A STUDY ON VOCATIONAL INTEREST AND PARENTAL INFLUENCE ON CAREER CHOICES OF ADOLESCENTS IN NAGALAND

Thesis submitted to Nagaland University in partial fulfillment of the requirements for the Degree of

DOCTOR OF PHILOSOPHY (Ph.D) IN EDUCATION

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SCHOOL OF HUMANITIES AND EDUCATION

NAGALAND UNIVERSITY (A CENTRAL UNIVERSITY)

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CERTIFICATE

This is to certify that the thesis entitled ***"A Study on Vocational Interest and Parental Influence on Career Choices of Adolescents in Nagaland"*** which is submitted herewith for the Degree of Doctor of Philosophy in Education of Nagaland University is the result of the original work completed by ***Mrs. Markangla Jamir (Reg. No. Ph.D/EDU/00102 of 2017)*** under our supervision and guidance. That, to the belief and best of our knowledge, the work embodied in this thesis has not been formed earlier the basis of the award of any previous degree in any other university or institute. This thesis is fit for submission and evaluation.

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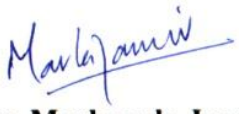
DECLARATION

I, ***Markangla Jamir,*** hereby declare that this thesis entitled "***A Study on Vocational Interest and Parental Influence on Career Choices of Adolescents in Nagaland***" is my own work carried out under the Supervision of ***Prof. Buno Zetsuvi,*** Professor in Education & Dean, School of Humanities and Education, Nagaland University and ***Dr. Boyillapalli Venkata Rao,*** Assistant Professor, Department of Education, Nagaland University, Kohima Campus The work embodied in this thesis has not been formed earlier the basis of the award of any previous degree in any other university and institute. This thesis is submitted to the Nagaland University for the degree of Doctor of Philosophy in Education.



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LIST OF ABBREVIATIONS

CBSE	Central Board of Secondary Education
ITI	Industrial Training Institute
NBSE	Nagaland Board of School Education
ICAR	Indian Council of Agriculture Research
NCP	National Psychological Corporation
NIELIT	National Institution of Electronics & Information Technology
NCERT	National Council of Educational Research and Training
NCTE	National Council of Teacher Education
NIOS	National Institute of Open Schooling
NIT	National Institute of Technology
NSQF	National Skill Qualification Framework
NTTC	Nagaland Tool Room and Training Centre
PSSCIVE	Pandit Sunderlal Sharma Central Institute of Vocational Education
PLFS	Periodic Labour Force Survey
PMTI	Para Medical Training Institute
UNESCO	United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

Every adolescent's primary task is to establish an identity, in the process of attaining an identity the adolescent experience conflict with their parents and within him/herself. Choosing the right career/vocation is one of the major factors influencing adolescent identity formation. The question "What are you going to be when you grow up? Enables every adolescent to think about ones future career, setting realistic and achievable goals becomes a major developmental task. Today the common confusion felt by each adolescents is what to do next, which faculty/discipline to choose, which career will prove rewarding. The parents are also troubled by the same question. At present in Naga society proper guidance to a student or to the parents is not available. The selection of career is made vaguely. For instance, the common trend that is been followed in every family is, when one clears exam with good percentage he/she selects science stream for further study, and average students studies arts stream. Which is in reality, has influenced the career development process of adolescents.

The present study entitled "A study of Vocational Interest and Parental Influence on Career Choices of Adolescents in Nagaland". The present study aims to study the status of vocational interest, levels of vocational interest. Status and levels of parental influence among adolescents. It also examines the relationships and association of various variables in the study. It is basically empirical and comes in the purview of survey research design. Descriptive survey method was employed in this study. The population of the present study comprised of all the Secondary Students studying in both private and government secondary schools located in rural and urban areas under Kohima and Mokokchung district of Nagaland.

For the present study the investigator applied simple random sampling in selecting the districts, schools, locality of schools and adolescent students. For the study the investigator through simple random sampling selected Kohima and Mokokchung district, after which 16 schools considering type of management and locality of the school were selected. After selection of schools, 800 Adolescent students were selected randomly as samples for the study. Tools for the study used were Vocational Interest Record (VIR) developed and standardised by Dr. S.P Kulshrestha. Questionnaire for Adolescents on Parental Influence on Career Choices of Adolescents constructed and standardised by the investigator. The data

collected was statistically analysed using percentages analysis and frequencies; descriptive statistics such as Mean, S.D; Inferential statistics such as independent sample t-test, Chi Square test of association, Pearson Product Moment Correlation were employed to realize the objectives and hypotheses of the study. Findings of the study revealed mixed results,where in the status of vocational interest results revealed different levels of vocational interest among adolescent students of Nagaland. Majority of adolescents favouring for artistic vocational area. Government secondary school adolescents showed more interest in the overall vocational interests and in vocational interest dimensions of Commercial, Constructive**,** Artistic, Agriculture, Social and Household in comparison with the private secondary school adolescents. Adolescent girls showed more vocational interest compared to boys in the overall vocational interest and in vocational interest dimensions of Literary, Artistic, Social and Household in comparison with the adolescent boys. Significant difference was found between adolescents studying in rural and urban secondary schools in the vocational dimension of literary. Findings revealed that 26.63% of the adolescent students are highly influenced by parents on their career choices.60% of the adolescent students showed average level of parental influence on their choice. 13.37% of the adolescent students showed less level of parental influence. Significant difference was found between Adolescent Boys and Girls in parental influence on their career choices. Where more parental influence was found among girls as compared to boys. Significant difference was found between government and private secondary school adolescents in parental influence on their career choices. Findings revealed government secondary school adolescents were more influenced by parents in choosing their career than the private secondary school adolescents. No statistical significant difference was found between urban and rural secondary school students in parental influence on their career choices. The present study found positive and significant correlation between vocational interest and parental influence on career choices of adolescents. Based on the results the investigator also gave some recommendations and suggestions for further research.

Keywords: Vocational Interest, Parental Influence, Career Choices, Adolescents.

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CHAPTER-I

INTRODUCTION

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1.1 INTRODUCTION

Swami Vivekananda, "Education is not the amount of information that is put into your brain and runs riot there, undigested all your life. We must have life-building, man-making, character-making, assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library. If education were identical with information, the libraries would be the greatest sages in the world and encyclopaedias the Rishis." Education is a process of modification of behaviour, to prepare an individual, to fit in and to lead a healthier social life. Education helps us to realise our potentialities, develops and prepare to face life courageously. Education is treated as the process of human resource development; it helps in preparing an individual to enter into the world of work. Only education can fulfil the goal of individual and the nation by embracing different ways of utilizing the innate talents of citizens. Education is the most treasured source of pride that one can be owned. Quality of education is the key factor towards progress and development of an individual and the society as a whole. Education creates a knowledgeable, dynamic, skilled, self-reliant and adaptable workforce, who will contribute towards the country's social cohesion and welfare. Education helps to increase national prosperity through promoting entrepreneurship and technological advances.

Adolescence is assumed as a period of potentialities and turmoil. As adolescents struggle to advance for more mature understanding of the world around them, the skill of decision-making proves fruitful for them in dealing with different situations (Scott, Reppucci, & Woolard, 1995). Career choice is a crucial task for any adolescent. Research has shown that decisions regarding academic selection and future vocations are very relevant to adolescents. Factors which generally influence students in making their course choices are (a) marks secured at the annual examination, (b) choices of parent/s and (c) advice from teachers, peers, relatives, etc. In Indian culture, as compared to Western societies we have closely knit families, where parents often involve in the career choice of their children. Young (1994) deliberated parents as the principal source of encouragement among adolescents for motivating them to achieve their career goals. During adolescence stage, they become aware of social expectations and starts making plans for career keeping in mind his or her abilities,

potentials, interests and their likes and dislikes. A right career decision will lead to satisfaction and happiness in an adolescent, which will develop their competent spirit and strengthen their self-esteem. On the other hand, wrong career decision by an adolescent will end in dissatisfaction which in turn will cause frustration and low self-esteem. Realising ones interest and choosing an appropriate career is an essential task in an adolescent life.

1.2 ADOLESCENCE

Adolescence is the most crucial and significant period of an individual's life. It is the period of rapid revolutionary changes in the individual's physical, mental, moral, spiritual, sex and social outlook. Human personalities develop new dimensions. It is the period to learn new things. It is the period of anxieties and worries. It is the period of ambitions. It is the period of complexity and conflicts. *Stanley Hall* describes the period of adolescence as "a period of great stress and strain, storm and strife." Each individual during adolescence stage is marked with the crisis of identity vs. role confusion (Erickson's theory of Psycho-social development).

According to Dorthy Rogers adolescence is a process rather than a period it is a process of attaining attitudes and beliefs needed for active participation in society.

J.A Hadfield (1962) "when we speak of adolescent as growing up we mean that the youth is leaving behind the phase of protective childhood and is becoming independent".

E.A. Peel (1956) is of the view, "the adolescent is beset by problems of divided loyalties, accentuated by the lack of adult privileges and responsibilities. He thus appears excessively aggressive and then excessively shy, excessively affectionate and then quite suddenly detached and cool. These are all problems of the stresses and strains of transition"

The term adolescence originated from the *Latin* word adolescence which means *to grow or to grow to maturity*. It is the period which begins with puberty and ends with the general cessation of physical growth. It emerges from the later childhood stage and merges into adulthood. It is difficult to assign definite years to it because they differ from country to country and culture to culture. Chronologically age ranges are from 12 to 18 years in India. Adolescence is described by Erikson as particularly a period of identity-formation. At this stage, the individual begins to place himself in ego-space-time. The adolescence recognises that he is a particular person with a particular group, with a particular past, present and future.

1.3 ADOLESCENCE DEVELOPMENTAL TASKS

Havighourst developed the concept of developmental task, according to which there are social anticipations in every stage of development. Every culture anticipates from their members in the society to attain certain skills and forms of behaviour appropriate to one's

own particular age. A developmental task develops as the individual matures physically, capable of reading, sets goals and prepares for careers and vocations. Havighoust, "A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to happiness and success with later tasks while failure to unhappiness with later tasks." Following are some of the developmental tasks for adolescence;

- Acquiring a set of values for guiding behaviour.
- Desiring to achieve socially responsible behaviour.
- Developing new matured relations with peer groups of both sexes.
- To develop a masculine or feminine role.
- Using ones' body effectively.
- Developing intellectual skills for success in examination and other competitions.
- Choosing suitable vocations for preparation to fit in an occupation.
- Acquiring emotional independence from parents and other adult members.
- Development of skills for civic proficiency.
- Preparation to settle and family life.
- To achieve economic independence.

1.4 CONCEPT OF VOCATIONAL INTEREST

It is well known that if an individual is interested in an educational or vocational pursuit, he is more likely to be successful in it. Super writes, "Interests are the product of interaction between inherited aptitude and endocrine factors on the other hand and opportunity and social evaluation on the other. Some of the things a person does will bring him the satisfaction of mastery or the approval of his companions, results in interests. Some of the things his associates do appeal to him and through identification, he pattern reasonably well, he remains in it, but if not, he must seek another self-concept and interest pattern." Strong states "interest is an indeterminate of success." Jones defines interest "as a feeling of liking associated with a reaction, either actual or imagined, to a specific thing or situation."

Super (1951) describes the choice of occupation is one of the points in life at which a young person is called upon to state rather explicitly his concept of himself to say definitely I am this or that kind of a person. Career plays an important role in a human life. The dilemma and questions among the adolescents, what do I want to become? Which course of study to choose? Which is the right vocation? Has become a serious concern for the adolescents in this rapid transforming society, which we called globalisation. As Super mentioned that

occupation is not merely a way of earning livelihood but it is also a way of life and a social role.

According to Holland, Vocational interest shows and exhibits a person's personality in work, school subjects, hobbies, recreational activities and preferences.

Vocational interest is defined as the likeness shown by an individual for a particular career or vocation. According to Guilford vocational interest is the activity done by getting attracted towards an object or an individual, by preparing and deriving satisfaction out of it through concentrating on it. An individual's interest is described in relation to occupations or the world of work, which express his or her vocational interests. Every mankind is recognized and appreciated by individual differences, and the activities an individual prefer to choose is called as vocational interest. Vocational interest is referred to a person's own pattern of preferences, aptitudes, likes and dislikes for a specified vocation or vocational area. Vocational interest is considered one of the most important conditions for success in one career. For a satisfied and successful profession vocational interest serves as a factor, besides having high level of intelligence, qualification or efficiencies. It is an important determinant of success in one's career which effect overall life fulfilment of an individual. The vocations results in satisfaction, simulating and rewarding if a person has interest on it. What a person will do in the future, how well he will adjust and be successful in the career are determined by the interest of a person. When one enters a vocation involving their vocational interest he/she lives a satisfied life. Therefore, success and failure, satisfaction and dissatisfaction in life are centred from the vocation one chooses. For characterizing an individual with his counterparts and also with the environment, Vocational interest of an individual is one of the most distinct, persistent and the strongest visible trait to consider. Every individual is born with unique interests, needs, abilities and values, where every occupation is unique related to tasks, skills and incentive. To fit in a job it requires compatibility and skills, where vocational interest is an significant factor which indicates about the chance of selection and inclination towards a profession. Evaluation of an individual interest, aptitude, abilities, skills and values is necessary for a successful, motivated, content and enthusiastic life.

Characteristics of Vocational Interest;

- Vocational interest is one important feature of individual difference.
- Choice of vocations, preferences, likes and dislike varies from one individual to another.

- Vocational interest is related to environmental influences such as motivation from parents, adult members, teachers, socio-economic status and family environment.
- Vocational interest varies at different age. Vocational interest changes with age and ideas of people but stays relatively constant.
- Vocational interest is a continuous process it does not occur suddenly. It starts from childhood to work life.
- Vocational interest is an important indicator of career choice. It is related to individuals' need of career.

Vocational interest varies at different stages and changes with time and age. According to Spranger (1928) there are 6(six) types of people and divided on the basis of interest namely; Social, Aesthetic, Theoretical, Economic, Political, and Religious. L.L. Thurstone (1931) categorized vocational interest into four types: Science, People, Language and Business. Kuder (1948) divided vocational interest as Outdoor, Scientific, Literacy Mechanical, Clerical, Computational Artistic, Musical, Persuasive and Social service. Vocational interest of adolescents according to Kulshreshtha Vocational Interest Record (VIR) can be distributed in the in various vocations as language, writers, Engineers, Doctors, Police, Industry managers, photographer, advocates, social workers, teachers, etc. Every adolescent has its own interest and it is distinct in every individual, and this contributes towards different choice of career and vocations.

1.5 CAREER CHOICE

Career choice is an important part of human development and extents over the individual's entire lifetime in discovering individuality. With the rapid development of science and technology, many opportunities and challenges have brought for adolescence. Adolescence is the period where career planning and decisions starts; it is a key developmental period for lifetime. Ginzberg (1952) proposed that adolescence is the period during which the fantasy world of childhood begins becoming more flexible. Selection of a wrong career will affect an individual's life, their achievement and contentment and therefore, career choice is an important landmark in an individual life. Every adolescent when he/she is at senior secondary stage is expected to choose a right career which will decide their future occupation. At this stage one must have knowledge about different types of vocation and world of work. Super (1990) advocated that career planning becomes more important during late adolescence and early adulthood.

Common mistakes in choosing a Career:

Choosing a career is an important judgment that impacts an individual's lifetime. Every individual plan for their future career, so that they can achieve their expectations and live a successful life. Proper career planning and right choice will lead to proper adjustment in life and enjoy the work according with satisfaction. Dr. J.A Humphreys and Dr A.E Traxler have pointed out the following mistakes generally made in choosing a career:

i) Selecting a vocation that requires mental ability above that of an individual.
ii) Choosing a career that has limited employment possibilities.
iii) Choosing a career for which the person does not possess necessary skills.
iv) Choosing a profession for which the individual does not possess appropriate characteristics of personality.
v) Choosing a vocation without paying due attention to its financial aspects.
vi) Choosing a career for which the requisite level of skill cannot be achieved by the students.
vii) Choosing a career because of its glamour.
viii) Choosing a career without the required physical endurance.
ix) Choosing a career which is over flooded.
x) Choosing a career base on parent's wishes and aspiration. (Aggarwal, J.C 2014).

1.6 CONCEPT OF PARENTAL INFLUENCE

The word parent is derived from Latin word "Parens" which means caretaker of the offspring for their own species. In humans, parents are the mother or the father figure of a child. In psychological term parenting role begins right from the time a child is conceived in mother's womb till the death. Some of the factors dominantly involved in determining the individual life according to psychologist is hereditary, D.N.A, Genes and environmental influences. Adolescents are influenced in many ways by their parents in career decision making both in positive and negative ways. There are parents who show interest while others show dissatisfaction in their children choice of career. Studies have found that parents influence the level of education, children achievement and also children absorb their parents' attitudes and expectations as they grow up. Middleton and Loughead (1993) describe how parents can be positive and important influencer in decisions affecting adolescents' vocational development. They also caution that over involvement and excessive parental involvement in adolescent's vocational choice may result in negative outcome. Parents influence their children through their expectations, values, examples they set, opportunities they offer, parents-children relationship, socio-economic status of the family etc. Parents play a vital role in the development of adolescents, they are not just an authority figure but a

friend, philosopher, and guide. Involved parents understand their children well and along with important information on career paths and choices they can facilitate the process of career selection. Hence, the role of parents in career choice and deciding which career field fit good for them is now of significant importance. Every parent desires their children to choose a career they know well about, but what their child aspires or wants to become, can contradict with the other. Therefore, the role of parents in career choice of their children is one of the utmost importance and a societal issue.

Different Types of Parenting Styles

There are different types of parenting styles, which refers to the parent's attitude towards child rearing practices. Child psychologists Diana Baumrind (1971) from her research established four different types of parenting styles namely; authoritarian, uninvolved, authoritative and permissive parenting styles.

a) Authoritarian

Authoritarian parents believe in organisation, characterised by high standards of behaviour and obedience from their children. This type of parents expects little input from their children while making decisions. Children of authoritarian parents will have low self-esteem.

b) Permissive

Permissive parents often let their children to make decisions on their own. Parents of this style encourage creativity and freedom in their children. They use reasoning rather than authority while setting restrictions. Permissive parenting style is good for reserved children, but not suitable for aggressive children, sometimes it may result in immature behaviour and inability to control instincts among the children.

c) Authoritative

The authoritative style of parenting is considered as the best parenting style. This type of parents is firm but not rigid. Though they set standards children are given independence on final decision. They listen and understand their children's problem. This type of parenting style develops a sense of independence and self- sufficiency among the children.

d) Uninvolved

Uninvolved parenting style is characterised by child maltreatment called neglect attitude. Parents belonging to this type of parenting style are depressed and stressed parents e.g. marital conflict, unemployment and socio-economic problem. Where children are mostly deprived of attention and care.

1.7 THEORETICAL FRAMEWORK

I) Holland's theory of vocational types:

John Holland's theory is based on vocational choices, giving clear attention to personality types and behavioural style as the main influence in career development. Its main postulation underlying his theory is:

a) Every people fall under one or the other category of six vocational types, namely; realistic, investigative, artistic, social, enterprising or conventional.
b) People of same occupational group have similar personalities and create an environment of their particular type.
c) People look for environment where they will fit in and practice their skills, abilities and express themselves. Respond to different problems efficiently.
d) Interaction between personality and his environment determines ones behaviour.

Holland's three key concepts:

a) Consistency: some vocational types have in common with the other, the higher consistency, the more integrated and greater vocational maturity.
b) Differentiation: there are different type of people and environment; some are much closer to one type while others are combination of types.
c) Congruence: degree of fit between one's personality and work environment.

Holland RIASEC Personality type:

Realistic: characterised by good motor and physically strong, not friendly and aggressive, lacks verbal skill. Occupations like surveyor, mechanic, plumber etc., fall in this category.

Investigative: Analytical, scientific and intellectual. Geologist, engineer, editor are dome of the examples.

Artistic: Introvert, independent and creative. Composer, artist, director, author are some of the example.

Social: Responsible, sociable, supporting and good interpersonal and verbal skill. Counsellor, social worker, teacher are some of the examples.

Enterprising: People with good communication skill, competitive spirit and persuading. TV producer, managers, buyer are some of the examples of occupations.

Conventional: Organising, conforming, materialistic, structured verbal and numerical activities. Bank clerks, statistician, etc. are some of the occupations.

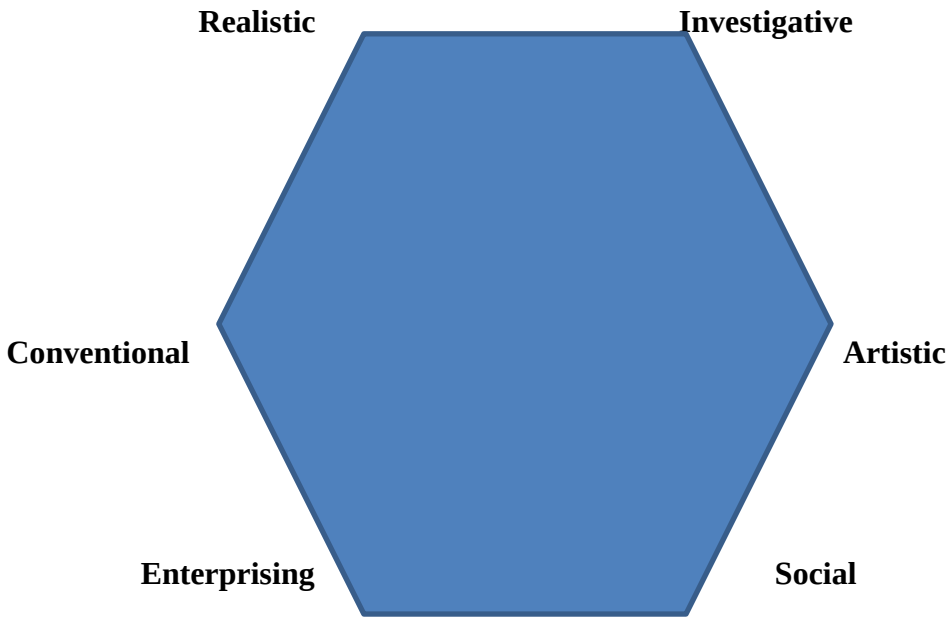

Figure 1.1 showing John Holland's hexagon of personality types.

Holland stated that a person's major direction of vocation choice is determined by the model type he best resembles e.g. Investigative/social combination most probably will represent in a science teacher which decides the choice of role within the environment. Holland also remarks that the realistic and investigative personality types have greater aspirations. He also associates high educational desires with investigative, social and artistic type in oppose to realistic. Creativity is associated with investigative and artistic. Holland also stated that tasks and situations, and not just people are significant when it comes to vocational choice. He emphasis on early child development and stated that parents' personality patterns as factor determining the stability of a person personality pattern.

II) Donald Super Career Development theory.

Donald Super's career model is an important figure in occupational theory, which is established on the belief that self-concept changes over time and develops with experience. Career development according to him is lifelong.

Super's developmental approach is based on five life stages, and these are described as follows:

Growth stage (birth to 14): this stage is characterised by fantasy during the age of 4 to 10, interest (11to 12), capacity from age 13 to 14. Abilities and job requirements are considered during this stage.

Exploration stage (15 to 24): from age 15 to 17, it is characterised by tentative choices made out of fantasy. Age 18 to 21 is characterised by transition where reality factors are given due

attention since the individual enters world of work, training and prepares further education. Trail (21 to 24) which is characterised by trail in choosing suitable career.

Establishment stage (24 to 44): this stage is characterised by suitability and stabilisation in the world of work/jobs.

Maintenance stage (44-64): it is characterised by consolidation of work position.

Decline stage (65+): this stage is characterised by retirement and reduction from job/work role.

Super developed ten propositions, in his proposition he is of opinion that the process of vocational development is essential as that of developing and implementing a self-concept. Vocational reference and competencies, the situations in which people live and work, self-concept change with time and experience though self-concepts generally stables by late adolescence till late maturity. Career choice and adjustment is a lifelong process. Job satisfaction and life satisfaction depends upon how an individual fits in a work situation depending on abilities, interest, personality traits and values.

From the theories discussed, it is clear that every individual fall under one or the other category of vocational types. Different types of vocational interest based on personality and behavioural style influence the career development. Choice of vocations according to Holland is based on three key concepts; consistency, differentiation and congruence. Super in his career model theory established that self-concept changes over time and develops with experience. Super describes adolescence stage as exploration stage from age 15 to 17, it is characterised by tentative choices made out of fantasy. Career choice is a critical task for any adolescent marked by confusion and dilemma. It is at this juncture that ever adolescents are helped to understand and guide in the right path during this exploration stage. So that vocational choices are made not out of fantasy but according to one's ability and interest.

1.8 VOCATIONALISATION OF EDUCATION

Vocationalisation of secondary education is inclusion of practical or industrial arts as a part of general education to train, prepare students as to enter the world of work after the successful completion to the course. Through vocational education, it aims to make every student capable of earning their livelihood. The UNESCO (1974) has stated vocational education as an inclusive term in acceptance with many aspects of the process of education which involves general education, technology and sciences, acquiring practical skills and attitudes, identifications and awareness relating to careers in the various sectors of economic and social life. Vocationalisation of education enable diversified, service oriented, self-employment oriented courses to produce skilled manpower that lessen the overgrowing

pressure of general education and the purposeless pursuit of higher education. Vocational education is not merely technician training as generally considered but it helps to understand the role to become productive and employable.

In the report of Secondary Education Commission, the need for re-orientation of education has been emphasised in these words, "In the past our education has been so academic and theoretical and so divorced from practical work that the educated classes have, generally speaking failed to make enormous resources. This must now change, and, with the object in view, we have recommended that there should be much greater emphasis on crafts and in addition diversification of course should be introduced at the secondary stage so that a large number of students may take up agriculture, technical, commercial or other practical courses which will train their various aptitudes and enable them to take up vocational pursuits."

Need for Vocationalisation of Secondary education can be mentioned as follows:

- To meet the unemployment problem by training students.
- Maximum utilization of natural and human resources available.
- Dignity of labour and National productivity.
- Practical and useful, which will lead to correlate learning with life.
- Produces skilled manpower and efficient technical personnel.
- Diversification of courses will provide ample scope to the students to choose vocational course suited to their interests, abilities and aptitudes.
- Vocationalisation will reduce frustration among adolescents and youths resulting from theoretical, bookish, non-productive and aimless education.

Following aims have been listed in NCERT publication 'Vocational Education at +2 stage (1984).

- To fulfil the national goals of rural development and the removal of unemployment and distribution.
- To bring about social transformation.
- To meet the need of middle-level manpower for its growing sectors of economy.
- To divert a sizable group of students to varied vocational courses
- To prepare students for self-reliance and employment.

It is clear that vocationalisation of education will pave a way towards solving the fundamental issues of dropouts, stagnation and wastage and scholastic backwardness.

1.9 NATIONAL EDUCATION POLICY (2020) ON VOCATIONAL EDUCATION

The National Education Policy (2020) have given due importance and highlighted the need for Vocational Education. A detailed roadmap to promote Vocational Education has been documented as "Reimagining Vocational Education". The recommendations of National Education Policy (2020) in relation to vocational education may be briefly discussed as follows: It is estimated that less than 5% of the workforce in India between the age group of 19 to 24 received formal vocational education as compared to USA the number is 52%, Germany 75% and South Korea 96%. This is the reason why our country is lacking of skilled labour and increasing rate of unemployment, which gives an urgent need for vocational education. The primary reason is the fact that vocational education in India have focussed largely on class 11-12. Moreover vocational education was observed to be inferior to mainstream education. Some of the main features of NEP 2020 on vocational education may be briefly discuss as follows:

i) ***Towards a new era of vocational education*****-** The NEP (2020) has recommends introduction of vocational education from 6^{th} standard enabling every student to acquire skills for further training and vocational education will be expanded through SSA in all government and government aided schools. Students support services and skill based aptitude test to facilitate students career choice. Awareness programmes on vocational education to sensitize the general attitude and its mind-set.

ii) ***Towards access to vocational education*****-** Integration of vocational education into mainstream education and to ensure that every child learns one vocation. Emphasis on the dignity of labour in every educational institution and develop the importance of different vocations including Indian arts and artisanship.

iii) ***Real life learning for adaptability*****-** with the rapid advancement in the area of technology the world of work keeps changing and therefore, the curriculum need to update accordingly to provide support for the students to adapt with changes effectively. Hence, the role of NCERT to integrate vocational education, to prepare guidelines, teachers' handbook or vocational subjects was recommended.

iv) ***Community and Industry Partnerships*****-**Integration of vocational education in the educational institution offering of all secondary schools in collaboration with ITIs, Polytechnics, skill knowledge provider, vocational training provider, local artisans, local industries, etc. It also recommended skill labs to be set up in schools. NCERT is to provide appropriate guidelines for assessment and evaluation of the students of vocational education which should be competency based.

v) ***Professional development of vocational Teachers-*** Opportunities and support will be provided to the vocational teachers to learn the latest innovations. Teachers will be trained through multiple modes like national and international workshops, seminars and development programs which will be organised by NCERT, NIOS, CBSE, State Boards, etc. A common National Professional Standard for Teachers (NPST) will be developed by 2022 and PSSCIVE will be assisted for developing modules for teacher training.

vi) ***Mainstreaming Vocational Education-*** vocational education will be integrated to school and higher education institution in a phased manner. Its vision, by 2025, 50% of the students in schools and higher education institutions will be exposed to various vocational education programmes in partnership with industry, NGOs etc. Higher Education Institutes will conduct short-term certificate courses on various vocations including soft skills. Vocational courses will be made available at degree level and General Education Council (GEC) to be form to keep abreast with the learning outcome and higher education. Professional Standard Setting Bodies (PSSBs) will be comprised of ICAR, Veterinary Council of India, NCTE, NCVET, etc.

vii) ***Open Vocational Education-*** Strengthening of Open and Distance learning mode to promote vocational education. NIOS will initiate to the needs of open vocational courses especially for the drop outs. The curriculum will be in lined with NCERT. Innovative and emerging skills as per the demand of the industry will be incorporated in the various course.

viii) ***LokVidya-*** To connect the students with the past knowledge and its contribution towards modern India, Lok Vidya will act as an important vocational knowledge which will be integrated and made accessible to all students.

1.10 BACKGROUND OF THE STUDY AREA

1.10.1 BRIEF PROFILE OF NAGALAND

Nagaland is the 16th state of the Indian Union inhabited by indigenous people, which lies in the North eastern region of India. Bordering with states of Assam, Arunachal Pradesh, Myanmar and Manipur. With Kohima as the states capital, consisting of 16 (Sixteen) Administrative Districts namely; Chümoukedima, Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Niuland, Noklak, Peren, Phek, Shamator, Tseminyu, Tuensang, Wokha, Zunheboto. With 144 subdivision, 26 towns and 1428 villages as per 2011 census. Inhabited by 17 major tribes along with other sub-tribes in Nagaland.Each tribe is distinct in terms of customs, language and dress which differ in character from the other.

