody, for adequate progress, advancement and satisfaction in life. Therefore, it is very essential for students to choose the vocation in accordance with their vocational interest and abilities. It is assumed that vocational choices are affected by a large numbers a factors, out of which learning and thinking style seems one. The investigator wants to study vocational interest of adolescent students in relation to their learning and thinking styles.

STATEMENT OF THE PROBLEM

VOCATIONAL INTEREST OF IX CLASS STUDENTS IN RELATION TO THEIR LEARNING AND THINKING STYLES.

OBJECTIVES OF THE STUDY

1. To study and compare vocational interest of adolescent students with respect to gender.
2. To study and compare vocational interest of adolescents students with respect to type of school.
3. To study and compare vocational interest of adolescent students with respect to locale.
4. To study and compare vocational interest of adolescent students in relation to their learning and thinking styles.

HYPOTHESES

1. There exists no significant difference in the vocational interest of adolescent boys and girls.
2. There exists no significant difference in the vocational interest of adolescent students from government and private schools.
3. There exists no significant difference in the vocational interest of rural and urban adolescent students.
4. There exists no significant difference in the vocational interest of adolescent students in relation to their learning and thinking style.

DESIGN OF THE STUDY

The present study was designed to find out the vocational interest of ninth class students in relation to their learning and thinking styles. To study this the descriptive survey method of investigation was used. The descriptive method has undoubtedly been the most popular and most widely used method.

SAMPLE

For the collecting of relevant data, the sample of present study consisted of 200 adolescents, including boys and girls from different schools of urban and rural areas of Amritsar. Sampling techniques was used for the present study.

TOOLS USED

In order to get the desired information following tool were used.

1. Vocational Interest Record by Dr. S.P. Kulshreshta (1997)
2. Learning and Thinking Styles (SOLAT) by Venkataraman (1994)

ANALYSIS AND DISCUSSION OF RESULTS

Hypothesis I--"There exists no significant difference in vocational interest of adolescent boys and girls"

In order to verify this hypothesis, scores on different areas of vocational interest viz. literary, scientific, executive, commercial, constructive, artistic, agriculture, persuasive, social, household boys and girls were calculated. The scores of boys and girls were calculated separately. Then percentage of boys and girls was calculated and compared.

Table 4.1 (a)**Number of boys and girls on different areas of vocational interest**

Areas	Lit.	Sc.	Exe.	Comm.	Const.	Art.	Agri	Pers.	Soc.	H.H	Total
Boys	5	16	15	14	7	9	12	14	5	3	100
Girls	8	10	14	8	6	20	5	14	10	5	100

Table 4.1 (b)**Percentage of Boys and Girls in different areas of Vocational Interest**

Areas	Lit.	Sc.	Exe.	Comm.	Const.	Art.	Agri	Pers.	Soc.	H.H	Total
Boys	5%	16%	15%	16%	7%	9%	12%	12%	5%	3%	100
Girls	8%	10%	14%	8%	6%	20%	5%	14%	10%	5%	100

Discussion based on table 4.1 (a) and 4.1 (b) indicates that preferred areas of vocational interest vary considerably in boys and girls. Thus the hypothesis, there exists no significant difference in vocational interest of adolescent boys and girls stands rejected. It indicates that there exists a difference between boys and girls in different areas of vocational interest.

Hypothesis II--"There exists no significant difference in the vocational interest of adolescent students from government and private schools"

In order to verify the above hypothesis, adolescents data was divided into two groups i.e. Government and Private school adolescent students. Scores for different areas of vocational interest were calculated.

Table 4.2 (a)**Govt. and Pvt. Adolescents on different areas of vocational interest**

Areas	Lit.	Sc.	Exe.	Comm.	Const.	Art.	Agri	Pers.	Soc.	H.H	Total
Govt.	11	15	8	7	8	10	17	10	11	3	100
Pvt.	9	16	10	9	10	11	5	12	13	5	100

Table 4.2 (b)**Percentage of Govt. and Pvt. Adolescents in different areas of Vocational Interest**

Areas	Lit.	Sc.	Exe.	Comm.	Const.	Art.	Agri	Pers.	Soc.	H.H	Total
Govt.	11%	15%	8%	7%	8%	10%	17%	10%	11%	3%	100
Pvt.	9%	16%	10%	9%	10%	11%	5%	12%	13%	5%	100

Discussion based on table 4.2 (a) and 4.2 (b) indicates that the vocational interest of Government and Private school adolescent students differed largely. Thus the hypothesis “There exists no significant difference in vocational interest of adolescent students from government and private schools” stands rejected.