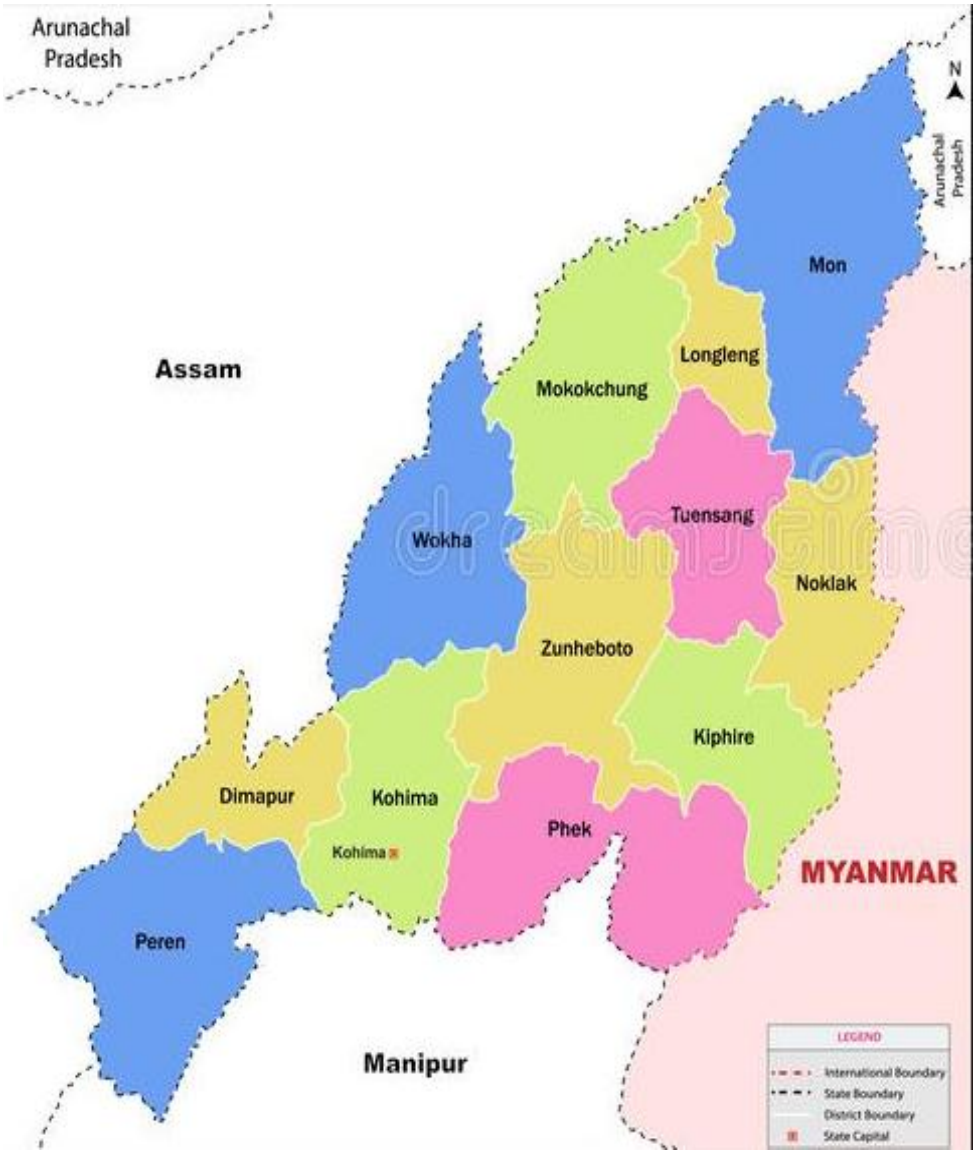

Figure 1.2 Map of Nagaland

Nagaland is large a mountainous state with altitude rising from the Brahmaputra valley in Assam to an elevation of 3840 meters at Mount Saramati. The State has variety of natural resources and forest with unique geographical features and climatic conditions. The state covers an area 16,579 square kilometers with population of 19, 80,602 out of which 71.14 per cent of the population resides in rural areas and 28.86 percent in urban areas as per the 2011 Census.

The literacy rate as per 2011 census is 79.55% which is above the national average of 72.98 percent. Male literary rate is 82.75% and female with 76.11%. The gender gap in the state is almost 6.60 percent. Among the districts Mokokchung recorded the highest literary rate with 91.62 percent.

Human Development Index (HDI) In Nagaland has improved, from 0.62 percent in 2001 to 0.63 percent in 2011. This result is due to the increase of literary rate in the state. Access in education and improve gender parity in schools has shown over the years in the state. Schools are operated by the state, central governments and private organizations. The medium of imparting teaching is mainly English language. Over the years the number of schools and higher educational institutions in the state has developed and increased tremendously.

1.10.2 KOHIMA DISTRICT

Kohima district, home of the Angami Nagas is a district and capital of the state Nagaland in India. It is the second most populous district with the population of 2,67,988 and seventh largest district in the state with an area of 1207 square kilometers. Kohima is bounded by Tseminyu district in the northeast, Phek to the east, Senapati district of Manipur to the south, Peren in the south west and Chumoukedima district to the west. Headquartered at Kohima, at an altitude of 1444 meters above sea level. 45% of the district is urban. Kohima, being the capital, is cosmopolitan in nature with people from different tribes of Nagaland as well as mainland India resides in the district. It has 7 blocks, 96 villages and 1 municipality. As per the 2011 census of India literacy rate of Kohima is 85.23% with male at 79.6% and female at 88.45%. Kohima has a large number of private and government schools which are mostly affiliated to Nagaland Board of School Education and few schools have Central Board of Secondary Education affiliation. English is the medium of instruction followed by the schools in Kohima.

1.10.3 MOKOKCHUNG DISTRICT

Mokokchung the home of Ao Nagas, is a district of Nagaland state in India. Headquartered at Mokokchung town, bounded by the state of Assam to the North, Wokha district to the west, Tuensang and Longleng district to the east and Zunheboto district to the south. Covering an area of 1,615 sq km with population of 2,20,052. Approximately 145 km from the state capital Kohima. Mokokchung district physiography shows six distinct ranges parallel to each other and aligned roughly north-east/ south–west. It is considered the most progressive district in the state. With 9 (nine) blocks and 114 villages. Chungli is the main language of the Aos. Literary rate of the district stands highest in the state with 91.62 % (2011 census). Mokokchung is the intellectual and cultural capital of Nagaland and is known as the Land of Pioneers.

1.10.4 SECONDARY EDUCATION IN NAGALAND

In Nagaland, schools are run either by the state, central government and private organisations. Nagaland Board of School Education (NBSE) set up by an Act No.4 of the Nagaland State Legislative Assembly 1973 on 15th November 1973.NBSE started functioning as the state agency of Government of Nagaland from 1st October 1974. Empowered by the act, The Board prescribes, supervise, develop and regulates the educational system of secondary and higher secondary level in the state. NBSE prepares the syllabus, curriculum, prescribes textbooks and conducts examination for secondary and higher secondary. It also organises teachers training programmes through orientation, workshops, and seminars on academic and examination related matters. NBSE lays down conditions for schools registration and recognition. It constantly monitors the academic standards of all the registered schools. It examines and studies the problems of education in the state and forward to the state government.

Table 1.1: List of Schools registered under NBSE (2019)

Sl.No	DISTRICT	GOVERNMENT HIGHER SECONDARY SCHOOLS WITH SECONDARY SECTION	GOVERNMENT HIGH SCHOOLS	PRIVATE HIGHER SECONDARY SCHOOLS WITH SECONDARY SECTION	RECOGNISED PRIVATE HIGH SCHOOLS	PERMITTED SCHOOLS	TOTAL
1	KOHIMA	7	24	28	23	22	104
2	MOKOKCHUNG	5	37	12	13	6	73
3	TUENSANG	5	24	1	6	17	53
4	MON	5	18	5	2	32	62
5	PHEK	4	35	5	12	6	62
6	WOKHA	3	21	3	6	12	45
7	ZUNHEBOTO	3	22	6	14	15	60
8	DIMAPUR	7	23	47	16	89	182
9	KIPHIRE	2	15	1	2	10	30
10	LONGLENG	1	13	_	3	6	23
11	PEREN	2	16	5	4	9	36
	TOTAL	**44**	**248**	**113**	**101**	**224**	**730**

(Data source: http://nbsenagaland.com/documents/List%20of%20schools_2010/schools2019.pdf)

1.10.5 VOCATIONAL EDUCATION IN NAGALAND

Vocational education in Nagaland is progressing and steadily developing. Several Government institutions, private institutions and NGOs are initiating towards imparting vocational education and training. Since 1972, Nagaland started its first Technical Education with establishment of Nagaland Polytechnic Institution at Atoizu in Zunheboto district now named as Khelhoshe Polytechnic. Government Polytechnic in 1994 and Institute for Communication and Information Technology (ICIT) in 2003 were established subsequently. 8 (eight) new Polytechnics were approved for 8 districts namely: Dimapur, Phek, Tuensang, Wokha, Mon, Peren, Kiphire and Longleng. Out of which Polytechnics in 6 districts are functioning; at Dimapur, Phek, Tuensang, Peren, Wokha and Mon. The State offers three year Engineering Diploma programs in Civil engineering, Interior Designing, Electronics and Electrical, Automobiles, Mechanical, Electronics and Communications, Information Technology, Computer Science, Modern Office Practice, Interior Designing, Architecture Engineering. Advance Diploma programme in Apparel production are also offered under the Government of India Skill development program.

Government Industrial Training Institute (GITI) Kohima, established in 2015 with its sub branches in 4 districts namey; Mokokchung, Mon, Tuensang and Wokha. Approved by State Government offer various courses Carpenter, Computer Operator & Programming Assistant, Cutting and Sewing, Surveyor, Draughtman, Electrician, Electrician, Electronics Mechanic, Information Technology and Electronics system management, Mechanic (Diesel and Motor), Secretarial Practice (English).

Nagaland Tool Room and Training Centre (NTTC) Dimapur under Directorate of Industries and Commerce Nagaland, was established on 9th August 2006 with the assistance of Government of India. Offers diploma in tool and Die making, computer professional career courses, carpenter, mechanic (Auto Service Technician), Assistant Electrician, Machine Operator, Welder etc. NTTC has been initiating and helping youths in training and job placement.

Nagaland Board of School Education (NBSE) has introduced Vocational Education from Classes 9 to 12 from 2022 academic session in pursuant to the goal of NEP 2020, to reach out to 50% of the learners, in a phase manner. The course will begin with class 9 initially, which will be an optional subject and an elective subject for class 9 & 10. Courses like Domestic, Data Entry Operator, Information Technology Enabled Services (ITeS), Food & Beverage Service Trainee, Tourism & Hospitality, Store Operation Assistant, Retail, Assistant Beauty Therapist, Beauty & Wellness, Field Technician – Other Home Appliances,

Electronics & Hardware, Crop Cultivator, Agriculture, Automotive Service Technician, Automotive will be introduced. The Board adopted the curriculum and syllabus for vocational education developed by the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal.

Samagra Shiksa Abhiyan (SSA), Nagaland has also taken initiatives to introduce vocational education in schools. Vocational education has been introduced along with academic subjects from classes 9 to 12 in 26 government schools in the state. With an aim to prepare the students to be employable, to maintain their competitiveness through provision of multi entry-exit learning, filling the gap between educated and uneducated and to reduce the drop outs at secondary level. The scheme is operated within the National Skill Qualification Framework (NSQF). Trades like ITs, Tourism, and Hospitality, Healthcare, Retail, Electronic and Hardware, Beauty and wellness, Multi Skilling and Agriculture are offered for class 9 to 10.

Youth Net an active NGO in the state of Nagaland empowers young Nagas through its training wing Nagaland Career and Development Centre (NCDC). It helps to acquire skills, confidence and positive attitude to fit in the private and public sectors. Programmes like Professional Skills Development Program, Career Guidance Program, enabling the students to make knowledgeable choices in higher education and career according to their interests and abilities. Since its commencement in the year 2012, it has trained over 30000 students, 3500 job seekers, and produced more than 1000 professionals.

Apart from the above mentioned there are also several Institutions in the state offering vocational courses in the state namely Global Open University Nagaland, Para Medical Training Institute (PMTI) Kohima, National Institute of Technology (NIT) Dimapur, National Institution of Electronics & Information Technology (NIELIT) Kohima.

Despite the progress and efforts of Government and different stakeholders towards promoting vocational education. Nagaland state faces several challenges in implementing vocational education. To mention some; lack of infrastructure, employment opportunities of the trained students, lack of industries in the state, shortage of trained teachers, lack of awareness among the people and students of vocational course available, shortage of tools and exposure for the trainees, lack of practical centres etc.

1.11 SIGNIFICANCE OF THE STUDY

Every adolescent's primary task is to establish an identity. In the process of attaining an identity the adolescent experience conflict with their parents, the environment and within him/herself. Choosing the right career/vocation is one of the major factors influencing

adolescent identity formation. The question "What are you going to be when you grow up?" enables every adolescent to think and focus on ones future career. Setting realistic and achievable goals becomes a major developmental task. Today the common confusion faced by every adolescents is what to do next, which faculty/discipline to choose, which career will prove rewarding. The parents are also troubled by the same question. At present in Naga society, proper career guidance and counselling to a student or to the parents is not available. Thus making the selection of career at this crucial juncture is made vaguely. For instance, the common trend that is being followed in every orthodox family is, when an individual clears exam with good percentage he/she selects science stream for further study, and average students will pursue studying arts stream. This in reality has influenced the career development process of an adolescent.

Parenting role among adolescents in the Naga society is deep-rooted, perceptible and practically active being the major influential factor in choosing a career. No doubt, the inherent quality, being humane and genetic factor of an individual plays a vital role in parenting. In the present era, with globalization and with the advancement in science and technology, parenting, to a very large extend has differed from parent to parent. Despite the differences, the common traditional and cultural and ethical values of Naga society in dealing with their children becomes a common practice among Naga parents and in the Naga society. The code of human dealings in Naga society is mostly same in terms of norms. The Naga cultural and traditional values, norm usages, family ethics, etc., are the main features contributing towards one's identity. Values, Morals and way of living are imparted by the parents and passed on to their children from generation to generation. Parents are placed as important and the deciding authority in every Naga family. Influence of parents in decision making of their wards in the form of advice, aspiration, likes, dislikes and in career choice of an adolescent is noticeable and can be felt and observed. Thus making career choice of an adolescent arduous and confused. It is found that the best way of selecting a career is selecting according to ones area of interest. And a right career or course can be selected if only the student is sensitised and make efforts to further broaden to make aware of the aspects of his area of interest. Research has confirmed to a great point the influence of parents on career choice of adolescents. Parents in particular play an important role in the vocational aspirations and career development of their children. Without parental agreement or support, adolescents and young adults are often hesitant to pursue course of study, or even to explore diverse career possibilities (Taylor, Harris, & Taylor. 2004). Many important career decisions, such as attending college, university, trade school, polytechnic, or to enter a

job after secondary school are made during adolescence stage. These early decisions affect the rest adolescents life and career. Therefore, it is very essential to understand the different factors that play in the process of adolescent's interest and career development.

Naga society is experiencing a transitional period of social transformation. As per the Periodic Labour Force Survey (PLFS) for 2019-20 unemployment rate in Nagaland (15 years and above) was 24.7%, where Nagaland has the highest unemployment in Northeast and second highest in the country, which is an alarming factor for the young generations. Unemployment of the youths remains a serious problem in Nagaland, because of young age, inexperience, expectation, family's income and new competitor in the labour market. Where adolescents of the present day of fast growing technology and exposure too many challenging task especially in the world of work which offers an array of paths, all of which seems to be leading to a golden opportunity are always in constant pressure, stress, tension and depression. It is in this context that parents, teachers, elders and counsellors have a great role to play in helping the adolescents to equip them with sound knowledge and skills to pass through this stage of "stress and strain" so as to help them to live a happy and successful future life.

The present study is designed to study the vocational interest and parental influence on career choice of adolescents in Nagaland. Through this study it will give an insight of adolescents' vocational interest, their attitude towards finding the right career and awareness about vocations. And how the adolescents' career/vocational choices are influenced by their parents. The study will also help the teachers, parents, counsellors and stake holders involved in education sector in understanding the adolescents and assist them to acquire the skills, aptitudes, abilities, interests, decision making and opportunities for self-fulfilment. The choice of career should not be unplanned and made vaguely among adolescents who keenly look for guidance from parents, teachers, peers and other influential source. Knowledge of vocational interest will help in self-realisation, self-awareness, career awareness/exploration and good decision making to be self-reliant. This study will also give a clear analysis of parents' attitude towards career choice of adolescents. In addition to helping in rebuilding relationship between parents with their children, their attitude towards vocations, extending support and help to their adolescents, it will help the adolescent in discovering who they are and greatly influence and prepare them for their future endeavour.

1.12 TITLE OF THE STUDY

The present study is titled as, "A STUDY ON VOCATIONAL INTEREST AND PARENTAL INFLUENCE ON CAREER CHOICES OF ADOLESCENTS IN NAGALAND."

1.13 OBJECTIVES OF THE STUDY

1. To study the vocational interests among Adolescents.
2. To study the level of vocational interest of adolescents studying in government and private secondary schools (dimension wise).
3. To study the level of vocational interest of adolescent boys and girls (dimension wise).
4. To study the level of vocational interest of rural and urban secondary school adolescents (dimension wise).
5. To examine and compare mean scores of Vocational Interest of adolescents studying in government and private secondary schools (dimensions and overall).
6. To study and compare mean scores of Vocational Interest between adolescent boys and girls (dimensions and overall).
7. To study and compare mean scores of Vocational Interest of adolescents studying in rural and urban secondary schools (dimensions and overall).
8. To study the status of parental influence among adolescents on their career choices.
9. To study and compare the mean scores of adolescent boys and girls on parental influence in their career choices.
10. To study and compare the mean scores of parental influence on career choices of adolescents studying in government and private secondary schools.
11. To study and compare the mean scores of parental influence on career choices of adolescents studying in rural and urban secondary schools.
12. To study the correlation between Vocational Interest and Parental Influence on career choices of adolescents.
13. To find out whether there is any significant association between the demographic Variables of adolescents and Levels of Parental Influence on their career choices.

1.14 HYPOTHESES OF THE STUDY

Hypothesis is the presumptive statement of a proposition which an investigator seeks to prove through his/her study. It is defined as a tentative proposition suggested as a solution to a problem, and the theory as the final hypothesis which is defensibly supported by all the evidence. Hypothesis is a powerful tool in research process to achieve dependable

knowledge. Hypothesis facilitates the extension of knowledge in an area, it provides the researcher with rational statements, consisting of elements expressed in a logical order, and it provides direction to research and basis of reporting the conclusions of the study.

Keeping in mind the objectives, the following hypotheses were formulated:

1. Adolescent students have the same vocational interest.
2. Adolescents studying in government and private secondary schools have the same level of vocational interest (dimension wise).
3. Adolescent boys and girls have the same level of vocational interests (dimension wise)
4. Adolescents studying in rural and urban secondary schools have the same level of vocational interest (dimension wise).
5. There is no significant difference in the mean scores of vocational interest (overall) of adolescents studying in government and private secondary schools.

   5 (a) There is no significant difference in the mean scores of literary as dimension of vocational interest between government and private secondary school adolescents.

   5 (b) There is no significant difference in the mean scores of scientific as dimension of vocational interest between government and private secondary school adolescents.

   5 (c) There is no significant difference in the mean scores of executive as dimension of vocational interest between government and private secondary school adolescents.

   5 (d)There is no significant difference in the mean scores of commercial as dimension of vocational interest between government and private secondary school adolescents.

   5 (e) There is no significant difference in the mean scores of constructive as dimension of vocational interest between government and private secondary school adolescents.

   5 (f) There is no significant difference in the mean scores of artistic as dimension of vocational interest between government and private secondary school adolescents.

   5 (g) There is no significant difference in the mean scores of agriculture as dimension of vocational interest between government and private secondary school adolescents.

   5 (h) There is no significant difference in the mean scores of persuasive as dimension of vocational interest between government and private secondary school adolescents.

   5 (i) There is no significant difference in the mean scores of social as dimension of vocational interest between government and private secondary school adolescents.

   5 (j) There is no significant difference in the mean scores of household as dimension of vocational interest between government and private secondary school adolescents.

6. There is no significant difference in the mean scores of vocational Interest (overall) between adolescent boys and girls.

   6 (a) There is no significant difference in the mean scores of literary as dimension of vocational interest between adolescent boys and girls.

   6 (b) There is no significant difference in the mean scores of scientific as dimension of vocational interest between adolescent boys and girls.

   6 (c) There is no significant difference in the mean scores of executive as dimension of vocational interest between adolescent boys and girls.

   6 (d) There is no significant difference in the mean scores of commercial as dimension of vocational interest between adolescent boys and girls.

   6 (e) There is no significant difference in the mean scores of constructive as dimension of vocational interest between adolescent boys and girls.

   6 (f) There is no significant difference in mean scores of artistic as dimension of vocational interest between adolescent boys and girls.

   6 (g) There is no significant difference in the mean scores of agriculture as dimension of vocational interest between adolescent boys and girls.

   6 (h) There is no significant difference in the mean scores of persuasive as dimension of vocational interest between adolescent boys and girls.

   6 (i) There is no significantly difference in the mean scores of social as dimension of vocational interest between adolescent boys and girls.

   6 (j) There is no significant difference in the mean scores of household as dimension of vocational interest between adolescent boys and girls.

7. There is no significant difference in the mean scores of Vocational interest (overall) between rural and urban adolescent students.

   7 (a) There is no significant difference in the mean scores of literary as dimension of vocational interest between rural and urban adolescent students.

   7 (b) There is no significant difference in the mean scores of scientific as dimension of vocational interest between rural and urban adolescent students.

   7 (c) There is no significant difference in the mean scores of executive as dimension of vocational interest between rural and urban adolescent students.

   7 (d) There is no significant difference in the mean scores of commercial as dimension of vocational interest between rural and urban adolescent students.

   7 (e) There is no significant difference in the mean scores of constructive as dimension of vocational interest between rural and urban adolescent students.

7 (f) There is no significant difference in the mean scores of artistic as dimension of vocational interest between rural and urban adolescent students.

7 (g) There is no significant difference in the mean scores of agriculture as dimension of vocational interest between rural and urban adolescent students.

7 (h) There is no significant difference in the mean scores of persuasive as dimension of vocational interest between rural and urban adolescent students.

7 (i) There is no significant difference in the mean scores of social as dimension of vocational interest between rural and urban adolescent students.

7 (j) There is no significant difference in the mean scores of household as dimension of vocational interest between rural and urban adolescent students.

8. Adolescents have the same level of parental influence on their career choices.
9. There is no significant difference in the mean scores of adolescent boys and girls on parental influence in their career choices.
10. There is no significant difference in the mean scores of parental influence on career choices of adolescents studying in government and private secondary schools.
11. There is no significant difference in the mean scores of parental influence on career choices studying in rural and urban secondary schools.
12. There is no significant relationship between vocational interest and parental influence on career choice of adolescents.
13. There is no significant association between gender of adolescents and levels of parental influence on their career choices.
14. There is no significant association between type of management and levels of parental influence on career choices of adolescents.
15. There is no significant association between locality of schools and levels of parental influence on career choices of adolescents.

1.15 VARIABLES OF THE STUDY

Variables are the characteristics or conditions that the experimenter controls, manipulates or observes. The independent variables are the conditions or characteristics which the experimenter controls or manipulates in his attempt to establish the relationship to observed phenomena. The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter presents, removes or modifies independent variables.

i) Independent variables: “Vocational Interest” is considered as independent variable in the study, as every adolescent student have different vocational interest and is distinct from each other.

ii) Dependent Variables: "Parental Influence" is treated as dependent variable in the study.

iii) Demographic variables:

a) Gender (Boys and Girls)

b) Type of Management (Government and Private)

c) Locality of school (Urban and Rural)

1.16 OPERATIONAL DEFINITION OF THE KEY TERMS

i) ***Adolescents*****-** Adolescents in the study are referred to secondary students both boys and girls studying in standard IX and X at the age group of 14-17 years approximately.

ii) ***Vocational Interest***- It is referred to the likeness and preference of an individual shown for a particular career or vocations. In the study, vocational interest is referred to the ten dimensions of vocational interest as per the Vocational Interest Record namely; literary, scientific, artistic, commercial, executive, constructive, agriculture, persuasive, social and household.

iii) ***Parental influence*****-** Refers to parent's involvement, care and support, awareness of interest, encouragement, aspirations and wishes, socio economic status and expectations.

iv) ***Career choice***- Career choice refers to adolescents' choice of occupation or vocation they wish to take up for their future prospect.

v) ***Gender*****-**The tem gender is used for the socially constructed concept to distinguish between male and female. In the study gender is used to describe adolescent boys and girls studying in secondary level.

vi) ***Government School*****-** Schools administered and managed by the Department of Education, Government of Nagaland.

viii)***Private school***-Schools administered and managed by private enterprises in Nagaland.

ix)***Urban school*****-** Secondary schools both government and private established and located in urban area.

x) ***Rural school*****-** Secondary schools both government and private established and located in rural areas.

1.17 DELIMITATIONS OF THE STUDY

The present study has certain delimitations, which are as follows:

i) The study is delimited only to Kohima district and Mokokchung district of Nagaland.

ii) The study is delimited to secondary schools recognized by NBSE.

iii) The study is delimited only to secondary students i.e. Standard 9 and 10 students.

iv) The sample size is delimited to 800 adolescent boys and girls.

CHAPTER II

REVIEW OF RELATED LITERATURE

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2.0 INTRODUCTION

Review of related literature allows the researcher to acquaint with the current knowledge in the field in which one is going to conduct research. Review of related literature helps the researcher to delimit and define his problem, selecting useful and meaningful areas in which positive findings are likely to result, avoiding unintentional duplication, understanding of research methodology, tools and instrument used, statistical method used and the recommendation of previous researchers. A detailed review of related literature is the establishment of significant and useful research.

In this chapter the review of related literature are listed as following:

1. Studies on Vocational Interest of adolescents
    - Studies done in India.
    - Studies done abroad.
2. Studies on parental influence on career choice of adolescents.
    - Studies done in India.
    - Studies done abroad.

2.1 REVIEWS ON VOCATIONAL INTEREST OF ADOLESCENTS

2.1.1 Studies conducted in India

John, Marry (1981) conducted a study on future time respective self-concept and vocational interest of adolescents. One of its objectives was to find out the vocational pattern of the institutionalised adolescents in comparison with that of non-institutionalised adolescents. Tools used for the study was Dr. S.P Kulshrestha, Vocational Interest Record (VIR), sample of the study consist of 720 belonging to age group 14 -17. Findings revealed that significant difference among boys and girls in artistic and literary vocational interest area. Girls were found with higher interest compared to boys.

Singh, Ibotomvi. C. H (1990) studied on vocational preferences of high creative and low creative high school tribal pupils in Kohima and Mokokchung district of Nagaland. Sample consists of 1000 pupils belonging to Ao and Angami tribes. Objective of the study was to identify vocational preference of the high creative and low creative high school tribal pupils in Kohima and Mokokchung districts of Nagaland by developing a battery of verbal and non-verbal tests of creative thinking using a vocational prestige scale. Findings of the study were

that a vast majority of pupils irrespective of their creative thinking, sex, location, and tribe wanted to become missionaries in their future lives. It also reported educational background of tribal parents did not have significant influence on the creative thinking of their children.

Kapadia, Kalpana. R (1996) investigated on vocational aspiration of adolescent boys and girls. One of its objectives was to study the difference between the vocational aspiration of adolescent boys and girls. Sample consist of 600 students from standard 10^{th}, 11^{th} and 12^{th} standard belonging to age group 15 to 18 years. Occupational Aspiration Scale developed by Grewal 1984 was used. The results of the study showed significant difference between boys and girls vocational aspiration. Girls were found to be significantly lower than boys in their vocational aspiration.

Zohmingliani, Lynda & Hnamte, Liamhlupuii (2000) conducted a comparative analysis of government and private high school students on their vocational interest in Mizoram. The study aimed to compare the ten areas of the vocational interest between the government and private high school students of Aizawl city. The sample consist of 200 students (102 Government and 98 Private), Vocational Interest Record (VIR) developed by S.P. Kulshrestha was used for the study. The findings revealed no significant difference between the students of government and private schools. It also found that majority of the students were interest in Artistic area of interest.

Rahat, Sultana (2003) conducted a study to compare vocational interest of students studying in IX standard. Objective of the study was to compare the vocational interest of urdu and Marathi medium students studying in IX standards. Tools used for the study was S.P Kulshrestha, Vocational Interest Record (VIR). Sample of the study consisted of 1000 students. Findings revealed significant difference between boys and girls vocational interest. Study also found that girls showed main interest in the household filed and boys in social and scientific area. Overall sample analysis result showed low interest in the field of agriculture.

Subasree (2003) carried out a study on the effect of career counselling on career choices of school students. One of the objective was to find out the difference in career choice among 10^{th},11^{th} and 12^{th} standard students. Vocational maturity scale developed by Manju Metha (1987) was used for data collection in the study. Sample consist of age 15 to 17 students of standard 10^{th}, 11^{th} and 12^{th}. Study revealed gender difference in career choice of student was found. No significant difference was found among the controlled group in career choice. Effect of career counselling programme was found in career choice among experimental group.

Yadav, R.K (2005) studied on vocational preferences of adolescents. Thurston's vocational schedule was used for the study on 200 class XI students belonging to Arts, Science and Commerce stream. Statistical techniques like mean, SD and correlation was used to interpret the data. Findings showed high interest for executive work and least preference to jobs related to music by the adolescents.

Thomas, Dolly (2006) conducted a study on influence of parental encouragement, peer group acceptability and socio-economic status on the development of educational and vocational aspects of adolescents of 12-15 years. Parental encouragement scale constructed by R.R Sharma, Educational aspiration scale and Occupational Aspiration scale was administered to for the study. Sample of the study consist of 400 students of age group 12-15 years. The findings showed vocational aspirations of boys was higher than the girls. Positive correlation was found between parental encouragement and educational aspirations but not significant.

Gundale, Rajeev Prakash (2006) studied to find out the relationship of subject specialization, sex, locality and types of institution to vocational aspirations of pre-university students. Vocational Aspiration Scale by Grewal (1973) was administered to collect data on vocational aspirations of students. It was found that the students of Arts stream have low vocational aspiration compared to commerce and science stream. Urban students had higher vocational aspirations than the rural students. Girls were found to have little higher vocational aspirations than boys. Study showed that variables like locality, type of management, subject specialization and gender plays a vital role in deciding the vocational aspiration of students.

Upadhyay, Keerti (2009) conducted a study on vocational interest of senior secondary students of Arts, Commerce and Science in relation to level of anxiety, self-actualization, needs, achievement motivation and gender. One of the objectives in the study was to study the vocational interest among the adolescents of various streams of studies and to study the difference between male and female students. The sample of the study was students of class xi and xii of western U.P comprising a number of 600 students. Vocational Interest Record developed by Bansal and Srivastava (1975) was used for the study. Commerce and Arts students are highly interested as compared to Science students. There is significant difference among the male and female commerce students. No significant difference was found among the arts and science students in vocational interest.

Yadav, Meenu & Yadav G.L. (2012) investigated on educational and vocational interest of boys and girls studying in class nine in Gurukul. The sample consisted of 100 students randomly selected from Gurukul schools of Haryana and Rajasthan. Educational Interest Record (EIR) and Vocational Interest record by S.P. Kulshrestha were employed for the

study. The study found significant difference at 0.01 level among boys and girls in vocational interest areas of literary, executive, commercial, artistic, persuasive and household.

Begum, Nasrin Parveen (2013) conducted study on vocational interests of secondary students. Vocational Interest Record developed by V.P Bansal and Prof. D.N Srivastava were administered on sample of 100 secondary school students. Male and female students were significantly different in vocational interest. Girls were found better in vocational interest than boys.

Thakor, Hina P (2013) investigated on the vocational interest students studying in higher secondary school in context of some variables. Its objective was to find out the vocational interest of students in context of their gender, area and educational stream. Girls were found to have more interest in social science service, literary and entertainment. Whereas, boys more interest in explanatory, music and artistic related interest areas. It was also found that there was a varied difference of interest in respect to rural and urban adolescents.

Sharma, Nutan (2013) investigated on the vocational interest of senior secondary school students. The study was conducted on 200 students randomly selected from 10 senior secondary schools of Bilaspur district in Himachal Pradesh. Tool used for the study was S.P Kulshreshtha Vocational Interest Record (VIR). Statistical technique Mean, standard deviation and t-test was employed for analysing the data. Significant difference between vocational interest of male and female students was found. The result also showed significant difference among rural and urban secondary students.

Kumbhakarn, Nilesh Digambar (2014) conducted a correlation study on Personality traits, Vocational Interests and Career Maturity was done to assess the vocational interest of male and female engineering college students. Vocational Interest Record (VIR) by Kulshreshtra was administered. Findings revealed male students showed more interest in Executive area followed by Social and Artistic. Whereas, female first preference was Artistic area followed by Executive and social interest areas. Sex differences were found to be significant in respect of the Scientific, Artistic, Agriculture, Persuasive and Household interest areas.

Singh, Anup (2014) conducted a study on the vocational interest of students studying in secondary level. Tools used for the study was S.P Kulshreshtha's Vocational Interest Record (VIR), which was administered on 100 students of class 9 and 10 selected through random sampling from JNV, Devrala. Statistical techniques like mean, SD, t-test were use. Difference between genders was found, where girls showed more interest in commercial, Literary, artistic, constructive, social, and household whereas boys were found with more interest in persuasive, agriculture, scientific and executive area of vocational interest.

Kumar, Ravindra (2015) studied on the vocational interest of UP Board students. In the study investigator tried to compare male and female students vocational interest belonging to Arts, Commerce and Science streams. Sample comprise of 150 students selected by applying stratified and purposive sampling technique. Dr. S.P Kulshreshtha Vocational Interest Record was administered to collect the data from the sample. Results showed significant difference was found among male and female of arts stream in the interest area of social and household. Male and female of Science stream were found to differ in constructive and household areas. Significant difference among the commerce stream male and female was found in the area of constructive, commercial, agriculture and household.

Gayotri, Changkakoti (2015) conducted study on parental aspiration and its influence on adolescents' career choice. The objective was to find out adolescent's career choice between boys and girls, urban and rural. 300 adolescent boys and girls consist of the sample for the study. Selected through cluster and stratified sampling method. Tools for the study were Parental aspiration scale and questionnaire for adolescents prepared by the researcher to determine the career choice and influence of parental aspirations in the career choice of adolescents was used for the data collection. Study revealed significant difference between the career choice of adolescent boys and girls. Science and technology showed most preferred career among the boys and teaching profession preferred by the adolescent girls. Difference between urban and rural was found in career choice, where the urban adolescents showed interest in science and technology, rural adolescents showed interest in defence. Agriculture was least preferred by rural adolescents.

Joshi. P, & Audichya. S (2017) a qualitative study on the factors and influences on urban adolescents career choices, the study was intended to investigate career choices of urban adolescents on 180 adolescents between the age of range of 15-18 years selected from various government and private co-ed schools of Udaipur city. Comprehensive Interest Schedule developed by Vohra was used for the study. Findings of the study revealed that sports showed high level of interest by the urban adolescents. Low level of interest was showed in performing, technical, medical and humanitarian. An important statement and findings made by the researcher was that lack of career counselling services among the urban adolescents. Study also revealed that gender stereotyped career preferences continue to exist.

Mondal, Gourish Chandra. & Majumder, Palash (2018) conducted a comparative study of vocational interest of secondary school students in relation to their gender. Objective was to study vocational patterns in the different vocational areas and find out significant difference in different vocational areas of secondary students in relation to gender. A sample of 200

students from Murshidabad district of Best Bengal was drawn through simple random sampling. Vocational Interest Record developed by Bansal, V.P and Srivastava, D.N (1975) was applied for collecting data. Mean, S.D and t-test statistical method was applied to analyse the data. Results showed significant difference among male and female students was found in the vocational areas of agriculture, commercial, household and social. Girls showed more interest in the area of artistic, commercial, household and social area. Boys showed higher interest in the area of agriculture, executive and literary.

Papari, Deka (2019) studied on the guidance needs of Adolescents in relation to their career choice. The sample for the study comprise of 1032 school going adolescents of Kamrup district of Assam. The tools used for investigating were Guidance Need Inventory (GNI) by G. S. Grewal (2010) and Information schedule to obtain career choice of adolescents. Findings revealed significant difference in gender where boys showed more interest in Engineering and Gils in teaching careers. 50.0% of the adolescents were found under the level of extreme need for guidance. It also revealed that school going adolescent required all levels of guidance in career choice.

Gogoi, Buli (2021) conducted a study of vocational interest among secondary school students in relation to their academic achievements parental encouragement and emotional maturity. Objective of the study was to assess the vocational levels of the secondary school students in different vocational areas. To compare the vocational interest of male and female, urban and rural students, government and private school students. Tool used for the study was Vocational Interest Record developed and standardised by Dr. S.P. Kulshestha. Findings of the study reported significant difference was found between the vocational interest of male and female students, government and private students, urban and rural students. Major findings were; highest interest in artistic field followed by social, literary, household and scientific. Average interest in social, executive, household and literary. Constructive and commercial were least interest area.

Mezhu, Rokoselie (2021) conducted a study of secondary students of Nagaland in relation to their educational and vocational interest. Objective of the study was to find out the status of vocational interest of secondary students and compare the vocational interest of secondary with regard to gender, type of management and locality of school. Sample of the study consist of 900 students selected through multistage and stratified sampling techniques from Kohima and Dimapur district of Nagaland. The research used Vocational Interest record developed by Dr. Kulshrestha for collecting data. Findings of the study showed that the secondary students had different levels of vocational interest. Significant difference was

found in vocational interest of students with regard to gender, type of management and locality of schools. Where the results showed difference in the vocational area of science, executive, commerce, constructive, persuasive and household among the secondary boys and girls. Results also showed significant difference between government and private school students in vocational interest science, commercial, agriculture and household.

2.1.2 Studies conducted in abroad on Vocational Interest:

Wu-Tien Wu (2000) found significant relationships among career interest, career maturity, academic performance and academic interest of male high school students talented in mathematics and science. 170 gifted and 170 regular students from two senior high school in Taipei area was selected for sample. Vocational interest record devised by Wu and Hung (1981) was administered to study the vocational interest of the samples. Significant difference was found between gifted and regular group. Where gifted students preferred investigative occupations and showed better achievement in mathematics and science.

Tak, Jinkook (2004) research on structure of vocational interest for Korean college students. The purpose was to examine the vocational structure of Korean college students based on Holland's hexagon theory. A sample of 829 Korean college students constituted the sample of the study. Strong interest inventory 1994 Korean version was used for data collection. Significant difference was found in the vocational interest among male and female college students.

Hirschi. A., & Lage, D (2007) examined on the relationship between the secondary constructs of Holland's theory of vocational interests and career choice readiness attitudes with 385 Swiss secondary students. Hypothesis was tested on the basis that the secondary constructs consistency, coherence, differentiation, and congruence are measures for the degree of vocational interest development among students. The hypothesis was accepted for congruence, coherence, and differentiation. Results showed differences between gender, ethnicity, and school-types. Researcher discussed importance on career counseling and assessment practice in the study.

Hou & Leung (2011) conducted study on Vocational aspirations of Chinese high school students and their parents' expectations. Study revealed difference in male and female aspirations. It also highlighted that the status of school and parental educational level affected expectations and aspirations of the students.

Otta & Williams (2012) studied on the vocational interest of secondary school students of Abia State, Nigeria. A sample of 799 was selected through purposive random sampling. Vocational Interest Inventory by Bakare (1977) was applied for the study. The result showed

significant relationship between self-concept and vocational interest. No significant difference was found between boys and girls vocational interest. Adolescents showed high interest in the vocational area of scientific, literary, persuasive and social services. Artistic areas of interest were the least interest shown by the adolescents.

Kentli, F.D (2013) conducted study on influential factors on students' vocational aspirations of Turkish elementary schools. The objective of the study was to explore the vocational aspirations of students and the factors affecting it. Results revealed significant difference in vocational aspiration of students. Boys were more interested for masculine, concrete and practical occupation whereas girls showed more interest towards people related, artistic and data-based occupations. Results showed that parents have direct influence on the vocational aspiration of their children.

Abdullahi, Umaru. & Godwin, AtsuaTerhemba (2014) conducted a study on vocational interest and career choice of students studying in senior secondary school in Damaturu, Yobe State, Nigeria. The population of the study consist of all senior secondary schools in Damaturu metropolis, Yobe State. The sample for the study was drawn from 200 senior secondary school students from three public schools and one private secondary school students, out of which 50 students male and female was selected using random sampling technique. A Vocational Interest Inventory (VII) developed by Bakare (1977) was applied for data collection. The results revealed significant relationship between vocational interest and career choice of students. Significant difference was found in the vocational interest of male and female students, where male showed higher interest compared to girls.

Morris, Michael L (2016) investigated on vocational interest in the United States: sex, age, ethnicity and year effects. The researcher used a cross-sectional sample of United States residents at the age group of 14-63 (N=1283). Interest levels using multivariate and univariate effect size was estimated based on Holland's theory. Results revealed that men scored higher in realistic, investigative, enterprising and conventional. Whereas, women scored higher in the interest area of artistic and social.

Koko A. Atitsogbe., et al. (2018) conducted study on vocational interest and career indecision in Switzerland and Burkina Faso: Cross cultural similarities and differences. Sample of the study consist of 413 Swiss students and adult workers and 287 Burkinabe students. Personal Globe Inventory (PGI) and the Career Decision-Making Difficulties Questionnaire (CDDQ) were adopted for investigation the study. Gender differences were found larger for interests compared to career decision-making difficulties among the samples

within each country. Significant associations between vocational interests and the CDDQ was found small effect and significant in some cases only in Switzerland.

Levy, Hili Eidlin., et al. (2021) this study investigated on math anxiety affects females' vocational interest. It tried to study whether the relations among math anxiety, numerical performance, and vocational interests among middle-school students vary by gender. A sample of 127 ninth-grade students comprising 68 girls performed a computation task and completed math anxiety (MA) and trait anxiety (TA) questionnaires. A math vocational interest questionnaire was composed and assessed with an additional sample of 89 ninth-grade students. Results showed gender influence the relationship between math anxiety and vocational interests. Females with low MA levels tended to be interested in careers with higher math proficiency such as science, technology, engineering, and math (STEM) careers. For males, high numerical performance and low TA, but not MA, showed interest in careers with high math proficiency. The findings support the assumption that high MA levels affect the career plans of female students, whereas low numerical performance can account for both MA levels and future career plans of male students.

Jones, K.S et al. (2021) conducted a study on Black and White Americans. The study was conducted to find out whether there exist difference in vocational interests based Holland's RIASEC model and its dimensions. Findings showed that average black Americans with higher Enterprising, Social, and Conventional interests in comparison with white Americans. In comparison with White and black Americans in the realistic and investigative interests white Americans showed stronger interest. No significantly difference was found between white and black Americans in Artistic interests. A larger race gap was shown in Realistic and Social interests among the male samples.

Kevin A. Hoff, Chu Chu., et al. (2021) conducted study on adolescent vocational interest predict career success two 12 year longitudinal studies. The study measured the long-term interest growth and interest levels of adolescents for 5 career outcomes: degree attainment, occupational prestige, income, and career- and job-satisfaction. The study used two 12-year longitudinal samples consisting $N_1 = 485$; $N_2 = 1290$. Vocational interests were measured from late adolescence to young adulthood. Results were outlined based on three key finding. Firstly, adolescents who showed better vocational interest fit with their subsequent vocation were more satisfied with their careers. Secondly, adolescent interests forecast objective career outcomes i.e. degree attainment, occupational prestige, and income, revealing that early interests prepared educational and career choices. Thirdly, changes in interest were not associated with career outcomes, which indicated that adolescent interest levels played a

greater role. Findings suggested the importance of childhood and adolescent interest development for guiding career paths and future outcomes.

2.2 REVIEWS RELATED ON PARENTAL INFLUENCE ON CAREER CHOICE

2.2.1 Studies conducted in India

Agarwal, Kusum (1986) conducted a study on the effect of parental encouragement on the educational development of students (secondary students). One of the objectives of the study was to make a comparative study of the effect of parental encouragement on the educational development of the varied groups of pupil at the secondary stage. It was found that parental encouragement was prevalent regardless of gender, district and urban-rural variations. It was found that when sex differences are taken into account, the girls were significantly higher in parental encouragement as compared to male counterpart.

Sharma, Sushma (1986) examine family and peer group influence on the vocational interests of the gifted adolescents studying in different types of schools. The objective was to study the influence of parental aspirations on the vocational choice of the gifted adolescents. 281 intelligent, creative, gifted adolescents were selected. Vocational interest record, family and peer group influence scale, socio-economic scale and parental aspiration scale were used for the study. The data was classified and analysed category wise on the basis of high, above average, average and below average vocational interest. The result showed that the intelligent, gifted and creative student showed that their own self was more influential in the selection of courses of study, motivation, and fulfilment of aspiration interest and a sense of labour. Scientific area of interest showed high interest by creative, intelligent and gifted students. Agriculture was least preferred. 98.33% of the parents of the gifted adolescents had very high aspiration regarding education, job, income and social status because of which parents' exerted influence for the future vocational interest of their wards.

Gaikwad, Kanchanbala S. (1989) conducted a descriptive and an experimental study of educational and vocational choices of the students after passing standard X and of the efficacy of guidance services at different levels. Its objective was to study the relevant factors that affect students' choice of career. Findings revealed that due to their parents' wishes students chose courses for which they had neither aptitude nor the required level of intelligence. Students' choice was not related to interest, aptitude or intelligence.

Dolly, Thomas (2006) conducted study on Influence of Parental Encouragement, Peer group acceptability and Socio-Economic status on the development of educational and vocational aspects of adolescents 12-15 years. The study examines the influence of parental encouragement on the development of educational and vocational aspirations of adolescents.

Parental encouragement scale constructed by R.R. Sharma, Educational Aspiration Scale developed by Sharma and Gupta, Occupational Aspiration Scale by J.S Grewal was administered to collect the data. Findings imply that vocational aspiration mean score of the boys were higher than the girls. It was found that parental encouragement was positively correlated with vocational aspiration. The parental encouragement received by the students increased their vocational aspiration.

Rais, Subhana (2011) conducted a study on Impact of family climate and parental encouragement on academic achievement among adolescents (14-17 years). It tried to study the impact of parental encouragement on academic achievement among adolescents. Purposive sampling was used (352 no. of students of class 9 &10). Parental encouragement scale developed by Dr. R.R Sharma (1988) was administered for the study. Findings showed Positive insignificant correlation was observed between parental encouragement and academic achievement among female adolescents even at 5% level of significance. Negative and significant correlation was observed between parental encouragement and academic achievement among male adolescent ($p<0.05$) i.e. as the parental encouragement increases, academic achievement decreases and vice versa.

Thaploo, Raviji (2012) conducted study on Parent child relationship among Adolescents of Jammu Region in relation to their achievement and career choice. One of the objectives was to study parent-child relationship among adolescents in relation to career. The study used Parent-child relationship scale by Nalini Rao (1989) and Career Preference Record by Vivek Bhargava and Rajshree Bhargava (2001) to administer among the sample of the study. Findings revealed parent child relationship was higher for the adolescents with higher academic achievement than the adolescents with low academic achievement. Mean of parent child relationship score was higher for the adolescents with high career choice than the adolescents with low career choice.

Ghosh, Antara (2012) studied on Personality factors and impact of parental and social influence on career choice a study on higher secondary. The main objectives of the study was to study whether there is any impact of parental as well as social influence on career choice and study whether there is any impact of parental as well as social influence on career choice in connection with the gender difference . The study found that Parental influence was more upon girls than upon the boys who wanted to choose their career as engineer. Social influence was more upon the boys. The more the income the level of parental influence was high.

Bhattacharya, Swaha (2013) conducted a study on parental and social influence on career choice as Engineer. 180 students (16-17 years of class 12) were chosen as sample for the

study. Parental influence questionnaire was developed by investigator. Findings of the study showed maximum parental influence on career choice were upon the girls. Reasons behind the comparatively high parental influence were due to prestigious and high profile job of parents and high expectations.

Sharma, Vandana (2014) investigated on Depression among adolescence in relation to their family environment, peer group influence academic stress and career decision making. The study tried to find out gender differences on the variables of depression, family environment peer group influence, academic stress and career decision making on a samples of 788 adolescents. Findings showed no significant among gender on the variables of career decision making. Results of the study also showed that cohesion, expressiveness, independence and recreation dimensions of the family environment were negatively related to depression.

Gayotri, Changkakoti (2015) conducted a study on influence of parental aspirations career among adolescents in their career choices. It investigated to find out difference between gender with respect to the career choices and to find out the influence of parental aspirations among adolescents with reference to boys and girls, urban and rural school adolescents. Findings showed that, there was a marked contrast between the career choice of adolescent boys and girls. Science and technology is the most preferred choice among boys and teaching is preferred among the adolescent girls. Adolescents influenced differently by their parental aspirations- some were less influenced, some moderately influenced, while some were highly influenced while making their career choice. No significant difference was found between the boys and girls, urban and rural adolescents on parental influence.

Tiru, Rohi (2017) conducted a comparative study of career choice among management student in India and United Kingdom, it involved conducting a survey questionnaire among management students in UK and India. Sample of the study were taken from city of Cardiff in UK and Pune in India where 1049 respondent took part. Findings revealed that there are several factors influencing career decision. Study found significant difference in career choice between UK and Indian management students. The most influential factors were the advice of parents and teachers along with market trends and job content.

Dhodi, Shivani (2018) investigated on the factors influencing career choices of Medical students. Career choice scale for medical students was developed by the researcher. Findings revealed parental wishes as one of the important family factors influencing career choice of medical students. Around one third population of medical students reported to have role models mostly parents and friends behind the selection of specific speciality.

Kaur, Kiranjit (2019) examine the achievement in mathematics of ninth class Private school students in relation to their parental involvement. The findings were based on the responses of 472 Private school adolescents (241 were males and 231 were females) selected from ten Private schools of Chandigarh. Parental Involvement Scale and Mathematics Achievement test developed and standardized by the investigator were used for data collection. Results show that achievement in mathematics of adolescents studying in Private schools is significantly and positively related with general welfare, monitoring, leisure time activities, psychological autonomy and academic growth dimensions as well as parental involvement. The study concluded that there is significant difference in achievement in mathematics of ninth class Private school students in relation to their parental involvement.

Prabhakaran, Thomas Zarine (2019) conducted prospective study of factors influencing career choice among adolescents. One of the objectives was to find the gender difference in the career choice among the adolescents. And to find out difference in the career choice among the demographic areas. Thurston Interest Schedule was administered to 200 samples selected through stratified random sampling. Findings of the study revealed significant difference in the career choice between the adolescent boys and girls, and adolescents coming from rural and urban were found significant difference in their career choice.

Kaur, Ramandeep (2020) investigated on career decision making of adolescents with respect to gender locale parenting style and self-concept. It tried to find out the difference in career decision making among adolescents with respect to gender, locale, parenting style and self-concept. 800 students of 10^{th} standard from Bathida and Ludhiana district of Punjab Government schools were selected for the study. Career Decision Making Scale (Singh, 2014) and Parenting style scale developed by the researcher was used for data collection. Findings showed no significant difference between male and female in career decision making. Significant difference was found among rural and urban career decision making, results showed in favour of urban adolescents in career decision making.

Mathew, Minu Mary (2020) conducted a study on attitude towards the medical profession among higher secondary students in relation to medical aptitude parental influence and perceived social expectations. One of its objectives was to investigate whether parental influence would be significant predictors of attitude towards medical profession among higher secondary students. Parental influence scale towards medical profession developed by the investigator, designed in the 5-point Likert type rating scale consisting of 19 items assessing four dimensions. Sample of the study represented 400 second year pre university students of Bangalore South who have studied Physics, Biology and Chemistry. Convenience

sampling technique to select the samples. Findings showed significant difference in the mean scores of attitude towards medical profession scores between male and female higher secondary students. Significant main effect of parental influence towards medical profession among higher secondary school students was found. Parental influence and higher secondary adolescents perceived social expectation act as significant predictor in the formation of favourable attitude.

Gupta, Sonam (2022) conducted research on influence of parenting styles peer pressure and academic achievement on career preference among high school students of Punjab. The objective of the study was to examine the influence of parenting styles, peer pressures and academic achievement motivation on career preferences among high school students of Punjab. The study involved 560 10^{th} standard students of high schools of Punjab. Career Preference Record by Bhargava and Bhargava (2009), Parenting Style Scale by Gupta and Mehtani were used for data collection. Findings revealed that the preference for a particular career was significantly influenced by the parenting styles and peer pressure. Results also showed significant gender difference in the different variables. The major findings of the study revealed that different parenting style affect the career preference of the students significantly.

2.2.2 Studies conducted in abroad on parental influence on career choice.

Daggit, Joanne Arlene (1996) studied on the influence of perceived family dynamics on career indecision in college students as a function of academic achievement level, gender and college class. The study was conducted to measure career indecision, family adaptability, family cohesion and individuation from parents. It was found that academic achievement level, college level, cohesion and individuation were significant predictors of career indecision whereas family adaptability was not. Moderately high achievers experienced significantly lower levels of career indecision than lower achievers.

Schuhle-Williams & Karen Margaret (1998) study on Background characteristics and educational aspirations of rural eight graders. The study investigated the relationship between students' educational aspirations and their parents, and how students who are undecided about their educational aspirations compare to those students who have specific educational aspirations. Analysis showed significant associations between the students' educational aspiration and parent's aspiration for the child, academic achievement, and mother's educational level. Chi-square analysis showed significant associations between the students educational aspiration and the following variables for decided students: father's educational

level, mother's socio economic status, house hold head, gender and the influence of other school staff members.

Dietrich, Julia. & Kracke, Barbel (2009) conducted research on career-specific parental behaviour in adolescents' development. Its objective was to construct an instrument to assess parental career-related behaviours, consisting of three dimensions such as support, interference and lack of engagement. And also to examine the extend parents career-related behaviours associated with adolescents' career development. Sample comprised of 351 (158 female and 201 male). Results showed mean difference between gender in perceived parents' behaviours, where boys reported less support and more interference compared to girls. Whereas, girls reported more parental support. Decision problems were associated with simultaneously high level of interference and support by parents.

Ogwokhademhe, M.C et al (2014) conducted study on factors influencing vocational choices among students of senior secondary schools Ilorin Metropolis, Nigeria. The study was conducted to find out factors influencing vocational choice of senior secondary students in Ilorin metropolis. The tried to find out the factors influencing vocational choice among senior secondary school student and influence on vocational choice base on gender, age and school locale. It was found that senior secondary school students expressed personal and social factors as the major factors influencing their vocational choice. Gender, age, religion and school locale of the respondents did not influence their aspiration on the factors influencing their vocational choice. Educational qualification of the father and mother on the other hand influence respondent's expression on the factors influencing.

Olaosebikan.et al (2014) studied on Effects of parental influence on adolescents' career choice in Badagry Local Government Area of Lagos State, Nigeria. One of the objective of the study was to observe the effects of parental influence on adolescents' career choice among students of secondary schools in Badagry Local Government Area of Lagos State. 300 samples were randomly selected from ten purposely selected secondary schools. Questionnaire developed by the researchers was administered to the respondents. The findings of the study revealed 48.36% parents influencing the students' career choice. 21.5% of the respondents showed average parental influence, while 78.5% disagreed. The results revealed adolescents studying in secondary schools in Badagry Local Government area of Lagos state have some form of individuality in making career choices.

Kumar, S (2016) Explored the influence of parents on choosing career among college students in selected private colleges situated around Bahirdar city, Ethopia. A cross sectional survey design was adopted and multi stage sampling technique was employed. 175 sample,

consisting of 99 male and 76 female participated in the survey. Holland Personality Inventory (1997) was used in the study for data collection. Descriptive and inferential statistics was employed to analyse the data. Results revealed, significant influence of parents on career choice among students, father's influence was found more among the students in career choice and decision making compared to the mother.

Kazi, Asma Shahid & Akhlaq, Abeeda (2017) investigated the influence of several factors such as parental education, profession and income on the career decisions of students. 432 students were selected through purposive sampling from two sectors universities in Lahore city. Questionnaire consisting of 24 statements was used for data collection. The results showed parents influenced as most significant. Girls were reported more influenced by their peers as compared to boys. Father's education yielded as a factor in career choice.

Egboi, Anthonia Chinonyelum (2017) investigated parental influence on career choice of secondary school students in Enugu South Local Government Area of Enugu State. The sample comprised of 250 students randomly selected from 3 government and 2 private schools in Enugu South Local Government Area of Enugu State. A questionnaire was constructed for each respondent by the researcher and administered to elicit responses from the respondents. From the analysis of the data collected, the findings of the study show that there is significant influence of parents' level of education on student's career choice, there is also significant influence of parents' socio-economic status and occupational background on the career choice of students.

Ulrich, A. et al (2018) in their article The Role of Parents in Young People's Career Choices in Germany, describes the relevant careers counselling services in Germany for school leavers, with a focus on the characteristic German "dual system" of Vocational training. By the time they have reached the end of their school lives, most students have already made key decisions about their subsequent working lives and possible career paths. "Bad" decisions regarding training and higher education are often a factor in dropping out of vocational training or higher education affecting approximately 25% of all dropouts from vocational training and approximately 30% of all dropouts from university. It is found that the influence of parents on young people's career choices is greater than that of teachers, of career counsellors or of occupation-specific information from the internet. Based on these findings, the authors recommend strengthening the parents' competences in order to enable them to better assist their children in making suitable career choices. Thus career counselling services could indirectly improve decision-making behaviours.

Mtemer, J (2019) studied on family influence on career trajectories among high school students in midlands Province of Zimbabwe. It aimed to find parental influence on their children's career choice trajectories. The study was a quantitative research, where survey method was employed. It examined the influence of the father on career choice and assesses the contribution of the mother on career choices. Sample comprised of 1200 students and 20 school guidance teacher selected through stratified random sampling method. For analysing the data descriptive statistics in the form of percentage was applied. Results showed that influence of mother (47.3%) and the siblings (51%) have a major influence on students' career choice. Mother and father career was also reported to impact on career choice. Results also revealed parental connectedness, expectations and relationship between parents are influential factors among children in the career development process.

Owusu, Maxwell Kontor., et al (2021) examined the influence of peers, teachers and parents in the career aspirations of students in public senior high schools. Research questions and hypotheses were framed in the study. Descriptive survey design was adopted, where a sample of 196 students, 30 teachers and 50 parents were selected through stratified and simple random sampling techniques. Three sets of self-designed close-ended questionnaires was used for data collection. Results revealed that students were not significantly influenced by teachers. Whereas, parental influence was shown as a major determinant in the career aspiration of students.

Siddiky, Md. Roknuzzaman & Akter, Shahanaz (2021). Conducted study on students career choice and job preparedness strategies: A social environmental perspective. The objective of the study was to investigate the factors determining the students' career choice and their job preparedness strategies. Primary data was collected through snow-ball sampling technique from 120 students selected from 14 academic departments of the Noakhali Science and Technology University (NSTU) in Bangladesh. The study revealed family preferences factor has significant association with the students' career decision-making. Gender did not have significant effects on the students' career choice. The study also suggested a career choice theory which indicates that the students' career choice and career preferences are not determined by their personal interests but rather they are determined by the interaction of several social, cultural and economic forces.

Okesina, Falilat & Famolu, Florence Borede (2022) conducted a study on parental influence on choice of career among secondary students in the Ilorin Metropolis. Variables such as parents' level of education, parents' occupation and family types were studied. Study employed descriptive survey design approach. The population for the study comprised all

students of secondary schools in the Ilorin Metropolis. Sample consists of 200 students selected through simple random sampling technique. A structured questionnaire developed by researchers on Parental influence on choice of career among secondary school students was used for data collection. Data analysis was done using percentage and frequency, mean and rank order analysis and Analysis of Variance, hypotheses were tested at 0.05 level. The findings revealed that parents' encouragement on making good career decisions, parents advising students about specific careers, and parents' encouragement on considering different education and career options were significant influences of parents' choice of career. Testing of hypothesis revealed no significant differences in the parental influence on choice of career among secondary school students based on parents' level of education, occupation and family type.