Hypothesis III-- "There exists no significant difference in vocational interest of Rural and Urban adolescent students ".

For verification of above hypothesis, adolescents data was divided into two groups i.e. Rural and Urban school adolescent students. Scores for different areas of vocational interest were calculated.

Table 4.3 (a)**Rural and Urban Adolescents on different areas of vocational interest**

Areas	Lit.	Sc.	Exe.	Comm.	Const.	Art.	Agri	Pers.	Soc.	H.H	Total
Rural	10	12	7	8	10	10	16	10	8	9	100
Urban	11	14	9	10	11	13	6	12	10	4	100

Table 4.3 (b)**Percentage of Rural and Urban Adolescents in different areas of Vocational Interest**

Areas	Lit.	Sc.	Exe.	Comm.	Const.	Art.	Agri	Pers.	Soc.	H.H	Total
Rural	10%	12%	7%	8%	10%	10%	16%	10%	8%	9%	100
Urban	11%	14%	9%	10%	11%	13%	6%	12%	10%	4%	100

Discussion based on table 4.3 (a) and 4.3 (b) indicates the number and percentage respectively of Rural and Urban adolescent students on the variable of Vocational Interest in different areas. The data indicates that there exists a difference between Rural and Urban adolescents in different areas of vocational interest which rejects the hypothesis.

Hypothesis IV--"There exists no significant difference in vocational interest of adolescent students in relation to their learning and thinking styles".

In order to verify the above hypothesis "There exists no significant difference in vocational interest of adolescent students in relation to their learning and thinking styles" 3 X 10 chi square contingency table was formed to find the number of students in different areas of vocational interest in respect to their style of learning and thinking. The observed frequencies are shown in table 4.4 (a)

Table 4.4 (a)

Contingency Table showing Number of students in different categories of vocational interest and style of learning and thinking

Areas	Lit.	Sc.	Exe.	Comm.	Const.	Art.	Agri	Pers.	Soc.	H.H	Total
Right Brained	14	11	6	4	8	11	14	11	5	7	91
Left Brained	9	8	6	5	9	12	6	7	6	5	73
Whole Brained	3	4	3	2	7	4	4	6	2	1	36
Total	26	23	15	11	24	27	24	24	13	13	200

Table 4.4 (b)

Chi-square value on relationship between vocational interest and style of learning and thinking

No. of Students	Chi-Square	Df	Level of Significance
200	24.3	18	0.05

Discussion based on table 4.4 (a) and Table 4.4 (b) indicates that chi-square value for vocational interest of adolescents comes out to be significant at 0.05 level. Thus the hypothesis "there exists no significant difference in vocational interest of adolescent students in relation to their learning and thinking styles" stands rejected. From the significant value of table 4.4 (b) we can say that there exists a significant positive relationship between vocational interest and style of learning and thinking of adolescent students

FINDINGS

After analysis and interpretation of data, following conclusions were drawn for the present sample.

1. Vocational interest of adolescent boys and girls differs significantly.
2. Vocational interest of adolescent students of government and non-government schools differs largely.
3. Vocational interest of adolescent students from rural and urban area differs significantly.
4. Vocational interest of adolescent students was influenced by their learning and thinking styles. We can say that there exists a significant positive relationship between vocational interest and style of learning and thinking of adolescent students.

EDUCATION IMPLICATIONS

1. The teacher should be trained at regular intervals with the view to updating their knowledge about the latest and emerging career courses.
2. The teacher should administer vocational guidance test to help the adolescent to discover their inclination and concern for their jobs.
3. Vocational guidance should be the integral part of school program. It is the job of the vocational counsellor to encourage children to think carefully about their vocational choice.
4. As far as the findings of the study are concerned, it is suggested that vocational interest of adolescent adopting different styles of learning and thinking should be enhanced.

SUGGESTIONS FOR THE FURTHER STUDY

1. The study may be conducted on a large sample to obtain more reliable and valid results.
2. Vocational interest of the students can also be studied in relation to their level of inspiration, risk taking tendency, intelligence and other related variables.
3. The study may be conducted on students at college level or university level.

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