2.3 OVERVIEW OF THE REVIEW OF RELATED LITERATURE

The review of related literature has depicted similar types, causes, effects and suggestions in vocational interest and parental influence on career choices of adolescents. A critical analysis of the review of related literature conducted in India and abroad can be briefly highlighted below:

2.3.1 Overview of the review on Vocational Interest

Studies done in India by John, Marry (1981), Kapadia (1996), Rahat, Sultana (2003), Subaree (2003), Jinkook (2004), Yadav, R.K (2005), Dolly Thomas (2006), Gundale (2006), Keerti, Upadhyay (2009), Yadav, Meenu and Yadav, G.L (2012), Begum Nasrin Parveen (2013), Signh Anup (2014), Umara Abdullahi and Terhemba Godwin Atsua (2014), Kuma (2015), Changkakoti (2015), Deka Papari (2019), Wu-Tein Wu (2000), Otta and Williams (2012), Kently (2013) found significant difference between gender. Findings revealed significant difference among boys and girls in scientific, artistic, literary, executive, commercial, artistic, persuasive and household. Girls were found better in vocational interest than boys. Changkakoti (2015) findings showed boys preferred science and technology whereas girls preferred teaching vocations. Keerti Upadhya (2009) Gogoi Buli (2021), no significant difference was found between the vocational interest of male and female students. Studies also reveal significant difference in urban and rural adolescents' vocational interest. and in the type of management significant difference were found in studies conducted by Zarine (2019); Sharma(2013).In overall vocational interest level Yadav (2005) found Executive interest in high level and music least preferred by the adolescents. Rahat (2003) found girls main interest as household whereas boys in social and scientific, agriculture was least preferred in the study. Kumbha karn (2014) found that girls first preference was Artistic

and boys showed most interest in the Executive. Mondal and Majumder (2018) revealed significant difference among male and female. Girls showed more interest in the area of artistic, commercial, household and social area. In the studies done by Kapadia (1996), Boys were higher compared to girls in their vocational interest. Boys showed higher interest in the area of agriculture, executive and literary. Singh (1990) conducted a study on Vocational preferences of High Creative and Low Creative high school tribal pupils in Kohima and Mokokchung district Nagaland. One of the important findings of the study was that a vast majority of pupils irrespective of their creative thinking, sex, location, and tribe would like to become missionaries in their future lives.

Studies done aboard also showed similar studies and findings Wu-Tien Wu (2000) found significant difference between gifted and regular group. Where gifted students preferred investigative occupations and showed better achievement in mathematics and science. Otta and Williams (2012) found significant difference between boys and girls vocational interest. Adolescents showed high interest in the vocational areas of scientific, literary and persuasive. Musical and artistic areas of interest were the least interest shown by the adolescents. Significant difference between male and female revealed in the studies done by Hou and Leung (2011), Kently (2012) showed significant difference in vocational aspiration of students. Boys were more interested for masculine, concrete and practical occupation whereas girls showed more interest for people related, artistic and data-based occupations. Kevin., et al. (2021) studied two 12-year longitudinal samples. Vocational interests were measured from late adolescence to young adulthood. The study suggested the importance of childhood and adolescent interest development for guiding career paths and future outcomes.

2.3.2 Overview of the Review on Parental Influence on Career Choice.

Studies done in India related to parental influence on career choice of Adolescents has showed similarities and insight in the studies done by Agarwal, Kusum (1986) found that parental encouragement was prevalent regardless of gender, district and locality. Sharma, Sushma. (1986) showed majority of parents of adolescents had very high aspirations regarding education, job, income and social status. Tiru Rohi (2017), most influential factors were the advice of parents and teachers, Dhodi, Shivani (2018) one third population of medical students reported to have role models mostly parents, Changkakoti (2015) there was no difference among gender, urban and rural adolescents in parental influence, Ghosh, Antara. (2012), Bhattacharya (2013) found maximum influence was found among girls compared to boys, Gaikwad (1989) parents' wishes was one of the factor that affect students

choice of career, Sharma, Vandana (2014) found gender difference among adolescents in parental influence. Dolly (2006) found parental encouragement was positively correlated with the vocational aspiration. The parental encouragement received by the students increased their vocational aspiration. Kiranjit (2019) found achievement in mathematics of adolescents studying in Private schools is significantly and positively related with general welfare, monitoring, leisure time activities, psychological autonomy and academic growth dimensions as well as parental involvement. The study concluded that there is significant difference in achievement in mathematics of ninth class Private school students in relation to their parental involvement. Mathew (2020) study revealed significant main effect of parental influence towards medical profession among higher secondary school students was found. Parental influence and higher secondary adolescents perceived social expectation act as significant predictor in the formation of favourable attitude. Sonam (2022) revealed that the preference for a particular career was significantly influenced by the parenting styles and peer pressure. Results also showed significant gender difference in the different variables. The major findings of the study revealed that different parenting style affect the career preference of the students significantly.

Studies done abroad showed similar and mixed results, Daggit (1996) found academic achievement level, and college level, cohesion and individuation were significant predictors of career indecision whereas family adaptability was not significant. Williams & Margaret (1998) found significant associations between the students' educational aspiration and parent's aspiration for the child, academic achievement, and mother's educational level. Results showed significant associations between the students' educational aspiration and the following variables for decided students: father's educational level, mother's socio economic status, house hold head, gender and the influence of other school staff members. Ulrich, A., Frey, A., & Ruppert, J.-J. (2018) it is found that the influence of parents on young people's career choices is greater than that of teachers, of career counsellors or of occupation-specific information from the internet. Anthonia Chinonyelum Egboi (2017) found influence of parents' level of education, socio-economic status and occupational background on the career choice of students. Olaosebikan.et al (2014) exposed48.36% of the students showed parents influencing their career choices. Decision problems were associated with simultaneously high level of interference and support by parents Julia & Barbel (2009). Ogwokhadmhe (2014) revealed educational qualification of the father and mother influence students expression on the factors influencing. Studies conducted by Kumar (2016) showed significant influence of parents on career choice among students, father's influence was found more among the

students in career choice and decision making compared to the mother. Kazi and Akhlaq (2017) reported girls were more influenced by their peers as compared to boys. Father's education yielded as a factor in career choice. Egboi (2017), Mtemer (2019)study showed significant influence of parents' level of education on student's career choice, it also recommended parents should educate their children on how to make a career choice and not impose on them their own preferred career choice. Mtemer (2019) results showed 47.3% influence of mother. Owusu., et al (2021) found parental influence as a major determinant in the career aspiration of students. Siddiky & Akter (2021) study revealed family preferences factor has significant association with the students' career decision-making. Gender did not have significant effects on the students' career choice. The study suggested guidance and counseling cell to link students with the current world of work.

Okesina & Famolu (2022) revealed that parents' encouragement on making good career decisions, parents advising students about specific careers, and parents' encouragement on considering different education and career options were significant influences of parents' choice of career. Testing of hypothesis revealed no significant differences in the parental influence on choice of career among secondary school students based on parents' level of education, occupation and family type.

Previous studies and findings have given a motivation to conduct a study on vocational interest and parental influence on career choice of adolescents. Reviews from previous research on vocational interest both in India and abroad have shown different results based on variables like gender, locality of schools, type of management, aspirations, career choice, attitudes towards vocations, etc. where results showed significant difference among adolescents in respect of gender in their vocational interest, and also in terms of type of management and locality of school results varies from one to the other research results. Girls were revealed more interested towards various vocations compared to boys, where locality of schools and type of management was also shown as a factor in vocational interest. Reviews also showed a common agreement among the investigator that parents have an important influence on the career choice of adolescents. Therefore it gives a possibility to the researcher to conduct research in this area of study. It is also observed that studies done in the area of vocational interest are very scarce and no research has been done on parental influence on career choices of adolescents particularly in Nagaland.

Hence, considering the fact the investigator feel the need to study on the vocational interest and parental influence on career choice of adolescents in Nagaland.

CHAPTER-III

RESEARCH METHODOLOGY

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3.0 INTRODUCTION

Research is considered to be more systematic and organized process of carrying on a scientific method of enquiry that is directed towards development and discovery of an organized body of knowledge. It is deliberate activity to obtain answers to meaningful questions about events or phenomena by application of scientific approach. Research is an empirical, objective, impartial, logical analysis, and recording of controlled observations that lead to the development of principles or theories, generalizations, resulting to some extend in prediction and control of events that may be consequences or cause of specific phenomena. (Koul, 2009 p8)

Research methods are of utmost importance in a research process. It describe the various steps to be adopted in solving a research problem, such as the choice of investigation, the method in which the problems are formulated, the definition of terms, , the validation, the data collection, analysis and interpretation and the process of generalization and conclusions. (Pathak, 2018 p59)

3.1 RESEARCH DESIGN AND METHOD

Survey research which is a type of descriptive research is a popular design in education; it is a procedure in quantitative research design. Descriptive survey methods include more than just a measurement, collection of data; they involve organization, comparison analysis, and interpretation. Descriptive survey method involves hypothesis formulation and testing, inductive and deductive reasoning to arrive at conclusion, employ methods of randomization, variables and procedures are described accurately. Survey methods are conducted to collect detailed description of existing phenomena with the intent of employing data to justify current conditions and practices. The objective is not only to analyze, interpret and report the status but also to determine the adequacy of status by comparing it with establish standards. Survey methods may be broad or narrow in scope, it may encompass several country, state or regions, or maybe limited to one country, region, state, district, school, etc. The data may be collected from every unit of population or from representative sample.

The nature of the present study is basically empirical and comes in the purview of survey research design. Descriptive survey method was employed in this study. The present

study aims to study the status of vocational interest, levels of vocational interest. Status and levels of parental influence among adolescents. It also examines the relationships and association of various variables in the study.

3.2 POPULATION OF THE STUDY

Population is described as any group of persons that has one or more collective characteristics and that are of interest to the investigator. The primary purpose of research is to discover principles that have universal application, but to study the entire population to arrive at generalizations would be impractical, if not impossible. A population is defined as a group of individuals with at least one common characteristic which distinguishes that group from other individuals (Best, 2022 p 14). Statistician called population as universe.

The population of the present study comprised of all the Secondary Students of standard IX (nine) and X (ten) studying in both Private and Government Secondary schools located in rural and urban areas under Kohima and Mokokchung district. As per data obtained from Nagaland Board of School Education school list 2017, there are 103 schools in Kohima district and 73 schools in Mokokchung district.

Table 3.1: Nagaland Board of School Education recognized schools in Kohima and Mokokchung district.

Sl.No	District	Govt. Hr. Secondary school	Govt. High School	Private Hr. Sec. School	Recognized Private High Schools	Permitted Schools	Total
1	Kohima	7	24	24	23	25	103
2	Mokokchung	5	37	11	12	8	73
	Total	12	61	35	53	33	176

(Data source: NBSE, List of Institution registered, 2017.)

3.3 SAMPLE AND SAMPLING.

Sample is a small part of the population that is selected in the study for perceiving and examining. Through observing the features of the selected sample, to make a certain conclusion about the features of the population from which it was taken. Sampling methods has two broad categories non-probably sampling and probability sampling.

For the present study the investigator applied simple random sampling in selecting the districts, schools, locality of schools and adolescent students. For the study the investigator

through simple random sampling selected Kohima and Mokokchung district, after which 16 schools considering type of management and locality of the school were selected. After selection of schools, 800 Adolescent students were selected randomly as samples for the study.

Table 3.2: Distribution of sample according to demographic variables (Gender, Type of Management and Locality of School)

800 (Adolescent students)							
400 (Government School)				**400** (Private School)			
200 (Rural)		**200** (Urban)		**200** (Rural)		**200** (Urban)	
100 (Boys)	**100** (Girls)	**100** (Boys)	**100** (Girls)	**100** (Boys)	**100** (Girls)	**100** (Boys)	**100** (Girls)

Table 3.3: List of institutions from where data was collected for the study

Sl. No	Name of the Institution	Type of Management	Locality of school	District
1	St. Peters High School, Kohima.	Private	Urban	Kohima
2	Mezhur Hr. Sec. School, Kohima	Private	Urban	Kohima
3	Dainty Buds Hr. Sec School, Kohima.	Private	Urban	Kohima
4	Regimental School 4th NAP, Thizama, Kohima.	Private	Rural	Kohima
5	St. Paul School, Phesama, Kohima	Private	Rural	Kohima
6	Ruzhukrie Govt. Higher Sec School, Kohima.	Government	Urban	Kohima
7	Government High School New Market, Kohima	Government	Urban	Kohima
8	Government High School Chandmari, Kohima.	Government	Urban	Kohima
9	Government Higher Secondary School Seikhazou, Kohima.	Government	Rural	Kohima

10	Government High School Kigwema, Kohima	Government	Rural	Kohima
11	Government High School Mokokchung village	Government	Rural	Mokokchung
12	Government High School Mongsenyimti, Mokokchung.	Government	Rural	Mokokchung
13	Mayangnokcha Government Higher Secondary School, Mokokchung.	Government	Urban	Mokokchung
14	Edith Douglas Higher Secondary School, Mokokchung.	Private	Urban	Mokokchung
15	2nd NAP Higher Secondary School Alichen, Mokokchung.	Private	Rural	Mokokchung
16	Queen Mary Hr. Secondary School, Mokokchung Village	Private	Rural	Mokokchung

3.4 TOOLS USED FOR THE STUDY

A researcher requires many tools and techniques depending on the objectives, research design, administration and interpretation. A tool provides data for testing the hypotheses and collecting evidence or information required for the study. The investigator from the review of related literature deliberated many tools developed and standardized in the area of vocational interest namely; Dr. S.P. Kulshrestha Vocational Interest Record (VIR), Vocational Aspiration Scale by Grewal, Vocational Interest Inventory by Bakare, Educational Aspiration Scale developed by Sharma and Gupta, Vocational Maturity Scale by Manju Metha etc. from the several reviews done the investigator found standardized tool of S.P Kulshrestha's Vocational Interest Record (VIR) suitable for the study and suit the purpose of the study.

Due to lack of any suitable tool to access parental influence on career choice of adolescence suitable for the presents study the investigator decided to develop a questionnaire suitable for adolescent students of Nagaland. For the present study following tools were used for data collection:

1. Vocational Interest Record (VIR) developed and standardised by Dr. S.P Kulshrestha.
2. Questionnaire for Adolescents on Parental Influence on Career Choice of Adolescents constructed by the investigator.

3.4.1 VOCATIONAL INTEREST RECORD (VIR)

For collecting data on vocational interest of the respondents the investigator used Vocational Interest Record (VIR) standardized by Dr. S.P. Kulshreshtha and published by NCP Agra (2017). The aim of VIR is to help students to use their potentialities to the maximum level by making judicious choices of vocations. This tool has been successfully used by research workers, guidance counsellors and psychologists since 1965.The record is found suitable for the students of schools, colleges students and for young adults who are out of schools and colleges. The VIR contains 200 vocations distributed in ten different vocational areas.

1. **Literary (L):** literary vocational interest area includes jobs like Poet, Editor, Teacher, Language specialist, Epic writer, Dramatist, Novelist, song writer, etc.
2. **Scientific (Sc):** Scientific vocational interest area includes jobs like Scientist, Astrologer, Engineers, Doctor, Botanist, Medical officers, Compounder, Scientist, science teacher, veterinarians, Scientific Apparatus Manufactures etc.
3. **Executive (E):** Executive area of vocational interest includes jobs like President, Magistrate, Police, Probationer officer, Army Officer, Judge, Principal, Manager, School Inspector, Collector, etc.
4. **Commercial (C):** in the commercial vocational area jobs includes Steno, Teacher, Accountant, Income Tax Officer, Typist, Secretary, Draftsman, Ticket Collector, Salesman, Commerce, Industry Manager, Shopkeeper, etc.
5. **Constructive(Co):** in the commercial area of interest include jobs like Teacher of Art crafts, Goldsmith, Radio Mechanic, Forman, Ironsmith, Potter, Toy maker, Washer man, etc.
6. **Artistic (A):** Jobs in the Artistic area of vocational interest includes Dancer, Singer, Painter, Music Director, Sculptural, Photographer, Cartoonist, etc.
7. **Agriculture (Ag):** in Agriculture vocational interest area activities like Agriculture researcher Gardener, Seeds tone Officer, Farmer, Dairyman, Manure Specialist, Tractor Driver, Agriculture Inspector, Breeder, Animal Husbandry, Soil Specialist, Poultry man, Agriculture teacher, Horticulturist, etc.
8. **Persuasive (P):** Persuasive vocational interest area jobs includes M.L.A, Vocational counsellor, managers, Insurance agent, Scale Manager, Ambassador, Advocate, Tourist-guide, Political lecturer, Religious Preacher, etc.
9. **Social (S):** social vocational interest area covers the jobs like Red-cross workers, Scout and Guide, Social worker, Religious reformer, etc.

10. **Household (H):** Household vocational interest area jobs include Home science teacher, Home Science Researcher, Nurse, Embroider, Decorator, Home Manger, chef, etc.

Reliability of the VIR: The reliability of the tool was tested using test re-test reliability coefficient by the test developer, reliability was found at .69 with a time interval of 15 days.

Validity of the VIR:

Initially only the highly valid items were selected from Thurston's Interest Schedule, Strong's Vocational Interest Blank, Kuder's Preference Record Form C etc. The scores on the record were correlated with parent's teacher's and friend's opinion about the interest of the pupils and coefficient of validity was found .81, .83 and .85 respectively. The coefficient of validity was found .74 when this record is validated with Labh Sigh's Vocational Inventory. The comparison of the results was also done with the results of follow up study and the coefficient of correlation was found .80 which was found significant at 0.01 level.

Scoring of VIR

The Vocational Interest Record consists of two hundred vocations in ten vocational areas. Ten vocations are placed in vertical side and ten on horizontal side of the tool. The respondents were asked to response by putting tick mark of their choice in the box against the vocation .1(one) mark was assigned for each tick marked response. Thus the sum of both vertical and horizontal marked responses provide a total score of vocational interest. Thus the raw scores for all vocational areas are counted. The scores of each vocational interest area ranges from 0- 20.

Interpretation of VIR

The scores of the Vocational Interest Record (VIR) can be interpreted both quantitatively and qualitatively. The quantitative method of interpretation on the basis of classification is shown in the table below:

Table No. 3.4: Quantitative way of interpreting Vocational Interest Record

Classification	Scores
High Interest	18-20
Above Average Interest	14-17
Average Interest	7-13
Below Average Interest	4-6
Low Interest	0-3

3.4.2 QUESTIONNAIRE FOR ADOLESCENTS ON PARENTAL INFLUENCE ON CAREER CHOICE OF ADOLESCENTS.

Studies have confirmed to a great extent the influence of parents on career choice among adolescents. Parents play as a source of support and a significant role in the occupational aspirations and career choice of their children. Researchers on parental influence on career choices of adolescence have identified various factors and characteristics such as; educational qualification of father/mother, parental income, involvement, care and support, awareness of interest, encouragement, aspirations and wishes, socio economic status, attachment, expectations, etc.

Due to lack of any suitable tool to access parental influence on career choice of adolescence suitable for the presents study the investigator decided to developed a questionnaire suitable for the study.The questionnaire is developed keeping in mind the following factors that influence the adolescents:

1. ***Aspirations:*** this refers to ambitions and wishes of parents for their children.
2. ***Encouragement:*** this refers to support and care the adolescents receive from their parents.
3. ***Involvement:*** it refers to the type of behavioural activities, help and services provided to their children for career development. Involvement can be positive involvement, negative involvement and non-involvement.
4. ***Socio-economic status:*** this refers to social, occupational, educational and financial status of parents.
5. ***Parent-child relationship:*** the emotional attachment and mutual relationship shared between parent and the adolescents.

Item writing:

After much review on parental influence on career choice of adolescents, the investigator felt the need for questionnaire (paper pencil test). And therefore the construction of a questionnaire on parental influence suitable for Naga adolescents was decided. For the purpose of framing items, several books, thesis, journals, periodicals and previously developed tools were consulted and reviewed. Utmost care was taken while writing the items, based on the review of literature on parental influence on career choice of adolescents 45items were prepared in the initial draft.

The preliminary draft of 45 items was given to subject experts in the Department of Education, Nagaland University to critically analyse each item for its adequacy in terms of language and content included in the test. To suggest questions which is felt relevant and correct ambiguities, poor phrasing etc. Keeping in view the judgments, comments and suggestions from the experts, some statements were dropped and some were modified and reframed in order to make them more precisely relevant. In the preliminary draft, 13 items were dropped and 32items was finalized for the first set of questionnaire.

First try out:

Try out of the first draft of parental influence on career choice of adolescents with 32 items was administered to 100 students for item analysis and modification. 100 students of standard IX and X participated in the first try out. Participants were selected from one government and one private school from Kohima district. The students were given instructions and a brief explanation of the purpose of the questionnaire and confidentiality of their responses were assured. During the administration of the questionnaire investigator observed that sentence structure in few items was not clear for some students to understand. The students were explained in simpler meaning before responding. The investigator took note of the observation and necessary corrections were made.

Scoring Procedure:

The questionnaire consisting of 32 items were based on parental influence on career choice, responses were made by ticking either Yes/No against each items. Score of 1 (one) was given for Yes and 0(zero) for No.

Item Analysis:

The responses of the students were recorded and scored as per the scoring procedure. The weighted score for each item was summed up. On the basis of obtained total scores, the scores were arranged from highest to lowest, the top 27% with high and bottom 27% with low scores from the list were identified. Scored responses in terms of weighted scores for each item were worked out. Item analysis was carried out by applying t-test for each of the 32 statements for the higher and lower group. Thus, the significance of difference between the mean was worked out to find the discriminating power of each items. Only those statements which showed a significant difference between high and low groups at 0.05 level and 0.01 level of significance were selected. The item numbers 4, 8, 14 and 19 were removed due to non-significance. The final draft with 28 items was prepared for measuring the parental influence on career choice of adolescents in Nagaland. *(Appendix III)*

Table 3.5: Showing the list of the items selected based on the t-values

Item No.	t-values	Item No.	t-values
1	2.705**	17	2.750**
2	3.361**	18	2.608**
3	2.469*	**19**	**0.156**
4	**0.081**	20	4.068**
5	2.737**	21	3.593**
6	3.371**	22	2.530*
7	4.291**	23	2.067*
8	**1.291**	24	2.388*
9	4.46**	25	2.919**
10	4.00**	26	4.579**
11	4.515**	27	2.537*
12	3.856**	28	3.167**
13	4.388**	29	2.568**
14	**0.081**	30	2.568**
15	3.432**	31	2.001*
16	2.258**	32	2.100*

* Significant at 0.05 level ** Significant at 0.01 level

Reliability:

A test is reliable when it measures whatever it is measuring consistently. Reliable test are constant in whatever they measure and produce comparable scores on repeated administration. The stability of a test is usually stated as a correlation coefficient. There are several types for testing reliability of a tool: test-retest method, stability over item samples (equivalent or parallel forms), internal consistency, split halves, stability over scores etc. a test may be reliable even though it is not valid. A test is valid only when it is reliable. (Best, 2022. p278).

For testing the internal consistency of the tool parental influence on career choices, Cronbach Alpha (α) was applied and found reliable at 0.68.

Table No. 3.6: Internal Consistency of the Tool Parental influence on career choices

Reliability Method	N	Reliability Coefficient
Cronbach Alpha (α)	100	0.68

Content validity

The content validity of questionnaire on parental influence on career choice of adolescents was critically examined by 10 subject experts. The subject experts considered the statements and appraise the content accuracy, relevance, clarity and suggestions for modification of itemsand gave valuable suggestions. It is evident from the assessment of the subject experts that the questionnaire relates to parental influence on career choice of adolescents. Effort was made to avoid the repetitive, ambiguity and overlapping statements.

Establishment of Norms:

For establishing the norms for the questionnaire on parental influence on career choices of adolescents, the raw scores obtained from the responses from fresh sample of 100 students were categorized into three levels. Categorization of raw scores and interpretation of parental levels are given in the following table:

Table 3.7: Levels of Parental influence on career choice.

Raw Scores	Levels of Parental Influence
21-28	Highly Influence
20-14	Moderate Influence
13-0	Less Influence

3.5 ADMINISTRATION OF TOOLS AND DATA COLLECTION

For the study, data collection was done in Kohima district and Mokokchung district of Nagaland state. The Researcher through proper channel approach the head of institutions selected for the study keeping in mind the ethical code of conduct to secure data from the samples and sought permission to gather data. After consultation, the investigator was allotted a class period. The students were informed and highlighted about the purpose of the study by the investigator. There was no time limit for administration of the tools. Vocational Interest Inventory and Parental Influence questionnaire was administered one after the other. The students cooperated in responding during the data collection.

3.6 STATISTICAL TECHNIQUES

The data collected was statistically analysed using descriptive statistics such as Mean, S.D, percentage analysis and frequency. Inferential statistics such as independent t-test, Chi Square, Pearson Product Moment Correlation were employed to realize the objectives and hypotheses of the study.

3.7 SOFTWARE USED

For analyzing the data the researcher used MS Excel sheet and Statistical Package for Social Sciences (SPSS) Version 22.

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

CHAPTER-IV
DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter presents the data analysis of the data collected for the study from the samples. Data analysis is the process of organizing and interpreting the data gathered to obtain useful and meaningful information. An attempt was made to interpret the data collected based on the objectives of the study.

4.1 DISTRIBUTION OF SAMPLES BASED ON DEMOGRAPHIC VARIABLES

The samples based on demographic variables such as gender, type of management and locality of school are highlighted briefly for analysis and interpretation.

Table 4.1: Number of adolescent students according to gender

Gender		Total
Boys	Girls	
400	400	800

From table 4.1 and figure 4.1, the number of boys constitutes 50% (400) and girls constitute 50% (400), which clearly shows that equal number of sample for boys and girls was represented for the study.

Figure 4.1 Pie- Chart showing number of adolescent students according to gender

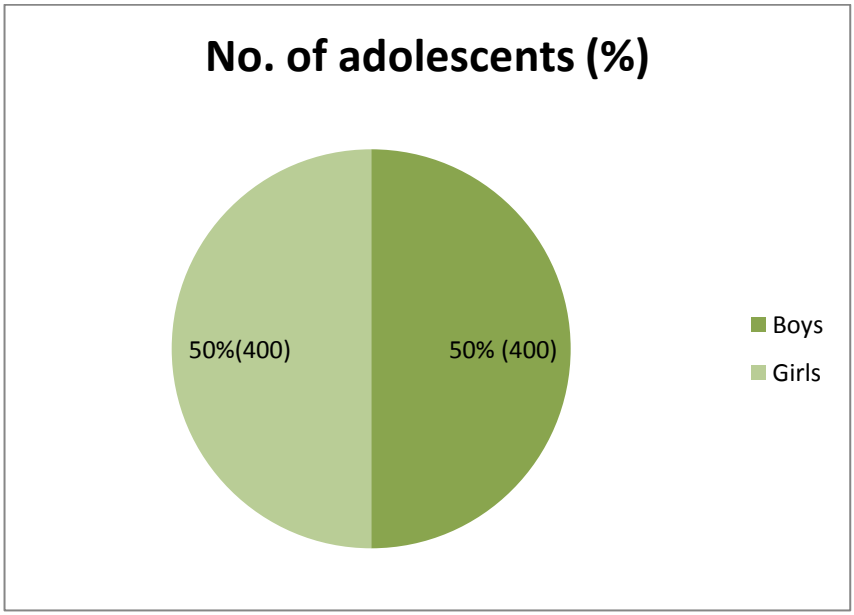


Table 4.2: Number of adolescent students according to type of management

Type of Management		Total
Government	Private	
400	400	800

From table 4.2 and figure 4.2, the number of adolescent students from government school constitutes 50% (400) and private school adolescent student constitutes 50% (400), which clearly shows equal representation of samples from type of management.

Figure 4.2 Pie-Chart showing number of adolescent students according to type of management.

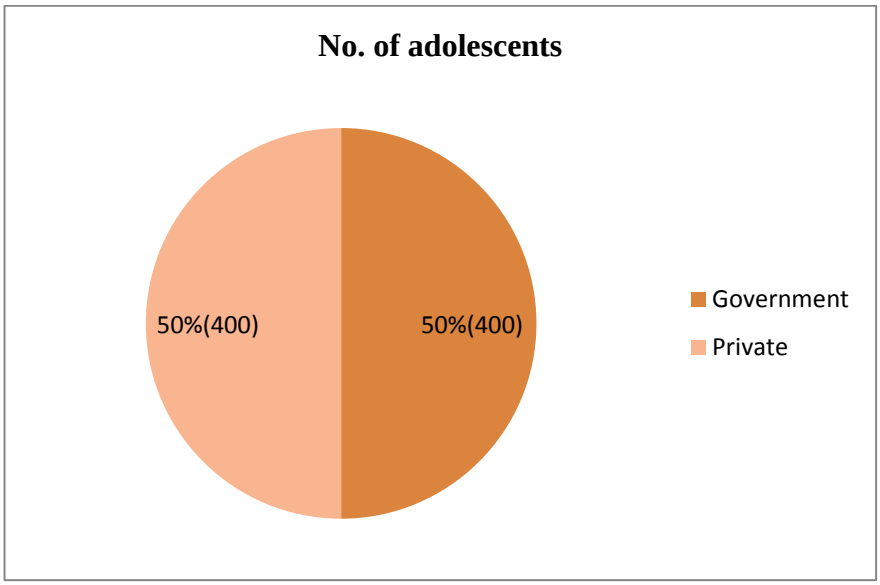
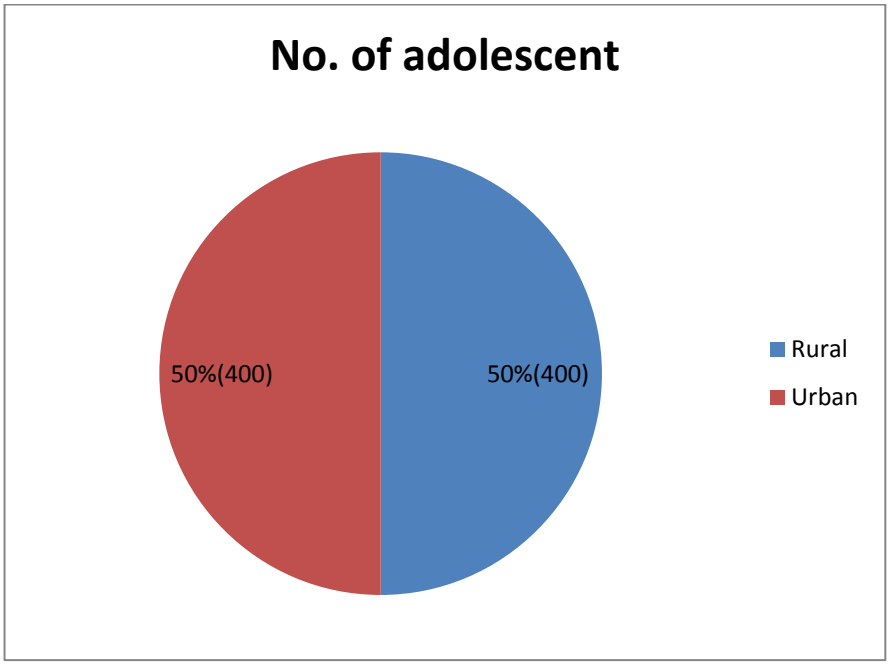


Table 4.3: Number of adolescent students according to locality of school

Locality of `school		Total
Urban	`Rural	
400	400	800

Table 4.3 and figure 4.3 shows the number of adolescent students from urban school constitutes 50% (400) and rural school 50% (400), which clearly indicates that equal number of samples from urban and rural school was represented for the study.

Figure 4.3 Pie-Chart showing number of adolescent students according to locality of schools.



4.2 FREQUENCY AND PERCENTAGE ANALYSIS OF VOCATIONAL INTEREST

To test the hypothesis from 1 - 4, the scores for each vocations in every dimensions of vocational interest was calculated. Frequency and percentage was obtained to find out the levels of vocational interest of adolescents, classification into 5(five) levels of vocational interest was done based on the raw scores of 800 sample students.

Objective-1: To study the vocational interest levels of Adolescent students.

Hypothesis-1: Adolescent students have the same vocational interest levels.

Table 4.4: Frequency and percentage analysis of Vocational Interest Adolescents (N=800)

Sl. No	Dimensions of Vocational Interest	Levels of Vocational Interest				
		1 Low Interest	2 Below Average Interest	3 Average Interest	4 Above average interest	5 High Interest
1	Literary	212 (26.5%)	178 (22.25%)	360 (45%)	48 (6%)	2 (0.25%)
2	Scientific	199 (24.9%)	149 (18.6%)	362 (45.25%)	86 (10.75%)	4 (0.5%)
3	Executive	210 (26.3%)	114 (14.2%)	388 (48.5%)	85 (10.6%)	3 (0.4%)
4	Commercial	272 (34%)	200 (25%)	310 (38.8%)	17 (2.1%)	1 (0.1%)
5	Constructive	355 (44.37%)	198 (24.75%)	242 (30.25%)	4 (0.5%)	1 (0.13%)
6	Artistic	155 (19.37%)	117 (14.63%)	400 (50%)	118 (14.75%)	10 (1.25%)
7	Agriculture	303 (37.89%)	177 (22.12%)	297 (37.12%)	22 (2.75%)	1 (0.12%)
8	Persuasive	263 (32.88%)	158 (19.75%)	349 (43.62%)	28 (3.5%)	2 (0.25%)
9	Social	260 (32.5%)	161 (20.1%)	349 (43.6%)	30 (3.8%)	0 (0%)
10	Household	219 (27.4%)	153 (19.1%)	328 (43.5%)	71 (8.9%)	9 (1.1%)

1. From the Table No.4.4, it can be observed that in the literary area of vocational interest 0.3% showed with high interest, 6% of the adolescent students revealed Above Average Interest and maximum number of adolescents i.e., 45 % showed Average Interest, 22.3% showed Below Average Interest and 26.5% of the adolescent were in Low Interest level.

2. In Scientific area of vocational interest only 0.5% of the adolescents showed High Interest,10.75% showed Above Average Interest, 45.25% of the adolescent students were in Average Interest level and 24.9% showed Low Interest.
3. In Executive area of vocational interest, 0.4% of the adolescent students showed with High Interest, 10.6% showed Above Average Interest, while 48.5% of the sample adolescents were found with Average Interest, 14.2% were in Below Average Interest and 26.3% showed Low Interest.
4. In Commercial area of vocational interest there were only 0.1% with High Interest level, 2.1 % showed Above Average Interest ,38.8% of the adolescents were in Average Interest level, 25% showed Below Average Interest and 34% of the sample students showed Low Interest in the commercial area of interest.
5. In the Constructive area of vocational interest, 0.1% of the sample adolescents showed High interest, 0.5% were in Above Average Interest level and 30.25 % showed Average Interest. 44.37% of the adolescents showed Low interest level, which is the least favour shown by the sample students.
6. In the literary area of vocational interest 1.3% showed High Interest which was found with highest percentage in High Interest Level comparing to interest area, 14.75% of adolescents were in Above Average Interest level, 50% of the samples showed Average Interest, 14.63% showed Below Average Interest level and 19.37% were in Low Interest level.
7. In Agriculture area of vocational interest, only 0.12% showed High Interest, 2.75% of the adolescents showed Above Average Interest, 37.12% of the samples were with Average Interest, 22.12% were in Below Average Interest and 37.89 % of the adolescents showed Low Interest.
8. In Persuasive area of vocational interest 0.25% of the adolescents were in High Interest level, 3.5% were in Above Average Interest level, 43.62% of the students showed Average Interest level, 19.75% were in Below Average Interest level and 32.88% of the adolescents showed Low Interest.
9. In the social interest area of vocational interest no students were found with High Interest, 3.8% of the adolescents showed Above Average Interest, 43.6% were in the level of Average Interest, 20.1% showed Below Average Interest and 32.5% of the adolescents were in the Low Interest level.
10. In Household area of vocational interest, 1.1% of the adolescents were in High Interest level, 8.9% were in Above Average Interest, 43.5% showed Average Interest,

19.1% were in Below Average Interest Level and 27.4% of the sample showed Low Interest.

Therefore the hypothesis, “Adolescent students have the same vocational interest levels” is not accepted as result revealed that adolescent students have different levels of vocational interest in all the dimensions of vocational interest.

Objective 2: To study the level of vocational interest of adolescents studying in government and private secondary schools (dimension wise).

Hypothesis-2: Adolescents studying in government and private schools have the same level vocational interest (dimension wise).

Table 4.5: Vocational Interest Levels of Government and Private secondary school adolescents (Dimension wise)

Dimensions of vocational Interest	Levels of Vocational Interest									
	High		Above Average		Average		Below Average		Low Interest	
	Government	Private	Government	Private	Government	Private	Government	Private	Government	Private
L	1 0.25%	1 0.25%	26 6.5%	22 5.5%	183 45.75%	177 44.25%	97 24.25%	81 20.25%	93 23.25%	119 29.75%
Sc	3 0.75%	1 0.25%	41 10.25%	45 11.25%	183 45.75%	179 44.75%	80 20%	69 17.25%	93 23.25%	106 26.5%
Ex	0 0%	3 0.75%	52 13%	33 8.25%	195 48.75%	193 48.25%	59 14.75%	94 23.5%	116 29%	116 29%
C	0 0%	1 0.25%	11 2.75%	6 1.5%	155 38.75%	155 38.75%	113 28.25%	87 21.75%	121 30.25%	151 37.75%
Co	1 0.25%	0 0%	4 1%	0 0%	148 37%	94 23.5%	90 22.5%	108 27%	157 39.25%	198 49.5%
A	7 1.75%	3 0.75%	62 15.5%	56 14%	205 51.25%	195 48.75%	60 15%	57 14.25%	66 16.5%	89 22.25%
Ag	0 0%	1 0.25%	13 3.25%	9 2.25%	174 43.5%	123 30.75%	92 23%	85 21.25%	121 30.25%	182 45.5%
P	0 0%	2 0.5%	18 4.5%	10 2.5%	165 41.25%	184 46%	77 19.25%	81 20.25%	140 35%	123 30.75%
So	0 0%	0 0%	14 3.5%	16 4%	188 47%	161 40.25%	87 21.75%	74 18.5%	111 27.75%	149 37.25%
H	6 1.5%	3 0.75%	45 11.25%	26 6.5%	173 43.25%	175 43.75%	87 21.75%	66 16.5%	89 22.25%	130 32.5%

L-Literary, Sc-Science, Ex- Executive, C-Commercial, Co- Constructive, A- Artistic, Ag-Agriculture, P- Persuasive, So-Social, H- Household.

From Table 4.5, in the literary vocational interest dimension results shows that both government and private school adolescents had equal level in High Interest ie, 0.25%, 6.5% of the government school adolescents had Above Average Interest whereas 5.5% were private school adolescents. More of the government school adolescents ie, 45.75% had Average Interest comparing to private school adolescents which is 44.25%. 29.75% of private school adolescents showed Low Interest whereas 23.25% of government school adolescents were in Low Interest level in Literary Interest area. Hence, results showed that the adolescent students of government and private schools have different level of vocational interest in the area of literary.

As shown in the Table 4.5 we can observe that 0.75% of the government school Adolescents had High interest in scientific area whereas private school Adolescents was 0.25%. 11.25 % of the private school Adolescents had Above Average Interest and for government School Adolescents was 10.25%. In the Average Interest Level the government school Adolescents were 45.75 % and 44.75% were of private school Adolescents. More of the private school Adolescents i.e. 26.5% had Low Interest as compared to 23.25% of government school adolescents. Hence, it can be said that the adolescent students of government and private secondary school have different level of vocational interest in the area of scientific.

Table 4.5in vocational interest dimension of Executive, No government secondary school adolescents had High Interest whereas 0.75% of the private school Adolescents had High Interest in the area. 13% of the government school Adolescents had Above Average Interest and 8.25% were private school Adolescents. In Average Interest Level the Government School adolescents had 48.75% and 48.25% were private school adolescents. 29% of the private school adolescents had Low Interest whereas the government school students had 23.5%. Hence, it can be said that the adolescent students of government and private schools have different level of vocational interest in the area of executive.

From Table 4.5 we can find that the government school Adolescents had no High Interest in Commercial area as compared to private school Adolescents with 0.25%. In Above Average Interest the government school adolescents had 2.75% and private school was 1.5%. Equal number of adolescents i.e., 38.75% and 38.75% had Average Interest for government and private school adolescents respectively. 37.75% of the private school had Low Interest and 30.25% of government school adolescents. Hence, it can be said that the adolescent students of government and private schools have different level of vocational interest in the area of commercial.

From the Table 4.5 we can observe that no private school adolescents had High Interest and Above Average Interest in Constructive area whereas, 0.25% and 1.00% of the government school had High Interest and Above Average Interest respectively. 37 % of government school adolescents had Average Interest and 23.5% were private school adolescents. Majority of the private schools adolescents i.e. 49.5 % had Low Interest and 39.25% were among government school. Hence, it can be said that the adolescent students of government and private schools have different level of vocational interest in the area of constructive.

From the Table 4.5 we can observe 1.75% of the government school adolescents showed High Interest in the artistic dimension of vocational interest and 0.75% were private school adolescents. In Above average Interest level 15.5% were government school adolescents and 14% were private school adolescents. More of the government school adolescents i.e., 51.25% Average Interest and 48.75% were private school adolescents. 22.25 % of the private school adolescents had Low Interest and 16.5% were government school adolescents. Hence, it can be said that the adolescent students of government and private schools have different level of vocational interest in the area of artistic.

From the Table 4.5 we can see that no adolescents from government school had High Interest in Agriculture interest area and only 0.25% from private school. 3.25% had above average Interest from government school and 2.25% from private school. 43.5% of the government school adolescents had Average Interest and 30.75% was from private school. More of the adolescents' from private school i.e. 45.5% had Low interest and 30.25 were government school adolescents having Low interest. Hence, it can be said that the adolescent students of government and private schools have different level of vocational interest in the area of agriculture.

From the Table 4.5 we can observe that no adolescents had High Interest in the Persuasive area from government school and 0.5% of the private school adolescents had High Interest. 4.5% of the government school adolescents had above average interest and 2.5% were among private school. 46% of the private school adolescents had Average interest and 41.25% of government school adolescents had Average interest. 35% of the government school adolescents had Low Interest and 30.75% were among the private school adolescents in the low interest level. Hence, it can be said that the adolescent students of government and private schools have different level of vocational interest in the area of persuasive.

From Table 4.5 we can find that no adolescents from both government and private school had High interest in Social Interest area. 4% of the private school adolescent had

Above average interest and 3.5% were government school adolescents. In the Average interest 47% were adolescents from government school and 40.25% were from private school. 21.75 had Below Average Interest from government school and 18.5% were private school adolescents. In the Low Interest level 37.25% were from government school and 27.75% were among the government school adolescents. Hence, it can be said that the adolescent students of government and private schools have different level of vocational interest in the area of Social.

From the above Table 4.5 we can see that 1.5% of adolescents from government school had High Interest in Household area whereas only 0.75% from private school. 1.25% from government school had above average interest and 6.5%were from private school. 43.75% of the private school adolescents had Average Interest and 43.25% were of government school. In the Below Average Interest level 21.75% were among the government school and 16.5% was private school adolescents. 22.25% of the government school adolescents had Low Interest level whereas 32.5% of private school adolescents had low interest in household interest area. Hence, it can be said that the adolescent students of government and private schools have different level of vocational interest in the area of household.

Results revealed that government and private school adolescents have different levels of vocational interest in its ten dimensions. Therefore it can be said that government and private secondary school adolescents do not have the same level of vocational interest. Hence the hypothesis which states that "Adolescent studying in government and private schools has the same level of vocational interest and in its dimensions" is not accepted.

Objective 3: To study the level of vocational interests of adolescent boys and girl (dimension wise)

Hypothesis-3: Adolescent boys and girls students have the same level of vocational interest (dimensions wise).

Table 4.6: Vocational interest levels of Adolescent Boys and Girls (Dimension wise)

Dimensions of vocational Interest	Levels of Vocational Interest									
	High		Above Average		Average		Below Average		Low Interest	
	Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
L	0 0%	2 0.5%	19 4.75%	29 7.25%	164 41%	196 49%	86 21.5%	92 23%	131 32.75%	81 20.25%
Sc	2 0.5%	2 0.5%	52 13%	34 8.5%	174 43.5%	188 47%	72 18%	77 19.25%	100 25%	99 24.75%
Ex	1 0.25%	2 0.5%	51 12.75%	34 8.5%	182 45.5%	206 51.5%	52 13%	62 15.5%	114 28.5%	96 24%
C	0 0%	1 0.25%	5 1.25%	12 3%	149 37.25%	161 40.25%	109 27.25%	91 22.75%	137 34.25%	135 33.75%
Co	0 0%	1 0.25%	1 0.25%	3 0.75%	133 33.25%	109 27.25%	85 21.25%	133 28.25%	181 45.25%	174 43.5%
A	3 0.75%	7 1.75%	46 11.5%	72 18%	183 45.75%	217 54.25%	60 15%	57 14.25%	108 27%	47 11.75%
Ag	0 0%	1 0.25%	10 2.5%	12 3%	145 36.25%	152 38%	82 20.5%	95 23.75%	163 40.75%	140 35%
P	0 0%	2 0.5%	18 4.5%	10 2.5%	165 41.25%	184 46%	77 19.25%	81 20.25%	140 35%	123 30.75%
So	0 0%	0 0%	13 3.25%	17 4.25%	156 39%	193 48.25%	79 19.75%	82 20.5%	152 38%	108 27%
H	0 0%	9 2.25%	11 2.75%	60 15%	167 41.75%	181 45.25%	77 19.25%	76 19%	145 36.25%	74 18.5%

L-Literary, Sc-Science, Ex- Executive, C-Commercial, Co- Constructive, A- Artistic, Ag-Agriculture, P- Persuasive, So-Social, H- Household.

From the Table 4.6 we find that there are no adolescent boys in Literary having High Interest level whereas 0.5% of girls had High Interest. 4.75% of the boys had Above average Interest and 7.25 were girls. 49% of girls had Average Interest and 41% were of adolescent boys. 21.5% boys and 23% girls had Below Average Interest. 32.75% of the boys had Low Interest and 20.25% were girls. Hence it can be said that adolescent boys and girls have different vocational interest levels in the area of literary.

From Table 4.6 in the scientific area both adolescent boys and girls had equal number in the High Interest level with 0.5% each. In the Above Average Interest 13% were boys and girls were 8.5%. 47% of adolescents girls had Average Interest and 43.5% were boys. 19.75% of girls and 18% of the boys had Below Average interest. 25 % of the boys and 24.75% girls had Low Interest in the scientific interest area. Hence it can be said that adolescent boys and girls have different vocational interest levels in the area of scientific.

Table 4.6 shows that 0.5% of the adolescent girls and 0.25% boys had High Interest in Executive area of interest. In the Above Average Interest the boys had 13% and 8.5% were girls. Majority of the adolescent girls i.e.51.5% had Average Interest whereas 45.5% were boys. In the Below Average Interest level girls were 15.5% and 13% were boys. 36% of the boys had Low Interest and 24% were girls. Hence it can be said that adolescent boys and girls have different vocational interest levels in the area of executive.

Table 4.6 reveals that Adolescent boys had High Interest in the Commercial area of vocational interest whereas girls with High interest were only 0.25%. 3% of adolescent girls had Above Average interest and 1.25% were boys. 40.25% of girls had Average interest and 37.25% were boys. In the Below average interest level the percentage of boys and girls were 27.25% and 22.75% respectively. In the Low Interest level 34.25% were boys and girls were 33.75% having low interest. Hence it can be said that adolescent boys and girls have different vocational interest levels in the area of commercial.

From the table 4.6 in the Constructive vocational interest area there was no High Interest among the adolescent boys whereas 0.25% was girls. 0.75% of girls were Above Average interest and 0.25% was boys. 33.25% of boys and 27.25% girls were Average interest. 28.25% of girls and 21.25% of boys showed Below Average interest. 45.25% each of boys and girls showed Low Interest. Hence it can be said that adolescent boys and girls have different vocational interest levels in the area of constructive.

From the table 4.6 it can observe that 0.75 % adolescent boys and 1.75% of adolescent girls had High Interest in Artistic area. In the Above average Interest level 18% are girls and boys were 11.5%. More number of girls i.e. 54.25% had Average Interest and boys were 45.75%. In the Below Average Interest Level 15% were boys and 14.75% were girls. 27% of boys and 11.75% of girls had Low Interest level. Hence it can be said that adolescent boys and girls have different vocational interest levels in the area of artistic.

From the table 4.6results showed that there was no adolescent boys with High Interest in the Agriculture area where as 0.25% of girls had High Interest. 3% of girls and 2.5% of boys had Above Average Interest. 38% of girls had Average Interest and boys were 36.25%.

In the Below Average Interest level the girls were 23.75% and 20.5% were boys. 40.75% of the adolescent boys had Low Interest whereas girls were 35%. Hence it can be said that adolescent boys and girls have different vocational interest levels in the area of Agriculture.

As can be seen from the table 4.6, no adolescent Boys had High Interest in the Persuasive area as compared to Girls with 0.5%. In the Above Average Interest 2.5% were Girls and Boys were 4.5%. 46% of the Girls had Average Interest whereas 41.25% were Boys. In Below Average Interest 19.25% were boys and 20.25% were girls. 35% of the boys and 30.75% of the girls had Low Interest level. Hence it can be said that adolescent boys and girls have different vocational interest levels in the area of persuasive.

From the table 4.6 it can be observed that there were no adolescent boys and girls with High Interest in the Social area of interest. 4.25% of girls and 3.25% of the boys were Above Average Interest. In the Average Interest the girls were more with 48.25% whereas boys were 39%. 20.5% of girls and 19.75% of boys was with Below Average Interest. In the Low Interest level 38% were boys and 27% were girls in social interest area. Hence it can be said that adolescent boys and girls have different vocational interest levels in the area of social.

From the Table 4.6, it can be observed that there was no Adolescent Boys with High Interest level in the Household interest area as compared to Girls with 2.25% with high interest. In the Above Average Interest the girls are more with 15% whereas boys were only 2.75%. 45.25% of girls and 41.75% of boys had Average Interest. In the Below Average Interest level 19.25% were boys and 19% were girls. More boys i.e.36.25% had Low Interest as compared to girls with 18.5%. Hence it can be said that adolescent boys and girls have different vocational interest levels in the area of household.

Hence the hypothesis “Adolescent boys and girls students have the same level of vocational interest in the ten areas of vocational interest” is not accepted. As the result showed adolescent boys and girls with different levels of vocational interest in all the dimensions.

Objective 4: To study the level of vocational interest of rural and urban secondary school adolescents.

Hypothesis-4: Adolescents studying in rural and urban secondary school have the same vocational interest (dimensions wise).

Table 4.7: Vocational Interest Levels of Rural and Urban Secondary School Adolescents (Dimension wise)

Dimensions of vocational Interest	Levels of Vocational Interest									
	High		Above Average		Average		Below Average		Low Interest	
	Rural	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**
L	2 0.5%	0 0%	22 5.5%	26 6.5%	188 47%	172 43%	102 25.5%	76 19%	86 21.5%	126 31.5%
Sc	3 0.75%	1 0.25%	41 10.25%	45 11.25%	183 45.75%	179 44.75%	80 20%	69 17.25%	93 23.25%	106 26.5%
Ex	2 0.5%	1 0.25%	42 10.5%	43 10.75%	190 47.5%	198 49.5%	69 17.25%	45 11.25%	97 24.25%	113 28.25%
C	1 0.25%	0 0%	11 2.75%	6 1.5%	154 38.5%	156 39%	103 25.75%	97 24.25%	131 32.75%	141 35.25%
Co	1 0.25%	0 0%	1 0.25%	3 0.75%	123 30.75%	119 29.75%	103 25.75%	95 23.75%	172 43%	183 45.75%
A	5 1.25%	5 1.25%	53 13.25%	65 16.25%	213 53.25%	187 46.75%	56 14%	61 15.25%	73 18.25%	82 20.5%
Ag	1 0.25%	0 0%	11 2.75%	11 2.75%	142 35.5%	155 38.75%	103 25.75%	74 18.5%	143 35.75%	160 40%
P	2 0.5%	0 0%	10 2.5%	18 4.5%	173 43.25%	176 44%	92 23%	66 16.5%	123 30.75%	140 35%
So	0 0%	0 0%	15 3.75%	15 3.75%	176 44%	173 43.25	94 23.5%	67 16.75%	115 28.75%	145 36.25%
H	6 1.5%	3 0.75%	35 8.75%	36 9%	179 44.75%	169 42.25%	87 21.75%	66 16.5%	93 23.25%	126 31.5%

L-Literary, Sc-Science, Ex- Executive, C-Commercial, Co- Constructive, A- Artistic, Ag-Agriculture, P- Persuasive, So-Social, H- Household.

From table 4.7, it can be seen that there were no adolescents from urban schools with High Interest as compared to rural with 0.5% with High Interest. 6.5% from rural and 5.5% from urban schools showed Above Average Interest. 47% adolescents from rural schools revealed Average Interest and 43% were from urban. 25.5% from rural and 19% from urban schools showed Below Average Interest. 31.5% of adolescents from urban schools and 21.5% from rural Schools were in Low Interest level in the literary area of vocational interest. Hence it can be said that adolescents of rural and urban school students have different vocational interest level in the area of literary.

As can be seen in Table 4.7, 0.75% of adolescents from rural schools and 0.25% from urban schools had High Interest in the scientific area of Interest. 11.25% of urban school and 10.25% of rural school adolescents had Above Average Interest. In the Average Interest level 45.75% were rural school adolescents and 44.75% were from urban school. 20% of the rural school adolescents had Below Average Interest and 17.25% were from urban Schools. In the Low Interest level 26.5% were urban school adolescents and 23.25% were from rural schools. Hence it can be said that adolescents of rural and urban school students have different vocational interest level in the area of scientific.

From the Table 4.7 it can be observed that 0.5% of adolescents from rural schools and 0.25% from urban schools had High Interest in Executive interest area. 10.5% of adolescents from rural schools and 10.75% from urban schools had Above Average Interest. 49.5% of urban school adolescents and 47.5% of rural school adolescents had Average Interest level. In the Below Average Interest 17.25% were from rural schools and 11.25% were urban school adolescents. In the Low Interest level 28.25% were urban school adolescents and 24.25% were from rural schools. Hence it can be said that adolescents of rural and urban school students have different vocational interest level in the area of executive.

As can be seen from Table 4.7 there was no adolescents from Urban with High Interest in Commercial area whereas the rural adolescent had 0.25% with High Interest. In the Above Average Interest the Rural adolescents were 2.75% and Urban with 1.5%. 39% of the Urban adolescents had Average Interest and Rural were 38.5%. In the Below Average Interest the Urban adolescents were 24.25% and rural adolescents were 25.75%. 35.25% of the urban adolescent had Low Interest and 32.75% of the rural adolescents had Low interest. Hence it can be said that adolescents of rural and urban school students have different vocational interest level in the area of commercial.

From Table 4.7, results revealed that there are no adolescents from urban area with High Interest in Constructive area where as from rural area only 0.25% of the adolescent had High interest. 0.75% of the urban school adolescent and 0.25% of the rural adolescent had Above Average Interest. 30.75% rural school adolescent and 29.75% urban school adolescent had Average Interest in the constructive interest area. In the Below Average Interest 25% were from rural schools and 23.75% from urban schools. In the Low Interest level more adolescents were from urban schools with 45.75% and rural schools were with 43% in the constructive area. Hence it can be said that adolescents of rural and urban school students have different vocational interest level in the area of constructive.

As shown in the Table 4.7 both rural and urban school had equal number of adolescents i.e. 1.25% each with High Interest in the Artistic interest area. 16.25% of the urban school adolescents had Above Average Interest whereas the rural school adolescents were 13.25%. More number of the adolescents i.e. 53.25% from rural schools had Average Interest as compared to urban school adolescents with 46.75%. 15.25% of urban school adolescents and 14% from Rural had Below Average Interest. In the Low Interest level the urban school adolescents with Artistic interest were 20.5% and 18.25% were from rural schools. Hence it can be said that adolescents of rural and urban school students have different vocational interest level in the area of artistic.

From Table 4.7it showed that no adolescents from Urban schools had High Interest in the Agriculture interest area whereas only 0.25% were from Rural school. 2.75% of adolescents each from both the Rural and Urban school had Above Average Interest. 38.75% adolescents from urban schools and 35.5% from rural schools had Average Interest. In the Below Average Interest level 25.75% of the adolescents were from rural schools and 18.75% from urban schools. Hence it can be said that adolescents of rural and urban school students have different vocational interest level in the area of agriculture.

It can be observe from Table 4.7, that there were no adolescents from urban schools with High Interest in the Persuasive interest area whereas from Rural schools there are 0.5% of adolescents with High Interest. In the Above Interest Average 4.5% were urban school adolescents and 2.5% are from rural schools. 44% of the urban school adolescents had Average Interest and 43.25% were rural school adolescents. 23% from rural and 16.5% of urban school adolescents had Below Average Interest. In the Low Interest level 35% were Urban School adolescents and 30.75% were from rural schools. Hence it can be said that adolescents of rural and urban school students have different vocational interest level in the area of persuasive.

Table 4.7 clearly showed that there were no adolescents from both urban and rural schools with High Interest in Social area of interest. In the Above Average Interest both the Urban school and rural school adolescents had same number of adolescents' i.e. 3.75% each. 44% of the rural school adolescents and 43.25% of the urban school adolescents had Average Interest. In the Below Average Interest 23.5% were Rural school adolescents and 16.75% were Urban school adolescents. 36.25% of the urban school adolescents and 28.75% of the rural school adolescents had Low Interest in the social interest area. Hence it can be said that adolescents of rural and urban school students have different vocational interest level in the area of social.

From Table 4.7 it revealed 1.5% of rural school adolescents and 0.75% from urban school adolescents had High Interest in Household interest area. In the Above average Interest level 9% were urban school adolescents and 8.75% were rural school adolescents. 44.75% of rural school adolescents and 42.25% of urban school adolescents had Average Interest level. In the below average interest 21.75% were Rural school adolescents and 16.5% were Urban school adolescents. 31.5% of the urban school adolescents had Low Interest whereas 23.25% were rural school adolescents. Hence it can be said that adolescents of rural and urban school students have different vocational interest level in the area of household.

Results revealed that the adolescents have different levels of vocational interest in all the dimensions. Therefore, it can be said that the adolescent students of rural and urban schools have different vocational interest levels. Hence the hypothesis, "Adolescent studying in rural and urban secondary schools have same level of vocational interest and in its dimensions" is not accepted.

4.3 DIFFERENTIAL ANALYSIS ON VOCATIONAL INTEREST

Independent sample t-test was conducted on the scores obtained from the tool Vocational Interest Record (VIR) to find out the difference in the mean scores between demographic variables (Gender, Type of Management and Locality of school) and vocational interest (dimensions and overall).

Objective 5: To examine and compare mean scores of Vocational Interest of adolescents studying in government and private secondary school (dimensions and overall).

Testing of hypothesis - 5: There is no significant difference in the mean scores of vocational interest (overall) of adolescents studying in government and private secondary schools.

Table 4.8: Means, SDs, t-values of Vocational Interest (dimensions and overall) of Adolescents with regard to type of school management

Sl. No	Dimensions of Vocational Interest	Type of management	N	Mean	SD	SED	t-values
1	Literary	Government	400	6.88	4.17	0.30	1.12@
		Private	400	6.54	4.43		
2	Scientific	Government	400	7.53	4.62	0.33	0.33@
		Private	400	7.42	4.86		
3	Executive	Government	400	8.04	4.67	0.34	1.95@
		Private	400	7.39	4.91		
4	Commercial	Government	400	5.78	3.74	0.28	2.01*
		Private	400	5.24	3.83		
5	Constructive	Government	400	5.04	3.72	0.25	4.74**
		Private	400	3.85	3.39		
6	Artistic	Government	400	8.80	4.66	0.33	2.23*
		Private	400	8.05	4.78		
7	Agriculture	Government	400	6.00	4.04	0.29	4.12**
		Private	400	4.78	4.20		
8	Persuasive	Government	400	6.22	4.21	0.30	0.48@
		Private	400	6.08	4.24		
9	Social	Government	400	6.45	4.02	0.29	2.72**
		Private	400	5.70	4.22		
10	Household	Government	400	7.64	4.74	0.33	3.01**
		Private	400	6.65	4.59		
11	Overall	Government	400	68.44	34.99		
		Private	400	61.70	36.17	2.52	2.68**

*@ =Not significant at 0.05 level *=significant at 0.05 level **= Significant at 0.01 level*

The analysis in the Table 4.8 shows the over-all vocational interest of government and private secondary school adolescents, the overall mean value of government secondary school adolescents is 68.44 and overall mean value of private secondary school adolescents is 61.70. The SD scores are 34.99 and 36.17 respectively. The calculated t-value (2.68) is greater than the critical value (2.58) which is statistically significant at 0.01 level. Hence it can be said that there is a significant difference in the mean scores of overall Vocational Interest government and private secondary school adolescents. Therefore, the hypothesis "There is no significant difference in the mean scores of vocational interest (overall) of adolescents studying in government and private secondary schools" is not accepted. Further the results revealed that government secondary school adolescents showed more interest than the private secondary school adolescents in overall vocational interest.

Testing of hypothesis 5 (a): There is no significant difference in the mean scores of literary as dimension of vocational interest between government and private school adolescents.

From the Table 4.8 the mean of the government school adolescents is 6.88 and private school adolescents is 6.54. The SD scores are 4.17 for government and 4.43 for private. The calculated t-value (1.12) is less than the critical value (1.96) which is not statistically significant at 0.05 level. Hence it may be interpreted that there no significantly difference in the mean scores of Literary between the government and private school adolescents. Therefore, the hypothesis "there is no significant difference in the mean scores of literary as dimension of vocational interest between government and private school adolescents" is accepted.

Testing of hypothesis 5 (b): There is no significantly difference in mean scores of scientific as dimension of vocational interest between government and private school adolescents**.**

In the area of Scientific it clearly shows from the table 4.8 that the mean value of the Government school is 7.53 and Private school is 7.42 whereas the SD scores of the Government school is 4.62 and Private school is 4.86. The obtained t-value (0.33) is less than the critical value (1.96) which is statistically not significant at 0.05 level. It may be inferred that there is no significant difference in mean scores of scientific between Government and Private school adolescents. Therefore, the hypothesis "No significantly difference in the mean scores of scientific as dimension of vocational interest between government and private school adolescents" is accepted.

Testing of hypothesis 5 (c): There is no significant difference in the mean scores of executive as dimension of vocational interest between government and private school adolescents.

In the area of Executive the mean value of the Government school adolescents is 8.04 and Private school adolescents is 7.39. The SD scores are 4.67 for Government and 4.91 for Private schools adolescents. The calculated t-value 1.95 is less than the critical value 1.96 which is not statistically significant at 0.05 level. It can be inferred that there no significantly difference in the mean scores of Executive between Government and Private school adolescents. Therefore, the hypothesis "There is no significant difference in the mean scores of executive as dimension of vocational interest between government and private school adolescents" is accepted.

Testing of hypothesis 5(d): There is no significant difference in the mean scores of commercial as dimension of vocational interest between government and private school adolescents.

From Table 4.8 we can see the mean value of Government school adolescents is 5.78 and Private school adolescents are 5.24. The SD scores are 3.74 and 3.83 respectively. The calculated t-value (2.01) is greater than the critical value (1.96) which is statistically significant at 0.05 level. Hence we can interpret that there is significant difference in the mean scores of commercial between the Government school adolescents and Private school adolescents. Therefore, the hypothesis "no significantly difference in mean scores of commercial as dimension of vocational interest between government and private school adolescents" is not accepted. Further, it can be concluded that the Government school adolescents showed more interest in the area of commercial interest which include jobs like Shopkeeper, Accountant, Treasurer, Commerce teacher, Income tax collector, Salesman, Treasurer, Industry Manager etc.

Testing of hypothesis 5 (e): There is no significant difference in the mean scores of constructive as dimension of vocational interest between government and private school adolescents.

From the Table 4.8 we can observe that the mean value of the Government school adolescents are 5.04 and Private school adolescents is 3.85. The SD score is 3.72 and 3.39 respectively. The calculated t-value (4.74) is greater than the critical value (2.58) which is statistically significant at0.01 level. Hence it can be said that there is a significant difference

in the mean scores of Constructive between adolescents studying in Government and Private secondary schools. Therefore, the hypothesis "There is no significant difference in the mean scores of constructive as dimension of vocational interest between government and private school adolescents" is not accepted**.** Further it can be said that Government school adolescents showed more interest than the Private school adolescents in the interest area of constructive which includes jobs like Goldsmith, Forman, Teacher of Art crafts, Mechanic, Carpenter, Toy maker etc.

Testing of hypothesis 5 (f): There is no significant difference in the mean scores of artistic as dimension of vocational interest between government and private school adolescents.

From the Table 4.8 it can be observe that the mean value of the Government school adolescents is 8.80 and Private school adolescents are 8.05. The S.D values are 4.66 and 4.78 respectively. The calculated t-value (2.23) is greater than the critical value (1.96) which is statistically significant at 0.05 level. Therefore it can be interpreted that there is significant difference in the mean scores of Artistic between the Government and Private school adolescents. Hence, the hypothesis "There is no significant difference in the mean scores of artistic as dimension of vocational interest between government and private school adolescents" is not accepted. Further it revealed that Government school adolescents had more interest in artistic area of interest as compared to Private school adolescents. Artistic interest includes jobs like Singer, Music Director, Painter, Cartoonist, Photographer, Dancer, Sculpture etc.

Testing of hypothesis 5 (g): There is no significant difference in the mean scores of agriculture as dimension of vocational interest between government and private school adolescents.

From Table 4.8 we can observe that the mean value of Government school adolescents is 6.00 and Private school adolescents are 4.78. The SD value is 4.04 and 4.20 respectively. The calculated t-value (is 4.12) is greater than the critical value (2.58) which is statistically significant at 0.01 level. Therefore it can be said that there is a significant difference between Government and Private school adolescents in the area of Agriculture. Hence, the hypothesis "There is no significant difference in the mean scores of agriculture as dimension of vocational interest between government and private school adolescents" is not accepted. Further it revealed that Government school adolescents showed more interest than the private school adolescents in the interest area of Agriculture which include jobs like Gardener, Farmer, Animal Husbandry, Agriculture Inspector, Soil Specialist, Agriculture researcher, Horticulturist etc.

Testing of hypothesis 5 (h): There is no significant difference in the mean scores of persuasive as dimension of vocational interest between government and private school adolescents.

From the Table 4.8 it can be observed that the mean value of the Government school adolescents is 6.22 and Private school adolescents is 6.08, the SD value is 4.21 and 4.24 respectively. The obtained t-value (0.48) is less than the critical value (1.96) which is statistically not significant at 0.05 level. Hence it may be inferred that no significantly difference in the mean scores of Persuasive between Government and Private school adolescents. Therefore, the hypothesis "There is no significant difference in the mean scores of persuasive as dimension of vocational interest between government and private school adolescents" is accepted.

Testing of hypothesis 5 (i): There is no significant difference in the mean scores of social as dimension of vocational interest between government and private school adolescents.

Table No 4.8 shows the mean value of government secondary school adolescents is 6.45 and private secondary school adolescents are 5.70, the SD values are 4.02 and 4.22 respectively. The calculated t-value (2.72) is greater than the critical value (2.58) which is statistically significant at 0.01 level. Hence it can be interpreted that there is a significant difference in the mean scores of Social between the Government and Private school adolescence. Therefore, the hypothesis "there is no significant difference in the mean scores of social as dimension of vocational interest between government and private school adolescents" is not accepted. Further the results revealed that Government school adolescents were more interest in the area of Social than the Private school adolescents. Social area of interest include jobs like Philanthropist, Social worker, Village level worker, Social reformer, Red-cross worker, honorary teacher etc.

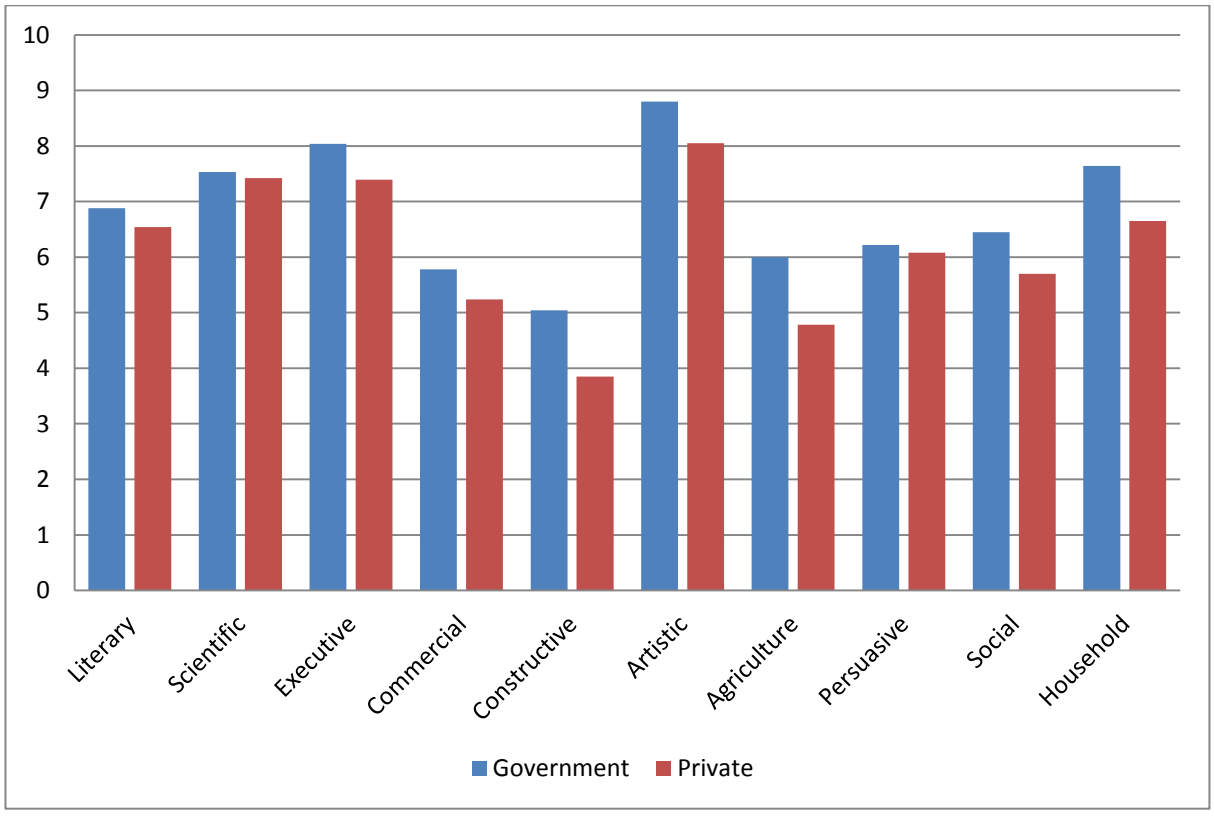
Testing of hypothesis 5 (j): There is no significant difference in the mean scores of household as dimension of vocational interest between government and private school adolescents.

From the table 4.8 it can be observed that the mean value of government secondary school adolescents is 7.64 and private secondary school adolescents are6.65. The SD value is 4.74 and 4.59 respectively. The obtained t-value (3.01) is greater than the critical value (2.58) which is statistically significant at 0.01 level. Hence, it can be said that there is a significant difference in the mean scores of Household area of interest between the government and

private school adolescents. Therefore, the hypothesis "There is no significant difference in the mean scores of household as dimension of vocational interest between government and private school adolescents" is not accepted. Government school adolescents showed more interest in the Household area of interest than the private school adolescents. Which include jobs like Home science teacher, Nurse, Home manager, Home decorator, Cooking etc.

Therefore it can be said that there is significant difference between Government secondary school adolescents and Private secondary school adolescents in Vocational Interest and its dimensions. It can observed from the statistical analysis given in the Table 4.8 that out of 10(ten) vocational interest dimensions the Government secondary school adolescents showed more interest in the overall vocational interests and in 6(six) vocational interest dimensions namely: Commercial, Constructive**,** Artistic, Agriculture, Social and Household. And in the 4 (four) dimensions of vocational interest viz. Literary, Scientific, Executive and Persuasive no significant difference was found between the Government secondary school and Private secondary school adolescents.

Figure 4.4: Type of management and vocational interest of secondary school adolescents



Objective 6: To study and compare mean scores of Vocational Interest between adolescents boys and girls (dimension and overall).

Testing of hypothesis - 6: There is no significant difference in the mean scores of vocational interest (overall) between adolescent boys and girls.

Table 4.9: Means, SDs, t-values of Vocational interest of adolescents with regard to Gender

Sl.No	Dimensions of Vocational Interest	Gender	N	Mean	SD	SED	t-values
1	Literary	Boys	400	6.04	4.39		
		Girls	400	7.39	4.11	0.30	4.49**
2	Scientific	Boys	400	7.64	4.91		
		Girls	400	7.30	4.57	0.33	1.01@
3	Executive	Boys	400	7.59	4.99		
		Girls	400	7.83	4.60	0.34	0.70@
4	Commercial	Boys	400	5.36	3.71		
		Girls	400	5.67	3.88	0.27	1.15@
5	Constructive	Boys	400	4.51	3.69		
		Girls	400	4.38	3.52	0.25	0.5@
6	Artistic	Boys	400	7.62	4.92		
		Girls	400	9.24	4.39	0.33	4.90**
7	Agriculture	Boys	400	5.25	4.29		
		Girls	400	5.53	4.03	0.29	0.97@
8	Persuasive	Boys	400	6.01	4.45		
		Girls	400	6.30	3.98	0.30	0.97@
9	Social	Boys	400	5.59	4.12		
		Girls	400	6.60	4.10	0.29	3.48**
`10	Household	Boys	400	5.81	4.15		
		Girls	400	8.48	4.83	0.32	8.34**
11	Vocational Interest Overall	Boys	400	61.41	36.73		
		Girls	400	68.73	34.35	2.51	2.91**

@= Not significant at 0.05 level,**=Significant at 0.01 level

The analysis in the Table No 4.36 shows over-all Vocational Interest of adolescent boys and girls, the mean of adolescent boys is 61.41 and mean of adolescent girls is 68.73. The SD scores are 36.73 and 34.35 respectively. The t-value (2.91) is greater than the critical value (2.58) which is statistically significant 0.01 level. Hence it can be said that there is a significant difference in the overall vocational interest between adolescent boys and girls. Therefore, the hypothesis "No significantly difference in mean scores of overall vocational interest between adolescent boys and girls" is not accepted. It may be further said that adolescent girls showed more interest in the overall Vocational Interest compared to boys.

Testing of hypothesis 6 (a): There is no significant difference in the mean scores of literary as dimensions of vocational interest between adolescent boys and girls.

From the table 4.9 it can be observed that the mean value of adolescent boys is 6.04 and Girls is 7.39. The SD value is 4.39 and 4.11 respectively. The obtained t-value (4.49) is greater than the critical value (2.58) which is statistically significant at 0.01 level. Hence, it can be said that there is significant difference in the mean scores of literary between adolescent boys and girls. Therefore, the hypothesis "There is no significant difference in the mean scores of literary as dimensions of vocational interest between adolescent boys and girls" is not accepted. Further it was revealed that adolescent girls favour literary area of interest than the boys. Literary interest include jobs like Editor, Translator, Journalist, Poet, Language specialist, Language Teacher, Novelist, Story writer etc.

Testing of hypothesis 6 (b): There is no significant difference in the mean scores of scientific as dimensions of vocational interest between adolescent boys and girls.

From the Table 4.9 it can be seen the mean value for adolescent boys is 7.64 and adolescent girls is 7.30. The SD value is 4.91 and 4.57 respectively. The calculated t-value (1.01) is less than the critical value (1.96) which is statistically not significant at 0.05 level. Hence it can be inferred that no significantly difference in the mean scores of scientific between adolescent boys and girls. Therefore, the hypothesis "There is no significant difference in the mean scores of scientific as dimensions of vocational interest between adolescent boys and girls" is accepted.

Testing of hypothesis 6 (c): There is no significant difference in the mean scores of executive as dimensions of vocational interest between adolescent boys and girls.

From the table 4.9 it can be observed that the mean value of adolescent boys is 7.59 and girls are 7.83. The SD value are 4.99 and 4.60 respectively. The obtained t-value (0.70) is less than the critical value (1.96) which is statistically not significant at 0.05 level. Therefore, it can be said that there is no significant difference in the mean scores of Executive between

adolescent boys and girls. Hence, the hypothesis "There is no significant difference in the mean scores of executive as dimensions of vocational interest between adolescent boys and girls" is accepted.

Testing of hypothesis 6 (d): There is no significant difference in the mean scores of commercial as dimensions of vocational interest between adolescent boys and girls.

Table 4.9 clearly shows that the mean value of the boys is 5.36 and girls are 5.67. The SD values are 3.71 and 3.88 respectively. The calculated t-value (1.15) is less than the critical value (1.96) which is statistically not significant at 0.05 level. Therefore it can be inferred that there is no significant difference in the mean scores of Commercial area of interest between adolescent boys and girls. Hence, the hypothesis "There is no significant difference in the mean scores of commercial as dimensions of vocational interest between adolescent boys and girls" is accepted.

Testing of hypothesis 6 (e): There is no significant difference in the mean scores of constructive as dimensions of vocational interest between adolescent boys and girls.

As can be observed from the Table 4.9 the mean value of the adolescent boys is 4.51 and girls are 4.38. The SD values are 3.69 and 3.52 respectively. The calculated t-value (0.25) is less than the critical value (1.96) which is statistically not significant at 0.05 level. Hence it can be inferred that there is no significant difference in the mean scores of vocational interest dimension i.e. Constructive between adolescent boys and girls. Therefore, the hypothesis **"**there is no significant difference in the mean scores of constructive as dimensions of vocational interest between adolescent boys and girls" is accepted.

Testing of hypothesis 6 (f): There is no significant difference in the mean scores of artistic as dimensions of vocational interest between adolescent boys and girls.

From the table 4.9 it clearly shows the mean of the adolescent boys is 7.62 and girls are 9.24. The SD values are 4.92 and 4.39 respectively. The t-value (4.90) is greater than the critical value (2.58) which is statistically significant at 0.01 level. Hence, it can be inferred that there is significant difference in the mean scores of vocational interest dimension i.e. Artistic between adolescent boys and girls. Therefore, the hypothesis "There is no significant difference in the mean scores of artistic as dimensions of vocational interest between adolescent boys and girls" is not accepted**.** Further it may be seen that girls showed more interest in Artistic area of interest than the boys. Artistic vocational interest area includes jobs like Singer, Music Director, Painter, Cartoonist, Photographer, Dancer, Sculpture etc.

Testing of hypothesis 6 (g): There is no significant difference in the mean scores of agriculture as dimensions of vocational interest between adolescent boys and girls**.**

From the Table 4.9 it can be observed that the mean value of the adolescent boys is 5.25 and girls are 5.53. The SD values are 4.29 and 4.03 respectively. The calculated t-value (0.97) is less than the critical value (1.96) which is statistically not significant at 0.05 level. Therefore it can be inferred that there is no significant difference in the mean scores of Agriculture between adolescent boys and girls. Hence, the hypothesis "There is no significant difference in the mean scores of agriculture as dimensions of vocational interest between adolescent boys and girls" is accepted.

Testing of hypothesis 6 (h): There is no significant difference in the mean scores of persuasive as dimensions of vocational interest between adolescent boys and girls.

From the Table 4.9 it can be observed that the mean value of adolescent boys is 6.01 and girls is 6.30. The SD value for boys is 4.45 and girls are 3.98. The calculated t-value (0.97) is less than the critical value (1.96) which is statistically not significant at 0.05 level. Thus it can be inferred that there is no significant difference in the mean scores of Persuasive between adolescent boys and girls. Hence, the hypothesis "There is no significant difference in the mean scores of persuasive as dimensions of vocational interest between adolescent boys and girls" is accepted.

Testing of hypothesis 6 (i): There is no significant difference in the mean scores of social as dimensions of vocational interest between adolescent boys and girls.

From the Table 4.9 it clearly shows the mean value of adolescent boys is 5.59 and girls is 6.60. The SD values are 4.12 and 4.10 respectively. The calculated t-value (3.48) is greater than the critical value (2.58) which is statistically significant at 0.01 level. Therefore it can be inferred that there is a significant difference in the mean scores of vocational interest dimension i.e. Social between adolescent boys and girls. Hence, the hypothesis "there is no significant difference in the mean scores of social as dimensions of vocational interest between adolescent boys and girls" is not accepted. It can be further said that Girls showed more interest compared to boys in the Social interest area. Social interest includes jobs like Philanthropist, Social worker, Village level worker, Social reformer, Red-cross worker, honorary teacher etc.

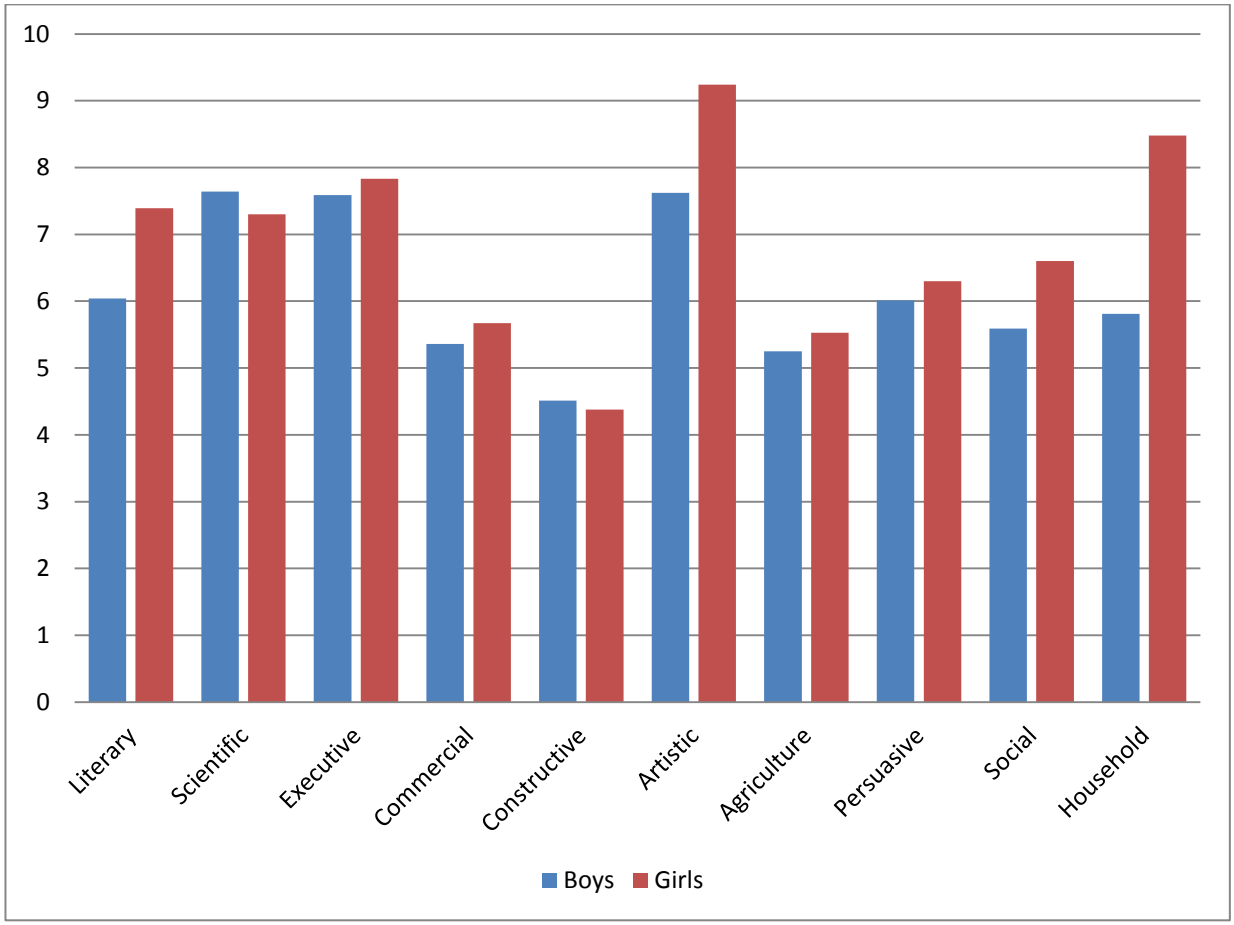
Testing of hypothesis 6 (j): There is no significant difference in the mean scores of household as dimensions of vocational interest between adolescent boys and girls.

From the Table 4.9 we find the mean value of adolescent boys is 5.81 and girls are 8.48. The SD values are 4.15 and 4.83 respectively. The obtained t-value (8.34) is greater than the critical value (2.58) which is statistically significant at 0.01 level. Hence, it may be inferred that there is significant difference in the mean scores of Household between

adolescent boys and girls. Therefore, the hypothesis "There is no significant difference in the mean scores of household as dimensions of vocational interest between adolescent boys and girls" is not accepted. It revealed that girls showed more interest in vocational interest area of Household than boys. Household area of interest includes jobs like Home science teacher, Nurse, Home manager, Home decorator, Cooking etc. which was favoured by girls.

It can be concluded that there is a significant difference in the Vocational Interest between adolescent Boys and Girls. From the Table 4.9 the statistical analysis shows that the adolescent Girls showed more interest in the overall Vocational Interest and in 4(four) dimensions namely: Literary, Artistic, Social and Household. And no significant difference was found in 6(six) vocational interest dimensions namely: Scientific, Executive, Commercial, Constructive, Agriculture and Persuasive.

Figure 4.5: Vocational interests of adolescent boys and girls



Objective 7: To study and compare mean scores of vocational interest of adolescents studying in rural and urban secondary school (dimensions and overall).

Testing of hypothesis-7: There is no significant difference in the mean scores of vocational interest (overall) between rural and urban adolescent students**.**

Table 4.10: Means, SDs, t-values of Vocational Interest of Adolescents with regard to Locale of the School (Rural and Urban)

Sl.No	Dimensions of Vocational Interest	Locale of the school	N	Mean	SD	SED	t-values
1	Literary	Rural	400	7.09	4.11	0.30	2.49*
		Urban	400	6.33	4.46		
2	Scientific	Rural	400	7.25	4.39	0.33	1.29@
		Urban	400	7.68	5.06		
3	Executive	Rural	400	7.78	4.69	0.34	0.45@
		Urban	400	7.63	4.91		
4	Commercial	Rural	400	5.66	3.72	0.27	1.09@
		Urban	400	5.37	3.86		
5	Constructive	Rural	400	4.54	3.57	0.25	0.73@
		Urban	400	4.35	3.70		
6	Artistic	Rural	400	8.44	4.48	0.33	0.04@
		Urban	400	8.42	4.97		
7	Agriculture	Rural	400	5.41	4.05	0.29	0.14@
		Urban	400	5.36	4.27		
8	Persuasive	rural	400	6.16	4.05	0.30	0.03@
		Urban	400	6.15	4.39		
9	Social	Rural	400	6.25	3.91	0.29	1.09@
		Urban	400	5.93	4.35		
10	Household	Rural	400	7.31	4.47	0.33	1.19@
		Urban	400	6.98	4.90		
11	Vocational Interest overall	Rural	400	65.91	33.25	2.53	0.66@
		Urban	400	64.23	38.06		

*@=Not significant at 0.05 level. *=Significant at 0.05 level*

The analysis in the Table 4.10 shows that in the over-all vocational interest of rural and urban adolescent students the mean of rural adolescents students are 65.91 and mean of urban adolescent students are 64.23. The SD scores are 33.25 and 38.06 respectively. The obtained t-value (0.66) is less than the critical value (1.96) which is statistically not significant at any level. Hence it can be said that no significant difference in the mean scores of overall vocational interest between Rural and Urban adolescents. Therefore, the hypothesis "There is no significant difference in the mean scores of overall vocational interest between rural and urban adolescent students" is accepted.

Testing of hypothesis 7 (a): There is no significant difference in the mean scores of literary as dimension of vocational interest between rural and urban adolescent students**.**

From the Table 4.10 it can be observed that the mean value of the rural adolescent students is 7.09 and Urban is 6.33. The SD values are 4.11 and 4.46 respectively. The calculated t-value (2.49) is greater than the critical value (1.96) which is statistically significant at 0.05 level. Therefore it can be inferred that there is significant difference in the mean scores of Literary between rural and urban adolescent students. Hence, the hypothesis "There is no significant difference in the mean scores of literary as dimension of vocational interest between rural and urban adolescent students" is not accepted. Where rural adolescent students showed more interest in the area of literary compared to the urban adolescent students.

Testing of hypothesis 7 (b): There is no significant difference in the mean scores of scientific as dimension of vocational interest between rural and urban adolescent students.

From the Table 4.10, it clearly showed that the mean value of rural adolescent students is 4.39 and urban adolescent students are 5.06. The SD values are 4.39 and 5.06 respectively. The calculated t-value (1.29) is lesser than the critical value (1.96) which is statistically not significant at any level. It may be inferred that there is no significant difference in mean scores of Scientific between Rural and Urban adolescent students. Therefore the hypothesis "There is no significant difference in the mean scores of scientific as dimension of vocational interest between rural and urban adolescent students" is accepted.

Testing of hypothesis 7 (c): There is no significant difference in the mean scores of executive as dimension of vocational interest between rural and urban adolescent students.

From the Table4.10, it can be observed that the mean value of rural adolescent students is 7.78 and urban adolescent students are 7.63. The SD values are 4.69 and 4.91 respectively. The calculated t-value (0.45) is less than the critical value, which is statistically not significant at any level. It may be inferred that no significantly difference in the mean

scores of executive between rural and urban adolescent students. Therefore, the hypothesis "There is no significant difference in mean scores of executive as dimension of vocational interest between rural and urban adolescent students" is accepted.

Testing of hypothesis 7 (d): There is no significant difference in the mean scores of commercial as dimension of vocational interest between rural and urban adolescent students.

From Table 4.10, it can be observed that the mean value of the Rural adolescent students is 5.66 and Urban is 5.37. The SD values are 3.72 and 3.86 respectively. The calculated t-value (1.09) is less than the critical value (1.96)which is statistically not significant at any level. It may be inferred that there is no significant difference in the mean scores of Commercial between rural and urban adolescent students. Hence, the hypothesis, "There is no significant difference in the mean scores of commercial as dimension of vocational interest between rural and urban adolescent students" is accepted.

Testing of hypothesis 7 (e): There is no significant difference in the mean scores of constructive as dimension of vocational interest between rural and urban adolescent students.

From Table No 4.10, it can be stated that the mean value of the Rural adolescent students is 4.54 and Urban is 4.35. The SD values are 3.57 and 3.70 respectively. The calculated t-value (0.73) is less than the critical value (1.96) which is statistically not significant at any level. Hence it may be inferred that no significantly difference in the mean scores of Constructive between rural and urban adolescent students. Therefore, the hypothesis "there is no significant difference in the mean scores of constructive as dimension of vocational interest between rural and urban adolescent students" is accepted.

Testing of hypothesis 7 (f): There is no significant difference in the mean scores of artistic as dimension of vocational interest between rural and urban adolescent students.

From Table 4.10 it can be observed that the mean value of the rural adolescent students is 8.44 and Urban adolescent students is 8.42. The SD values are 4.48 and 4.97 respectively. The calculated t-value (0.04) is less than the critical value (1.96) which is statistically not significant at any level. Hence it may be inferred that there is no significant difference in the mean scores of Artistic between rural and urban adolescent students. Therefore, the hypothesis "there is no significant difference in the mean scores of artistic as dimension of vocational interest between rural and urban adolescent students" is accepted.

Testing of hypothesis 7 (f): There is no significant difference in the mean scores of agriculture as dimension of vocational interest between rural and urban adolescent students.

From Table 4.10, it can be observed that the mean value of the rural adolescent students is 5.41 and urban adolescents are 5.36. The SD values are 4.05 and 4.27

respectively. The calculated t-value (0.14) is less than the critical value (1.96) which is statistically not significant at any level. Therefore it may be inferred that there is no significant difference in the mean scores of agriculture between rural and urban adolescent students. Hence, the hypothesis "there is no significant difference in the mean scores of artistic as dimension of vocational interest between rural and urban adolescent students" is accepted.

Testing of hypothesis 7 (h): There is no significant difference in the mean scores of persuasive as dimension of vocational interest between rural and urban adolescent students.

From Table No 4.10, it can be observed that the mean value of the rural adolescent students is 6.16 and urban adolescent students are 6.15. The SD values are 4.05 and 4.39 respectively. The calculated t-value (0.03) is less than the critical value (1.96) which is not significant at any level. Hence it may be inferred that there is no significant difference in the mean scores of Persuasive between rural and urban adolescent students. Therefore, the hypothesis **"**No significantly difference in mean scores of persuasive as dimension of vocational interest between rural and urban adolescent students" is accepted.

Testing of hypothesis 7 (i): There is no significant difference in the mean scores of social as dimension of vocational interest between rural and urban adolescent students.

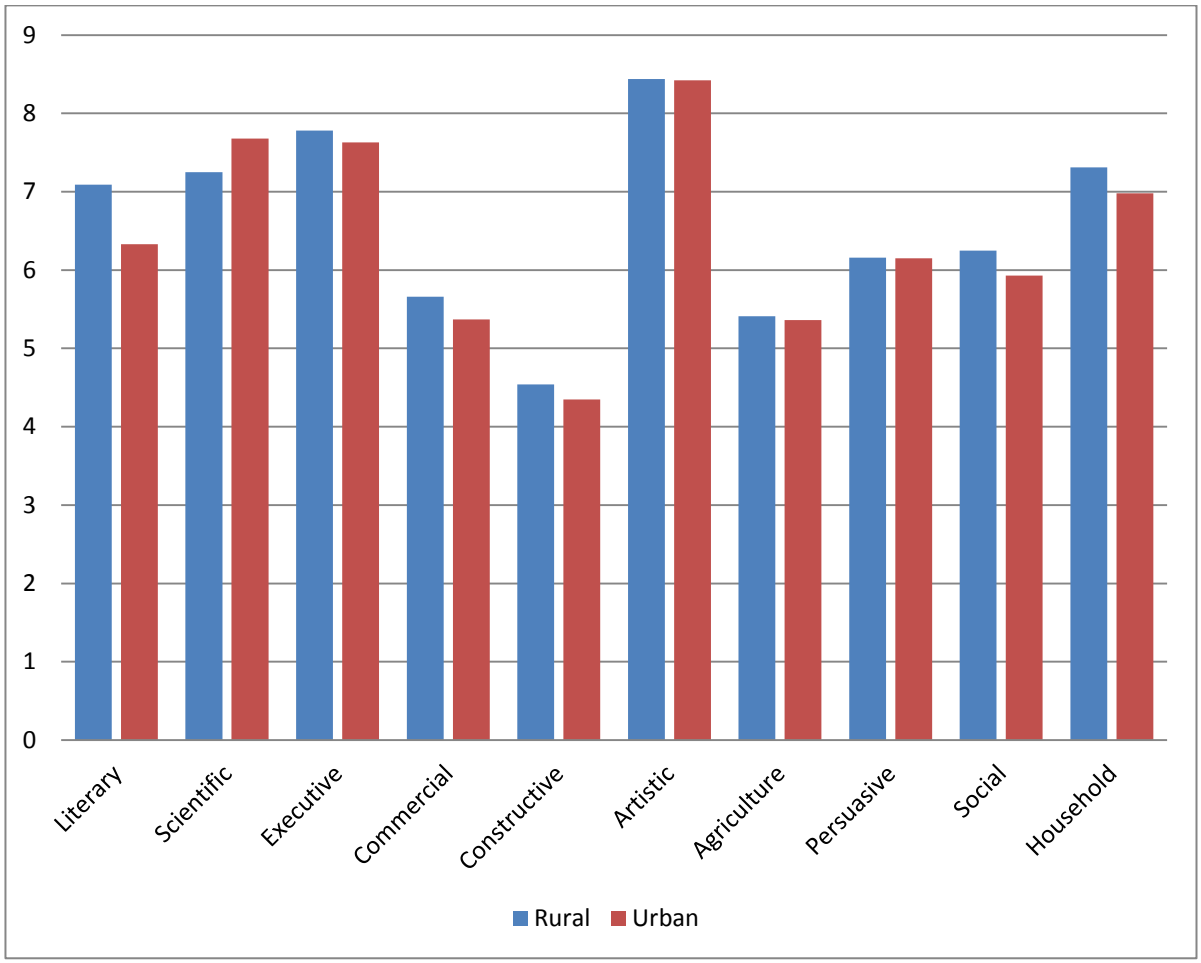
From the Table 4.10 it can be observed that the mean value of the rural adolescent students is 6.25 and urban adolescent students are 5.93. The SD values are 3.91 and 4.35 respectively. The calculated t-value (1.09) is less than the critical value (1.96) which is statistically not significant at any level. Hence it may be inferred that there is no significant difference in the mean scores of Social between rural and urban adolescent students. Therefore, the hypothesis "There is no significant difference in the mean scores of social as dimension of vocational interest between rural and urban adolescent students" is accepted.

Testing of hypothesis 7 (j): There is no significant difference in the mean scores of household as dimension of vocational interest between rural and urban adolescent students**.**

From the Table 4.10, it can be observed that the mean value of the rural adolescent students is 7.31 and urban adolescent students are 6.98. The SD values are 4.47 and 4.90 respectively. The calculated t-value (0.33) is less than the critical value (1.96) which is statistically not significant at any level. Therefore it may be said that there is no significant difference between rural and urban adolescent students in the mean scores of Household. Hence, the hypothesis "No significantly difference in mean scores of household as dimension of vocational interest between rural and urban adolescent students" is accepted.

It can be concluded by observing from the statistical analysis in Table 4.10 which clearly shows that the rural adolescent students had more interest in the literary area of vocational interest as compared to urban adolescent students. And results showed that there is no significant difference in the overall other nine vocational interest dimensions.

Figure 4.6 Vocational interests of adolescents studying in rural and urban secondary schools



4.4 Frequency and percentage analysis on Parental influence

To find the levels of parental influence among adolescents on their career choice, the scores obtained from the questionnaire was categorised in three levels as per the raw scores to test the hypothesis.

Objective 8: To study the status of parental influence among adolescents on their career choices.

Testing of hypothesis 8: Adolescents have the same level of parental influence on their career choices.

Table 4.11: Frequency and percentage level of parental influence level on career choices of Adolescents (N=800)

Sl. No	Level of Parental Influence	N	%
1.	High	213	26.63
2.	Moderate	480	60.00
3.	Less	107	13.37
	Total	800	100

From the Table 4.11 it clearly indicates that 26.63% of the adolescents are highly influenced by parents. More of the adolescents i.e. 60% fall under the category of moderate level of parental influence whereas only 13.37% were less influence. Thus from the result it shows that the adolescents have different levels of parental influence on their career choice. Hence, the hypothesis, “Adolescents have the same level of parental influence on career choice” is not accepted.

Figure 4.7: Pie-Chart showing number (N) and percentage (%) of parental influence level on career choices of adolescents.

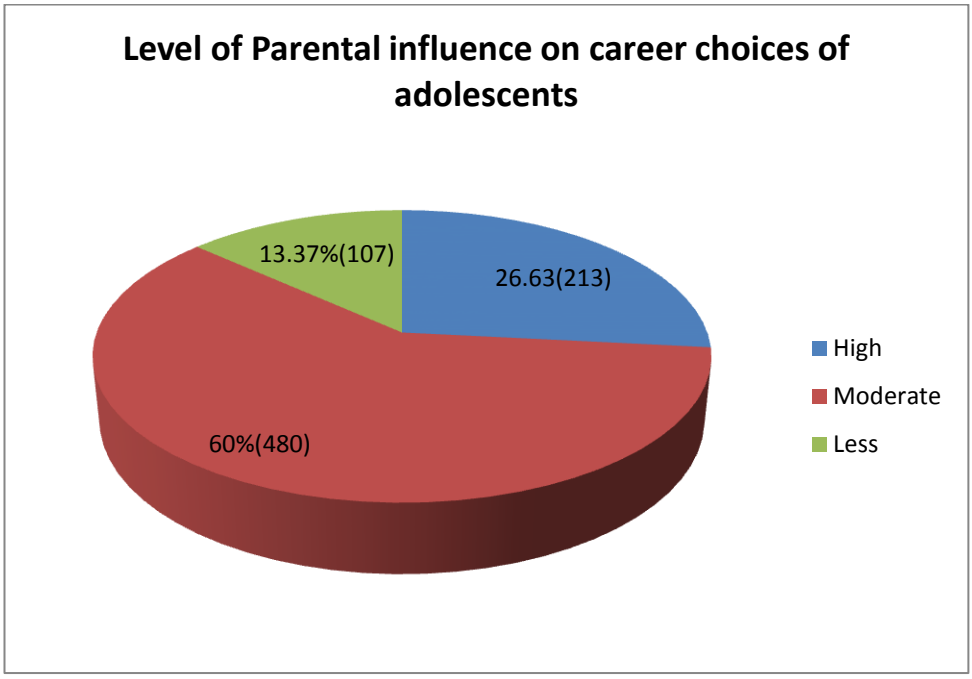


Table 12: Item wise frequency and percentage of parental influence on career choices of adolescents

Item No	statements	Yes	No
1	Do your parents ask you what do you want to become in future?	741 (92.6%)	59 (7.4%)
2	Do your parents make you aware about different careers?	720 (90%)	80 (10%)
3	Do your parents support you in choosing your career?	710 (88.75%)	90 (11.25%)
4	Do your parents help you to understand different types of careers?	703 (87.87%)	97 (12.13%)
5	Do your parents share their likes and dislikes about different careers?	590 (73.75%)	210 (26.25%)
6	Do you think your parents are aware about your interest regarding selection of career?	600 (75%)	200 (25%)
7	Do you think your parents have high expectations from you regarding your future career?	702 (87.75%)	98 (12.25%)
8	Do you share your likes and dislikes about your choice of careers with your parents?	576 (74.5%)	204 (25.5%)
9	Do your Parents listen to you whenever you want to share something about your career?	680 (85%)	120 (15%)

10	Do your parents try to understand your interest regarding your future career?	703 (87.87%)	97 (12.13%)
11	Do your parents discuss with others like siblings/teachers/friends/relatives/neighbours etc. about your career?	364 (45.5%)	436 (54.5%)
12	Does your parent's discussion about their career preference influence you while choosing your career?	439 (54.87%)	361 (45.13%)
13	Does your career choice depend on your parent's wishes and aspirations?	249 (31.13%)	551 (68.87%)
14	Are your parents financially sound to support you on any career you choose?	625 (78.13%)	175 (21.87%)
15	Are your parents successful in their profession?	479 (59.87%)	321 (40.13%)
16	Do you want to choose a career that is similar to your parents?	234 (29.25%)	566 (70.75%)
17	Will you consider your parents decision in choosing your career?	400 (50%)	400 (50%)
18	Do your parents set limits in choosing your career?	299 (37.37%)	501 (62.63%)
19	Do you think your parents have the authority to decide your career without your knowledge?	142 (17.75%)	658 (82.25%)
20	Will you choose your career based on your parents interest/ involvement?	346 (43.25%)	454 (56.75%)
21	Will you agree and be satisfied with your parents' decision in choosing your career?	297 (37.13%)	503 (62.87%)
22	Do you think your parents will agree if you choose your career on your own?	601 (75.13%)	199 (24.87%)
23	Are you happy with your parents being involved in your career selection process?	689 (86.13%)	111 (13.87%)
24	Do you think your parents are influencing you too much in selection of career?	270 (33.75%)	530 (66.25%)
25	Do you think you need help from your parents regarding selection of your career?	639 (79.87%)	161 (20.13%)
26	If your parents do not involve, will you be able to manage regarding selection of right career?	376 (47%)	424 (53%)
27	Do you think parents play an important role in selection of your right career?	713 (89.13%)	87 (10.87%)
28	Do you consider your parents as your role model?	653 (81.63%)	147 (18.37%)

From the above Table 12, by observing the scores and the percentage analysis of responses by adolescents against each item the Researcher found that 81.63% (Item no.28) of the adolescents consider their parents as their role model. From Item no. 27 it can be clearly observed that 89.13% of the adolescent students think that parents play an important role in selection of career. 79.87 % (Item no.25) of adolescents are dependent on parents for selection of their career. From item no. 12, it can be observed that 54.87% of adolescent students agreed that parents' career preference influence during their career selection process. It is also clear from the item no.7 that 87.75% of the adolescent parents have high expectations for their future career. 86.13% of the adolescents (Item no.23) responded that they are satisfied and content with their parents' involvement in their career selection process.

It is also observed that 78.13% (Item no.14) of adolescent parents are financially sound to support their career/further studies. From Item no.1 it can be observed that 92.6% of adolescent parents ask them their wishes and choice of career, which shows a positive parents involvement and encouragement for the adolescents. 88.75% (Item no. 3) of the adolescent receives support in choosing their career from parents. It is encouraging to find that 87.87% (Item no. 4) of the adolescent parents are aware about different careers/vocations and help the adolescents at home to understand about the various vocations. From Item no. 18, it shows that 62.63% of the adolescents responded that their parents does not set limits in choosing their career.66.25% of the adolescents disclosed that they are not influenced by their parents in choosing a career whereas, 33.75% are found to be influenced by their parents while choosing career.

From the results of item wise analysis it can be seen that the adolescents are sensitive towards the parental influence factors like parents' income, parents' involvement, parents' awareness of vocational interest, wishes and aspiration, care and support during their choice of career. It can be seen and can be observed from the results that there is parental influence in the career choices of adolescents.

4.5 DIFFERENTIAL ANALYSIS OF PARENTAL INFLUENCE

Independent sample t-test was employed on the scores obtained from the questionnaire to find out the difference in the mean scores of parental influence on career choices of adolescents with regard to gender, type of management and locality of school

Objective 9: To study and compare the mean scores of adolescent boys and girls on parental influence on their career choices.

Testing of hypothesis- 9: There is no significant difference inthe mean scores of adolescent boys and girls on parental influence in their career choices.

Table 4.12: Means, SDs, t-values of Parental Influence on Career choice of adolescent boys and girls.

Sl. No	Variable	Category	N	Mean	SD	SED	t-value	Cohen's d
1.	Gender	Boys	400	18.09	3.63	0.24	2.00*	0.14
		Girls	400	18.58	3.26			

**=Significant at 0.05 level*

From Table 4.12, it can be observed that the mean value of boys is 18.09 and girls are 18.58. The SD values are 3.63 and 3.26 respectively. The calculated t-value (2.00) is greater than the critical value (1.96) which is statistically significant at 0.05 level. Therefore it can be safely said that there is a significant difference between Adolescent boys and girls in the Parental influence on their career choices. Parental influence on career choice of adolescents showed more among the adolescent girls compared to boys. Hence, the hypothesis, "there is no significant difference in the mean scores of adolescent boys and girls on parental influence in their career choices" is not accepted.

Further, the calculated Cohen's d value between the genders on parental influence is 0.14 indicating a small effect. This means that the gender have less significant or limited practical application on parental influence on career choices.

Objective 10: To study and compare the mean scores of parental influence on career choices of adolescents studying in government and private secondary schools.

Testing of hypothesis-10: There is no significant difference in the mean scores of parental influence on career choices of adolescents studying in government and private schools.

Table No. 4.13: Means, SDs, t-values of Parental Influence on Career choice of Adolescents with regard Type of Management

Sl.No	Variable	Category	N	Mean	SD	SED	t-value	Cohen's d
1.	Type of Management	Government	400	18.69	3.60	0.24	2.98**	0.20
		Private	400	17.97	3.27			

***=Significant at 0.01 level*

From the Table No. 4.13, it can be observed that the mean value of Government school adolescents is 18.69 and mean value of Private school adolescent is17.97. The SD values are 3.60 and 3.27 respectively. The obtained t-value (2.98) is greater than the critical value (2.58) which is statistically significant at 0.01 level. Hence, it can be said that there is a significant difference in the parental influence on career choices between Government and Private school adolescents. Government school adolescents showed more parental influence in choosing their career than the Private school adolescents. Hence the hypothesis that states, "There is no significant difference in the mean scores of parental influence on career choices of adolescents studying in government and private schools" is not accepted.

Further, the calculated Cohen's d value between the genders on parental influence is 0.20 indicating a small effect. This means that type of management have less significant or limited practical application on parental influence on career choices.

Objective 11: To study and compare the mean scores of parental influence on career choices of adolescents studying in rural and urban secondary schools.

Testing of hypothesis-11: There is no significant difference in the mean scores of parental influence on career choices of adolescents studying in rural and urban secondary schools.

Table 4.14: Means, SDs, t-values of Parental Influence on Career choice of Adolescents with regard Locality of school.

Sl.No	Variable	Category	N	Mean	SD	SED	t-value	Cohen's d
1.	Locale of School	Rural	400	18.32	3.17	0.10	0.10@	0.01
		Urban	400	18.35	3.73			

@ Not significant at 0.05 level

As can be seen from the Table No 4.14, the mean value of rural adolescent students is18.32 and Urban adolescent students is 18.35. The SD values are 3.17 and 3.73 respectively. The obtained t-value (0.10) is less than the critical value (1.96) which is statistically not significant at 0.05 level. And therefore it can be said that there is no significant difference between Rural and Urban adolescent students in parental influence on their career choice. Hence the hypothesis, "there is no significant difference in the mean scores of urban and rural Adolescent students on parental influence in their career choices" is accepted.

Further, the calculated Cohen's d value between the localities of school on parental influence is 0.01 indicating a small effect. This means that locality of school have less significant or practical application on parental influence on career choice.

4.6 CORRELATIONAL ANALYSIS BETWEEN VOCATIONAL INTEREST AND PARENTAL INFLUENCE.

To find the correlation between vocational interest and parental influence on career choice of adolescents Pearson Product Moment correlation was used. Summary of the correlation between vocational interest and parental influence on career choices of adolescents for the total sample are given below in different sections.

Objective 12: To study the correlation between Vocational Interest and Parental Influence on career choice of adolescents.

Testing of hypothesis-12: There is no significant relation between Vocational Interest and Parental Influence on career choice of adolescents.

Table 4.15: Correlation coefficient between Vocational Interest and Parental influence on career choice of Adolescents

		Parental Influence on career choices	Vocational Interest
Parental Influence on career choice	Pearson Correlation	1	.250**
	Sig. (2-tailed)		.000
	N	800	800
Vocational Interest	Pearson Correlation	.250**	1
	Sig. (2-tailed)	.000	
	N	800	800

***. Correlation is significant at the 0.01 level (2-tailed).*

From Table 4.15, it is evident that the correlation between vocational interest and parental influence on career choice of adolescents is 0.250 which is positive and significant at 0.01 level. It reflects that vocational interest and parental influence on career choice of adolescents were positively and significantly correlated. Thus the 12th hypothesis that there is no significant correlation between Vocational Interest and Parental Influence on career choice of adolescents is rejected as the result indicates that there is a positive and significant relation between the two study variables.

Further the percentage of commonness between vocational interest and parental influence on career choice of adolescents is 6.25 which is weak. It may, therefore, be said that the vocational interest and parental influence on career choice of adolescents were found to be weakly related.

4.7 ASSOCIATION ANALYSIS BETWEEN LEVELS OF PARENTAL INFLUENCE AND DEMOGRAPHIC VARIABLES

Objective 13: To find out whether there is any association between the demographic Variables and Levels Parental Influence on their career choices of adolescents.

Testing of hypothesis-13: There is no significant association between gender of adolescents and levels of Parental Influence on their career choices.

Testing of hypothesis-14: There is no significant association between type of management and levels of Parental Influence on career choice of adolescents.

Testing of hypothesis-15: There is no significant association between locality of school and levels of Parental Influence on career choice of adolescents.

Table 4.16: Chi-Square Test of Association between gender, type of management, locality of school and levels of Parental Influence on career choices of adolescents.

Demographic variables	Categories	Levels of Parental Influence on career choices			χ^2 (p-value)	Cramer's V
		High	Moderate	Less		
Gender	Boys	97	240	63	5.069@	
	Girls	116	240	44	(0.079)	0.08
Type of Management	Government	131	216	53	9.200*	0.14
	Private	82	264	54	(0.010)	
Locality of School	Rural	93	261	46	16.082*	0.10
	Urban	120	219	61	(0.000)	

**Significant at 0.05 level, @ Not significant*

Testing of hypothesis-13: There is no significant association between gender of adolescents and Levels of Parental Influence on their career choices.

From the Table 4.16, it can be observe that the chi-square value calculated from the distribution is 5.069 and p-value is 0.079 which is greater than 0.05 level (p>0.05) which is not significant at 0.05 level. It can be said that there is no significant association between genders and levels of parental influence on career choice of adolescents. Hence the 13thhypothesis which states that "There is no significant association between Gender and Levels of Parental Influence on their career choice of Adolescents" is accepted. It may be further said that gender and parental influence are independent of each other.

Testing of hypothesis-14: There is no significant association between Type of Management and Levels of Parental Influence on career choices of adolescents.

From the Table 4.16, it can be observe that there is a significant association between type of management and levels of parental influence on career choice adolescents. The chi-square value calculated from the distribution is 9.200 and p-value is .010 which is lesser than 0.05 level ($p<0.05$) which is significant at 0.05 level. Hence, the 14thhypothesis which states that, **"**There is no significant association between type of management and Levels of Parental Influence on their career choice of Adolescents" is not accepted. Therefore, it can be concluded that type of management and parental influence are dependent on each other.

Testing of hypothesis-15: There is no significant association between Locality of school and Levels of Parental Influence on career choices of adolescents.

From Table 4.16 it can be observed that there is a significant association between locality of school and levels of parental influence. The chi-square value calculated from the distribution is 16.082 and p-value is 0.000 which is lesser than 0.01 level ($p<0.01$) which is significant at 0.01 level. Hence, the 15th hypothesis, which states that "There is no significant association between locality of school and levels of parental influence on career choice of adolescents", is not accepted. It may be further said that locality of school and parental influence are dependent on each other.

The obtained Cramer's V value for gender is 0.08, type of management is 0.14 and Locality of school is 0.10 which indicates a small effect, hence the association between Demographic variables and levels of parental influence is weak.

CHAPTER – V

SUMMARY, FINDINGS, DISCUSSIONS AND CONCLUSION

CHAPTER – V

SUMMARY, FINDINGS, DISCUSSIONS AND CONCLUSION

The present chapter emphasis on the summary of the study. An attempt is made to present findings, discussion, educational implication, suggestion for further study and conclusion of the study.

5.1. SUMMARY

5.1.1 Introduction of the study

Career choice is an important part of human development and extents over the individual's entire lifetime in discovering individuality. With the rapid development of science and technology, many opportunities and challenges have brought for adolescence. Adolescence is the period where career planning and decisions starts; it is a key developmental period for lifetime. Ginzberg (1952) proposed that adolescence is the period during which the fantasy world of childhood begins becoming more flexible. Selection of a wrong career will affect an individual's life, their achievement and contentment and therefore, career choice is an important landmark in an individual life. Every adolescent when he/she is at senior secondary stage is expected to choose a right career which will decide their future occupation. At this stage one must have knowledge about different types of vocation and world of work. Super (1990) advocated that career planning becomes more important during late adolescence and early adulthood. Adolescence is assumed as a period of potentialities and turmoil. As adolescents struggle to advance for more mature understanding of the world around them, the skill of decision-making proves fruitful for them in dealing with different situations (Scott, Reppucci, & Woolard, 1995). Career choice is a crucial task for any adolescent. Research has shown that decisions regarding academic selection and future vocations are very relevant to adolescents. Factors which generally influence students in making their career choices are (a) marks secured at the annual examination, (b) choices of parent/s and (c) advice from teachers, peers, relatives, etc. In Indian culture, as compared to Western societies we have closely knit families, where parents often involve in the career choice of their children. Young (1994) deliberated parents as the principal source of encouragement among adolescents for motivating them to achieve their career goals. During adolescence stage, they become aware of social expectations and starts making plans for career keeping in mind his or her abilities, potentials, interests and their likes and dislikes. A right career decision will lead to satisfaction and happiness in an adolescent, which will develop their competent spirit and strengthen their self-esteem. On the other hand, wrong career decision by an adolescent will end in dissatisfaction which in turn will cause

frustration and low self-esteem. Realising ones interest and choosing an appropriate career is an essential task in an adolescent life.

5.1.2 Significance of the Study

Naga society is experiencing a transitional period of social transformation. As per the latest Periodic Labour Force Survey (PLFS) for 2019-20 unemployment rate in Nagaland (15 years and above) was 24.7%, where Nagaland has the highest unemployment in Northeast and second highest in the country, which is an alarming issue for the young generations. Where adolescents of the present day of fast growing technology and exposure too many challenging task especially in the world of work which offers an array of paths, all of which seems to be leading to a golden opportunity are always in constant pressure, stress, tension and depression. It is in this context that parents, teachers, elders and counsellors have a great role to play in helping the adolescents to equip them with sound knowledge and skills to pass through this stage of "stress and strain" so as to help them to live a happy and successful future life.The present study is design to study the vocational interest and parental influence on career choice of adolescents in Nagaland. Through this study it will give an insight of adolescents' vocational interest, their attitude towards career and awareness about vocations. The study will help the teachers, parents, counsellors and stake holders involved in education sector in understanding the adolescents and assist them to acquire the skills, aptitudes, abilities, interests, decision making and opportunities for self-fulfilment. The choice of career should not be unplanned and made vaguely among adolescents who keenly look for guidance from parents, teachers, peers and other influential source. Knowledge of vocational interest will help in self-realisation, self-awareness, career awareness/exploration and good decision making. This study will also give a clear analysis of parents attitude towards career choice of adolescents, in result it help in rebuilding parents relationship with their children, their attitude towards vocations, extend support and help to their adolescents to discover who they are and prepare for their future endeavour.

5.1.3 Title of the Study.

The title of the study is "A STUDY ON VOCATIONAL INTEREST AND PARENTAL INFLUENCE ON CAREER CHOICES OF ADOLESCENTS IN NAGALAND."

5.1.4 Objectives of the Study

1. To study the vocational interests among Adolescents.
2. To study the level of vocational interest of adolescents studying in government and private secondary schools (dimension wise).

3. To study the level of vocational interest of adolescent boys and girls (dimension wise).
4. To study the level of vocational interest of rural and urban secondary school adolescents (dimension wise).
5. To examine and compare mean scores of Vocational Interest of adolescents studying in government and private secondary schools (dimensions and overall).
6. To study and compare mean scores of Vocational Interest between adolescent boys and girls (dimensions and overall).
7. To study and compare mean scores of Vocational Interest of adolescents studying in rural and urban secondary schools (dimensions and overall).
8. To study the status of parental influence among adolescents on their career choices.
9. To study and compare the mean scores of adolescent boys and girls on parental influence in their career choices.
10. To study and compare the mean scores of parental influence on career choices of adolescents studying in government and private secondary schools.
11. To study and compare the mean scores of parental influence on career choices of adolescents studying in rural and urban secondary schools.
12. To study the correlation between vocational Interest and parental influence on career choices of adolescents.
13. To find out whether there is any significant association between the demographic variables of adolescents and levels of parental influence on their career choices.

5.1.5 Hypotheses of the Study

Keeping in mind the objectives, the following hypotheses were formulated:

1. Adolescent students have the same vocational interest.
2. Adolescents studying in government and private secondary schools have the same level of vocational interest (dimension wise).
3. Adolescent boys and girls have the same level of vocational interests (dimension wise)
4. Adolescents studying in rural and urban secondary schools have the same level of vocational interest (dimension wise).
5. There is no significant difference in the mean scores of vocational interest (overall) of adolescents studying in government and private secondary schools.

5 (a) There is no significant difference in the mean scores of literary as dimension of vocational interest between government and private secondary school adolescents.

5 (b) There is no significant difference in the mean scores of scientific as dimension of vocational interest between government and private secondary school adolescents.

5 (c) There is no significant difference in the mean scores of executive as dimension of vocational interest between government and private secondary school adolescents.

5 (d) There is no significant difference in the mean scores of commercial as dimension of vocational interest between government and private secondary school adolescents.

5 (e) There is no significant difference in the mean scores of constructive as dimension of vocational interest between government and private secondary school adolescents.

5 (f) There is no significant difference in the mean scores of artistic as dimension of vocational interest between government and private secondary school adolescents.

5 (g) There is no significant difference in the mean scores of agriculture as dimension of vocational interest between government and private secondary school adolescents.

5 (h) There is no significant difference in the mean scores of persuasive as dimension of vocational interest between government and private secondary school adolescents.

5 (i) There is no significant difference in the mean scores of social as dimension of vocational interest between government and private secondary school adolescents.

5 (j) There is no significant difference in the mean scores of household as dimension of vocational interest between government and private secondary school adolescents.

6. There is no significant difference in the mean scores of vocational Interest (overall) between adolescent boys and girls.

6 (a) There is no significant difference in the mean scores of literary as dimension of vocational interest between adolescent boys and girls.

6 (b) There is no significant difference in the mean scores of scientific as dimension of vocational interest between adolescent boys and girls.

6 (c) There is no significant difference in the mean scores of executive as dimension of vocational interest between adolescent boys and girls.

6 (d) There is no significant difference in the mean scores of commercial as dimension of vocational interest between adolescent boys and girls.

6 (e) There is no significant difference in the mean scores of constructive as dimension of vocational interest between adolescent boys and girls.

6 (f) There is no significant difference in mean scores of artistic as dimension of vocational interest between adolescent boys and girls.

6 (g) There is no significant difference in the mean scores of agriculture as dimension of vocational interest between adolescent boys and girls.

6 (h) There is no significant difference in the mean scores of persuasive as dimension of vocational interest between adolescent boys and girls.

6 (i) There is no significantly difference in the mean scores of social as dimension of vocational interest between adolescent boys and girls.

6 (j) There is no significant difference in the mean scores of household as dimension of vocational interest between adolescent boys and girls.

7. There is no significant difference in the mean scores of Vocational interest (overall) between rural and urban adolescent students.

   7 (a) There is no significant difference in the mean scores of literary as dimension of vocational interest between rural and urban adolescent students.

   7 (b) There is no significant difference in the mean scores of scientific as dimension of vocational interest between rural and urban adolescent students.

   7 (c) There is no significant difference in the mean scores of executive as dimension of vocational interest between rural and urban adolescent students.

   7 (d) There is no significant difference in the mean scores of commercial as dimension of vocational interest between rural and urban adolescent students.

   7 (e) There is no significant difference in the mean scores of constructive as dimension of vocational interest between rural and urban adolescent students.

   7 (f) There is no significant difference in the mean scores of artistic as dimension of vocational interest between rural and urban adolescent students.

   7 (g) There is no significant difference in the mean scores of agriculture as dimension of vocational interest between rural and urban adolescent students.

   7 (h) There is no significant difference in the mean scores of persuasive as dimension of vocational interest between rural and urban adolescent students.

   7 (i) There is no significant difference in the mean scores of social as dimension of vocational interest between rural and urban adolescent students.

   7 (j) There is no significant difference in the mean scores of household as dimension of vocational interest between rural and urban adolescent students.

8. Adolescents have the same level of parental influence on their career choices.

9. There is no significant difference in the mean scores of adolescent boys and girls on parental influence in their career choices.
10. There is no significant difference in the mean scores of parental influence on career choices of adolescents studying in government and private secondary schools.
11. There is no significant difference in the mean scores of parental influence on career choices studying in rural and urban secondary schools.
12. There is no significant relationship between vocational interest and parental influence on career choice of adolescents.
13. There is no significant association between gender of adolescents and levels of parental influence on their career choices.
14. There is no significant association between type of management and levels of parental influence on career choices of adolescents.
15. There is no significant association between locality of schools and levels of parental influence on career choices of adolescents.

5.1.6 Overview of the Review of Related Literature

The review of related literature has depicted similar types, causes, effects and suggestions in vocational interest and parental influence on career choices of adolescents. A critical analysis of the review of related literature conducted in India and abroad can be briefly highlighted below:

Overview of the review on Vocational Interest

Studies done in India by John, Marry (1981), Kapadia (1996), Rahat, Sultana (2003), Subaree (2003), Jinkook (2004), Yadav, R.K (2005), Dolly Thomas (2006), Gundale (2006), Keerti Upadhyay (2009), Yadav Meenu and Yadav, G.L (2012), Begum Nasrin Parveen (2013), Signh Anup (2014), Umara Abdullahi and Terhemba Godwin Atsua (2014), Kuma (2015), Changkakoti (2015), DekaPapari (2019), Wu-Tein Wu (2000), Otta and Williams (2012), Kently (2013) found significant difference between gender. Findings revealed significant difference among boys and girls in scientific, artistic, literary, executive, commercial, artistic, persuasive and household. Girls were found better in vocational interest than boys. Changkakoti (2015) findings showed boys preferred science and technology whereas girls preferred teaching vocations. Keerti Upadhya(2009) Gogoi Buli (2021), no significant difference was found between the vocational interest of male and female students. Studies also reveal significant difference in urban and rural adolescents' vocational interest. and in the type of management significant difference were found in studies conducted by Zarine (2019); Sharma(2013). In overall vocational interest level Yadav (2005) found

Executive interest in high level and music least preferred by the adolescents. Rahat (2003) found girls main interest as household whereas boys in social and scientific, agriculture was least preferred in the study. Kumbhakarn (2014) found that girls first preference was Artistic and boys showed most interest in the Executive. Mondal and Majumder (2018) revealed significant difference among male and female. Girls showed more interest in the area of artistic, commercial, household and social area. In the studies done by Kapadia (1996), Boys were higher compared to girls in their vocational interest. Boys showed higher interest in the area of agriculture, executive and literary. Singh (1990) conducted a study on Vocational preferences of High Creative and Low Creative high school tribal pupils in Kohima and Mokokchung district Nagaland. One of the important findings of the study was that a vast majority of pupils irrespective of their creative thinking, sex, location, and tribe would like to become missionaries in their future lives.

Studies done aboard also showed similar studies and findings Wu-Tien Wu (2000) found significant difference between gifted and regular group. Where gifted students preferred investigative occupations and showed better achievement in mathematics and science. Otta and Williams (2012) found significant difference between boys and girls vocational interest. Adolescents showed high interest in the vocational areas of scientific, literary and persuasive. Musical and artistic areas of interest were the least interest shown by the adolescents. Significant difference between male and female revealed in the studies done by Hou and Leung (2011), Kently (2012) showed significant difference in vocational aspiration of students. Boys were more interested for masculine, concrete and practical occupation whereas girls showed more interest for people related, artistic and data-based occupations. Kevin., et al. (2021) studied two 12-year longitudinal samples. Vocational interests were measured from late adolescence to young adulthood. The study suggested the importance of childhood and adolescent interest development for guiding career paths and future outcomes.

Overview of the Review on Parental Influence on Career Choices

Studies done in India related to parental influence on career choice of Adolescents has showed similarities and insight in the studies done by Agarwal, Kusum (1986) found that parental encouragement was prevalent regardless of gender, district and locality. Sharma, Sushma. (1986) showed majority of parents of adolescents had very high aspirations regarding education, job, income and social status. Tiru Rohi (2017), most influential factors were the advice of parents and teachers, Dhodi, Shivani (2018) one third population of medical students reported to have role models mostly parents, Changkakoti (2015) there was

no difference among gender, urban and rural adolescents in parental influence, Ghosh, Antara. (2012), Bhattacharya (2013) found maximum influence was found among girls compared to boys, Gaikwad (1989) parents' wishes was one of the factor that affect students choice of career, Sharma, Vandana (2014) found gender difference among adolescents in parental influence. Dolly (2006) found parental encouragement was positively correlated with the vocational aspiration. The parental encouragement received by the students increased their vocational aspiration. Kiranjit (2019) found achievement in mathematics of adolescents studying in Private schools is significantly and positively related with general welfare, monitoring, leisure time activities, psychological autonomy and academic growth dimensions as well as parental involvement. The study concluded that there is significant difference in achievement in mathematics of ninth class Private school students in relation to their parental involvement. Mathew (2020) study revealed significant main effect of parental influence towards medical profession among higher secondary school students was found. Parental influence and higher secondary adolescents perceived social expectation act as significant predictor in the formation of favourable attitude. Sonam (2022) revealed that the preference for a particular career was significantly influenced by the parenting styles and peer pressure. Results also showed significant gender difference in the different variables. The major findings of the study revealed that different parenting style affect the career preference of the students significantly.

Studies done abroad showed similar and mixed results, Daggit (1996) found academic achievement level, and college level, cohesion and individuation were significant predictors of career indecision whereas family adaptability was not significant. Williams & Margaret (1998) found significant associations between the students' educational aspiration and parent's aspiration for the child, academic achievement, and mother's educational level. Results showed significant associations between the students' educational aspiration and the following variables for decided students: father's educational level, mother's socio economic status, house hold head, gender and the influence of other school staff members. Ulrich, A., Frey, A., & Ruppert, J.-J. (2018) it is found that the influence of parents on young people's career choices is greater than that of teachers, of career counsellors or of occupation-specific information from the internet. Anthonia Chinonyelum Egboi (2017) found influence of parents' level of education, socio-economic status and occupational background on the career choice of students. Olaosebikan.et al (2014) exposed 48.36% of the students showed parents influencing their career choices. Decision problems were associated with simultaneously high level of interference and support by parents Julia & Barbel (2009). Ogwokhadmhe (2014)

revealed educational qualification of the father and mother influence students expression on the factors influencing. Studies conducted by Kumar (2016) showed significant influence of parents on career choice among students, father's influence was found more among the students in career choice and decision making compared to the mother. Kazi and Akhlaq (2017) reported girls were more influenced by their peers as compared to boys. Father's education yielded as a factor in career choice. Egboi (2017), Mtemer (2019) study showed significant influence of parents' level of education on student's career choice, it also recommended parents should educate their children on how to make a career choice and not impose on them their own preferred career choice. Mtemer (2019) results showed 47.3% influence of mother. Owusu., et al (2021) found parental influence as a major determinant in the career aspiration of students. Siddiky & Akter (2021) study revealed family preferences factor has significant association with the students' career decision-making. Gender did not have significant effects on the students' career choice.

Previous studies and findings have given a motivation to conduct a study on vocational interest and parental influence on career choice of adolescents. Reviews from previous research on vocational interest both in India and abroad have shown different results based on variables like gender, locality of schools, type of management, aspirations, career choice, attitudes towards vocations, etc. where results showed significant difference among adolescents in respect of gender in their vocational interest, and also in terms of type of management and locality of school results varies from one to the other research results.

Hence, considering the fact the investigator feel the need to study on the vocational interest and parental influence on career choice of adolescents in Nagaland.

5.1.7 Methodology of the Study

The nature of the present study is basically empirical and comes in the purview of survey research design. Descriptive survey method was employed in this study. The present study aims to study the status of vocational interest, levels of vocational interest. Status and levels of parental influence among adolescents. It also examines the relationships and association of various variables in the study.

5.1.8 Population of the Study

The population of the present study comprise of all the secondary school students comprising of standard IX (nine) and X (ten) studying in both Private and Government Secondary/higher secondary schools under Kohima and Mokokchung district.

5.1.9 Sample of the study

In the present study the investigator used simple random sampling in selecting the districts, schools and students for data collection. A total of 800 adolescent students of IX and X standard were randomly selected from 16 schools of Kohima and Mokokchung.

5.1.10 Tools used for the Study

The following tools were used in the present study:

1. Vocational Interest Record (VIR) developed and standardised by Dr. S.P. Kulshrestha.
2. Questionnaire for Adolescents on Parental Influence on Career Choice of Adolescents developed and standardised by the investigator.

5.1.11 Administration of tools and Data Collection:

For the study, data collection was done in Kohima district and Mokokchung district of Nagaland state. The Researcher through proper channel approach the head of institutions selected for the study keeping in mind the ethical code of conduct to secure data from the samples and sought permission to gather data. After consultation, the investigator was allotted a class period. The students were informed and highlighted about the purpose of the study by the investigator. There was no time limit for administration of the tools. Vocational Interest Inventory and Parental Influence questionnaire was administered one after the other. The students cooperated in responding during the data collection.

5.1.12 Statistical techniques used

The data collected was statistically analysed using descriptive statistics such as Mean, S.D, percentage analysis and frequencies. Inferential statistics such as independent t-test, Chi Square, Pearson Product Moment Correlation were employed to realize the objectives and hypotheses of the study.

5.2 MAJOR FINDINGS OF THE STUDY

Findings of the study are highlighted under the following base on objectives and hypotheses of the study**.**

5.2.1 Findings related to Vocational Interest levels of Adolescent students in Nagaland.

- In the high interest level, 0.25% of adolescents showed in literary, 0.5% in scientific, 0.4% in executive, 0.1% in commercial, 0.13% in constructive, 1.25% in artistic which is the highest per cent shown by adolescents in high level interest, 0.12% in agriculture, 0.25% in persuasive, 1.1% in household and 0% in social.

- In the above average interest level, 6% of the adolescents showed above average interest in literary, 10.75% in scientific, 10.6% in executive, 2.1 % in commercial, 0.5% in constructive, 14.75% in artistic, 2.75% in agriculture, 3.5% in persuasive, 3.8% in social and 8.9% in household.
- In the average interest level of vocational interest, 45% of the adolescents showed in literary, 45.25% in scientific, 48.5% in executive, 38.8% in commercial, 30.25% in constructive, 50% in artistic which is the highest in this level, 37.12% in agriculture, 43.62% in persuasive, 43.6% in social and 43.5% in household.
- In the below average interest level, 22.25% showed interest for literary, 18.6% for scientific, 14.25% in executive, 25% for commercial, 24.75% in constructive, 14.63% in artistic, 22.12% in agriculture, 19.75% of adolescents showed below average in persuasive, 20.1% in social and 19.1% in household.
- In the low interest level of vocational interest, 26.5% of the adolescent showed in literary, 24.9% in scientific, 26.3% in executive, 34% in commercial, 44.37% in constructive which is the highest per cent shown in low interest, 19.37% in artistic, 37.89% in agriculture, 32.88% in persuasive, 32.5% in social and 27.4% in house area of vocational interest.

5.2.2 Findings related to vocational interest levels of adolescent students studying in government and private secondary schools.

- In the literary dimension of vocational interest, government and private school adolescents showed equal level in High Interest i.e. 0.25%, 6.5% of the government school adolescents had Above Average Interest whereas 5.5% were Private school adolescents. More of the government school adolescents i.e. 45.75% showed Average Interest level comparing to private school adolescents with 44.25%. 29.75% of private school adolescents showed Low Interest level whereas 23.25% of government school adolescents showed Low Interest in Literary interest area.
- In the Scientific dimension of vocational interest, 0.75% of the government school adolescents showed High interest in scientific area whereas 0.25% were private school adolescents. 11.25 % of the private school adolescents showed Above Average Interest and 10.25% were government school adolescents. In the Average Interest Level government school adolescents were 45.75 % and 44.75% were private school adolescents. More of the private school Adolescents i.e. 26.5% showed Low Interest as compared to 23.25% of government school adolescents.

- In the executive interest dimension, no government school adolescents showed High Interest whereas 0.75% of the Private school Adolescents had High Interest in the area. 13% of the government school adolescents showed Above Average Interest and 8.25% were Private school Adolescents. In Average Interest Level 48.75% were government school adolescents and 48.25% were private school adolescents. 29% of the private school adolescents showed Low Interest whereas the government school students showed 23.5%.
- Results revealed that no government school adolescents showed High Interest in Commercial area of vocational interest as compared to Private school Adolescents with 0.25%. 2.75% of the government school adolescents revealed Above Average Interest and Private school were 1.5%. Equal number of government and private school adolescents i.e., 38.75% and 38.75% found with Average Interest level. 37.75% of the private school adolescents showed with Low Interest and 30.25% were government school adolescents.
- Findings revealed no private school adolescents with High Interest and Above Average Interest in Constructive area of vocational interest whereas, 0.25% and 1.00% of the government school showed High Interest and Above Average Interest respectively. 37 % of government school adolescents showed Average Interest and 23.5% were private school adolescents. Majority of the private schools adolescents i.e. 49.5 % showed Low Interest and 39.25% were among government school.
- 1.75% of the government school adolescents showed High Interest in the artistic dimension of vocational interest and 0.75% were private school adolescents. 15.5% of government school adolescents showed above average interest level and 14% were private school adolescents. More of the government school adolescents i.e. 51.25% showed Average Interest and 48.75% were private school adolescents. 22.25 % of the private school adolescents showed Low Interest and 16.5% were government school adolescents with low interest.
- Findings revealed that no adolescents from government school showed High Interest in Agriculture vocational interest area and only 0.25% adolescents showed high interest from Private school. 3.25% showed above average Interest from government school and 2.25% from private school. 43.5% of the government school adolescents had Average Interest and 30.75% was from Private school. More of the adolescents'

from Private school i.e. 45.5% had Low interest and 30.25 were government school adolescents with Low interest.

- Results showed that no adolescents from government school were with high interest in the Persuasive area of vocational interest and 0.5% of the private school adolescents showed with high interest. 4.5% of the government school adolescents showed above average interest and 2.5% were Private school adolescents. 46% of the private school adolescents showed Average interest and 41.25% were government school adolescents.35% of the government school adolescents showed Low Interest and 30.75% were among the Private school adolescents in the low interest level.
- Findings showed that no adolescents from both government and private school had High interest in Social Interest area. 4% of the private school adolescent had Above average interest and 3.5% were government school adolescents. In the Average interest 47% were adolescents from government school and 40.25% were from private school. 21.75 had Below Average Interest from government school and 18.5% were private school adolescents. In the Low Interest level 37.25% were from government school and 27.75% were among the government school adolescents.
- 1.5% of adolescents from government school showed High Interest in household area of vocational interest whereas only 0.75% from private school had high interest. 1.25% of the adolescents from government school had Above average interest and 6.5% were from private school. 43.75% of the private school adolescents had Average Interest and 43.25% were of government school. In the Below Average Interest level 21.75% were among the government school and 16.5% was private school adolescents. 22.25% of the government school adolescents had Low Interest level whereas 32.5% of private school adolescents had low interest in household interest area.

5.2.3 Findings related to Vocational Interest levels of adolescents studying in rural and urban secondary schools.

- In the literary interest area, no adolescent students from urban schools showed high interest as compared to rural adolescent students with 0.5%. 6.5% from rural and 5.5% from urban schools showed above average interest. 47% adolescent students from rural schools and 43% from urban revealed average interest. 25.5% from rural and 19% from urban schools showed below average interest. 31.5% of adolescent

students from urban schools and 21.5% from rural Schools found with low interest level in the literary area of vocational interest.

- Findings in the scientific area of interest showed that 0.75% of adolescents from rural schools and 0.25% from urban schools had high interest in the scientific area of Interest. 11.25% of urban school adolescents and 10.25% of rural school adolescents had above average interest. In the average interest level 45.75% were rural school adolescents and 44.75% were from urban school. 20% of the rural school adolescents had below average interest and 17.25% were from urban schools. In the low interest level 26.5% were urban school adolescents and 23.25% were from Rural schools.
- In the Executive area of interest 0.5% of adolescents from rural schools and 0.25% from urban schools had High Interest. 10.5% of adolescents from rural schools and 10.75% from urban schools had Above Average Interest. 49.5% of urban school adolescents and 47.5% of rural school adolescents had Average Interest level. In the Below Average Interest 17.25% were from Rural schools and 11.25% were Urban school adolescents. In the Low Interest level 28.25% were urban school adolescents and 24.25% were from rural schools.
- There were no adolescents from urban school with High Interest in Commercial area whereas the rural adolescent students showed 0.25% with High Interest. In the Above Average Interest the rural adolescent students were 2.75% and Urban with 1.5%. 39% of the urban adolescents had Average Interest and rural were 38.5%. In the Below Average Interest the urban adolescents were 24.25% and rural adolescents were 25.75%. 35.25% of the urban adolescent had Low Interest and 32.75% of the rural adolescents had low interest.
- Findings revealed that there, no adolescents from urban school showed with High Interest in Constructive area of vocational interest. Whereas from rural area 0.25% of had High interest. 0.75% of the urban school adolescent and 0.25% of the rural adolescent student had Above Average Interest. 30.75% rural school adolescent and 29.75% urban school adolescent showed Average Interest in the constructive interest area. In the Below Average Interest 25% were from rural schools and 23.75% from urban schools. In the Low Interest level more adolescents were from urban schools with 45.75% and rural schools were with 43% in the constructive area of vocational interest.

- In the artistic area of interest, rural and urban school had equal number of adolescent students i.e. 1.25% each with High Interest. 16.25% of the urban school adolescents had Above Average Interest whereas the rural school adolescents were 13.25%. More number of the adolescents i.e. 53.25% from rural schools showed average Interest as compared to urban school adolescents with 46.75%. 15.25% of urban school adolescents and 14% from Rural had Below Average Interest. In the Low Interest level the urban school adolescents were 20.5% and 18.25% were from rural schools.
- Findings revealed no adolescents from urban schools had High Interest in the Agriculture interest area whereas only 0.25% was from rural school. 2.75% of adolescents each from both the rural and urban school had Above Average Interest. 38.75% adolescents from urban schools and 35.5% from rural schools had Average Interest. In the Below Average Interest level 25.75% of the adolescents were from rural schools and 18.75% from urban schools.
- Present study found no adolescent student from urban schools with High Interest in the Persuasive interest area whereas from Rural schools there are 0.5% of adolescents with High Interest. In the Above Interest Average 4.5% were urban school adolescents and 2.5% are from rural schools. 44% of the urban school adolescents had Average Interest and 43.25% were rural school adolescents. 23% from Rural and 16.5% of urban school adolescents had Below Average Interest. In the Low Interest level 35% were Urban School adolescents and 30.75% were from rural schools.
- There were no adolescents from both urban and rural schools with High Interest in Social area of interest. In the Above Average Interest both the urban school and rural school adolescents had same number of adolescents' i.e. 3.75% each. 44% of the rural school adolescents and 43.25% of the urban school adolescents had Average Interest. In the Below Average Interest 23.5% were Rural school adolescents and 16.75% were Urban school adolescents. 36.25% of the urban school adolescents and 28.75% of the rural school adolescents had Low Interest in the social interest area.
- 1.5% of rural school adolescents and 0.75% from urban school adolescents had High Interest in Household interest area. In the Above average Interest level 9% were urban school adolescents and 8.75% were rural school adolescents. 44.75% of rural school adolescents and 42.25% of urban school adolescents had Average Interest level. In the below average interest 21.75% were Rural school adolescents and 16.5% were Urban

school adolescents. 31.5% of the urban school adolescents had Low Interest whereas 23.25% were rural school adolescents.

5.2.4 Findings related to vocational interest (overall and dimensions) between adolescents studying in government and private secondary schools.

- The present study revealed significant differences in vocational interest (overall and dimension) between Government secondary school and Private secondary school adolescents.
- Government secondary school adolescents showed more interest in the overall vocational interests and in vocational interest dimensions of Commercial, Constructive**,** Artistic, Agriculture, Social and Household in comparison with the private secondary school adolescents.
- No statistical significant difference was found between the adolescent students of government secondary and private secondary school adolescents in their vocational interest dimension of literary, scientific, executive and persuasive.

5.2.5 Findings related to vocational interest (overall and dimensions) between adolescent boys and girls.

- Study revealed significant difference in the mean score of vocational interest (overall and dimensions) between adolescent Boys and Girls.
- Adolescent girls showed more in vocational interest compared to boys in the overall vocational interest and in vocational interest dimensions of Literary, Artistic, Social and Household in comparison with the adolescent boys.
- No statistical significant difference was found between adolescent boys and girls in the vocational interest dimensions of scientific, executive, commercial, agriculture and persuasive.

5.2.6 Findings related to vocational interest (overall and dimensions) between adolescents studying in rural and urban secondary schools.

- Significant difference was found between adolescents studying in rural and urban secondary schools in the vocational dimension of literary, which includes jobs like Editor, writer, Journalist, Teacher, Translator, Critic, poet, Language specialist, Epic writer, Language Dramatist, Novelist and song writer etc. Where rural secondary school adolescent showed more interest in the literary vocational interest compared to urban secondary school adolescents.

- No statistical significant difference was found between rural and urban secondary in the overall vocational interest and vocational interest dimension of scientific, executive, commercial, constructive, artistic, agriculture, persuasive, social and household.

5.2.7 Findings on the level of parental influence among adolescents on their career choices.

- Findings revealed that 26.63% of the adolescent students are highly influenced by parents on their career choices.
- 60% of the adolescent students showed average level of parental influence on their choice.
- 13.37% of the adolescent students showed less level of parental influence.

5.2.8 Findings related to difference between gender, type of management and locality of school with respect to parental influence among adolescents on their career choices.

- Significant difference was found between Adolescent Boys and Girls in parental influence on their career choices. Where more parental influence was found among girls as compared to boys.
- Significant difference was found between government and private secondary school adolescents in parental influence on their career choices. Findings revealed government secondary school adolescents were more influenced by parents in choosing their career than the private secondary school adolescents.
- No statistical significant difference was found between urban and rural secondary school students in parental influence on their career choices.

5.2.9 Findings related to association between levels of parental influence on career choice of adolescents and demographic variables.

- The present study revealed that no significant association between gender and levels of parental influence on their career choices of adolescents. It may be understood from the findings that gender and parental influence are independent of each other.
- The present study found significant association between government school and private school and levels of parental influence on career choice of adolescents. It may be understood that type of management and parental influence on career choices of adolescents are dependent on each other with small effect.
- The study found significant association between locality of school and levels of parental influence on career choice of adolescents. It may be further understood that

locality of school and parental influence on career choice of adolescents are dependent on each other with small effect.

5.2.10 Findings related to relation between vocational interest and parental influence on career choice of adolescents.

- The present study found positive and significant correlation between vocational interest and parental influence on career choices of adolescents.
- The percentage of commonness between vocational interest and parental influence on career choice of adolescents was 6.25 which indicate that the vocational interest and parental influence on career choices of adolescents were found to be weakly related.

5.3 DISCUSSION OF THE RESULTS.

5.3.1 Discussion on the findings of Vocational Interest of adolescents

Findings showed that1.25% of the adolescents had high interest in artistic vocational interest area, which is the highest per cent shown by the adolescent students in Nagaland. It also found that artistic was most favoured interest area with 50% average interest level. Artistic interest includes jobs like Singer, Music Director, Painter, Cartoonist, Photographer, Dancer, Sculptural etc. Investigator feels that with influential environment, social media and advancement in technologies, artistic interest area are found to be attractive for many adolescents, as during adolescence stage it is characterised by hero worship and imitation. The present study is in contradictory to Yadav (2005) whose findings showed least preference to jobs related to music by the adolescents.

Present study also revealed that executive area of vocational interest was second vocational interest showed by the adolescent students. Which is in agreement and in line with the findings of Mondal and Mujumder (2018), Hirschi (2010), Kently (2013), John Marry (1981), Gogoi (2021), Kumbhakarn (2014) where executive, social and artistic vocational interest were favoured and showed higher interest by the sample students.

The present study revealed that no adolescent students showed high interest in the area of social area of vocational interest which includes vocations like Scout and Guide, Religious reformer, Red-cross workers, free medicine seller Guide, Social worker, etc. This findings contradicts with Singh (1990) whose findings revealed that majority of the students wanted to become missionaries irrespective of their capabilities. Where, in the present study, the students did not show any high interest in social interest which includes religious reformer and workers.

The present study found that most adolescent students 44.37% showed low interest for constructive area of vocational interest followed by agriculture with 37.9%. Constructive area of interest which includes jobs like washer man, goldsmith, pottery etc. which was least favoured by the students, the reason in the context of Nagaland, these vocations were scarcely in co-existence with Naga society. And with due course of time the importance in this vocations are not felt important by the students. Another finding and concerning factor in the status of vocational interest of adolescent students was that agriculture was also least favoured by the adolescent students. Nagaland predominantly an agrarian state with 70% of its population engaged and dependent on agriculture exhibits that Nagaland still has fertile and untapped landmasses. Which offer a wide range of avenues for young entrepreneurs to venture in the field of agriculture/agro-base culture in the state? The researcher felt that due to lack of awareness and inability to connect and disseminate the curriculum to the students theoretically and in practical aspects has resulted in low interest on the wide possibilities of agricultural opportunities among the adolescent students. The present study is in agreement with the finding of Rahat (2003) which reported low interest in the field of Agriculture.

The present study showed significant difference in the mean scores of Government and Private school adolescents. Government school adolescents showed more interest in the overall vocational interests and in vocational interest dimensions of Commercial, Constructive**,** Artistic, Agriculture, Social and Household in comparison to government school students. This finding contradicts with the study done by Lynda Zohmingliani and Liamhlupuii Hnamte (2000) where the findings reveal no significant difference between the students of government and private schools. It also found in the study that majority of the students were interest in Artistic area of interest which is a similar finding with the present study.

In the levels of vocational interest, results revealed 39.25% of government school adolescents showed low interest in the interest area of constructive which the highest percentage was shown in the levels of vocational interest. Most average interest level shown by the government school students were in the area of Artistic (51.25%), Executive (48.75%), Scientific (45.75%), Literary (45.75%), and Social (47%). 11.25% of government school students had above average interest level in the area of Household. Most private school students showed low interest level in Literary (49.75%), Constructive (49.5%) and Agriculture (45.5%) and most average interest level were shown in the area of Household (43.75%), Persuasive (46%), Artistic (48.75%), Executive (48.25%) and Literary (44.25%). A good number of private school students showed above average interest in the area of

Scientific (11.25%) and Artistic (15.5%). The present study also found that 0% of the adolescents both from Government and Private school had no high interest level in the vocational interest area of Social. This vocation includes jobs like Red Cross workers, social workers, religious reformer, guide etc.

Present study revealed significant difference in the mean score of adolescent boys and girls. Girls were found with more interest compared to boys in the overall vocational interest and in vocational interest area of Literary, Artistic, Social and Household. Similar findings were found in the studies conducted by John Marry (1981) findings revealed significant difference among boys and girls in artistic, literary and girls were found with higher interest in this area. In the vocational interest level, 2.25% of girls showed with high interest in Household whereas no boys showed with high interest in the said area of interest. This could be due to the vocation considered as more feminine as it is related to embroider, home science, nurse, expert in cooking etc. Boys showing less interest in the household area of vocational interest reveal that gender difference and stereotype till co-exist even among the younger generation. A large number of boys (40.75%) showed low interest in the area of agriculture. Majority of boys (45.25%) and girls (43.5%) showed low interest in constructive area of interest. Majority of girls (54.25%) showed average interest level in the vocational interest area of Artistic. In the vocational interest area of Scientific a good number of adolescent Boys (13%) showed above average interest.

Rahat, Sultana (2003) findings revealed significant difference between boys and girls vocational interest. Study also found that girls showed main interest in the household filed and boys in social and scientific area, Gundale (2007), Begum Nasrin (2013), Girls were found to have higher vocational aspirations than boys in contrary to this findings Kapadia (1996) found boys more higher than girls in vocational interest. Keerti (2009), Thakor Hina (2013), Kumbhakarn (2014), Singh Anup (2014), Kumar(2015) Changkakoti (2015), Dekapapari (2015), Hou and Leung (2011), Kently (2013). Zarine (2019) Findings of the study revealed significant difference in the career choice between the adolescent boys and girls. Boys were more interested for masculine, concrete and practical occupation whereas girls showed more interest for people related, artistic and data-based occupations. The present study contradicts with findings of Otta and Williams (2012), Hirschi (2012), Gogoi (2021) and Dolly Thomas(2006) findings showed vocational aspiration of boys was higher than the girls. In the present study, results revealed significant difference between rural and urban school adolescent. The rural adolescent students showed more interest in the literary area of interest as compared to urban adolescent students. Similar findings in the study of Thakor

Hina (2013) was reported, who found that there was a varied difference of interest in respect to rural and urban adolescents. Zarine (2019) findings reported significant difference in the career choice between the adolescents coming from rural and urban. Present study also contradicts with Gogoi, Buli (2021) where they reported no significant difference between urban and rural students in their vocational preference.

5.3.2 Discussion on findings of parental influence on the career choices of adolescents.

The present study revealed that 26.63% of the adolescents were highly influenced by parents in their career choice. More of the adolescents i.e. 60% fall under the category of moderate level of parental influence whereas only 13.37% have low parental influence.

Some important findings from item wise percentage analysis of the questionnaire are highlighted below:

1. The study revealed that 81.63% of the adolescents consider their parents as their role model.
2. 89.13% of the adolescent students think that parents play an important role in selection of career.
3. 79.87 % of adolescents are dependent on parents for selection of their career.
4. Result showed that 54.87% of adolescent students agreed that parents' career preference influence during their career selection process.
5. 87.75% of the adolescent parents have high expectations for their future career.
6. 86.13% of the adolescents responded that they are satisfied with their parents' involvement in their career selection process.
7. 31.13% of the adolescents responded that their career choice depends on parents' wishes and aspirations.
8. 50% of the adolescents responded that they would consider their parents decisions in choosing their career.

The present study coincides with findings of Sharma, Shusma. (1986) where it reported that majority of parents of the adolescents had very high aspirations regarding education, job, income and social status. Gaikwad (1989) also reported that due to parents' wishes students chose courses for which they had neither aptitude nor the required intelligence. Tiru Rohi (2017) reported the most influential factors were the advice of parents and teachers. Dhodi (2018) revealed around one third of the sample have role models mostly parents behind the selection of career. Kaur, Kiranjit (2019) results show that achievement in mathematics of adolescents studying in Private schools is significantly and positively related with general welfare, monitoring, leisure time activities, psychological autonomy and academic growth

dimensions as well as parental involvement. The study concluded that there is significant difference in achievement in mathematics of ninth class Private school students in relation to their parental involvement.Olaosebikan.et al (2014) reported 48.36% of students agreed to parents influencing in the process of career choice. Similar findings is found in the report of Anthonia Chinonyelum Egboi (2017) , the findings of the study show that there is significant influence of parents' level of education on student's career choice, there is also significant influence of parents' socio-economic status and occupational background on the career choice of students.Ulrich, A., Frey, A., & Ruppert, J.-J. (2018) also reported that the influence of parents on young people's career choices is greater than that of teachers, of career counsellors or of occupation-specific information from the internet.

Results revealed significant difference between adolescent boys and girls in parental influence on their career choices. Where more parental influence was found among girls as compared to boys. This findings is in line with Agarwal, Kusum (1986) reported that girls were significantly higher in parental influence as compared to male counterpart. Subasree (2003) also found gender difference in career choice of students. Gosh, Antara (2012) reported parental influence was more among girls. Social influence was more upon the boys. The present study also contradicts with Changkakoti (2015) who reported no significant difference among the gender in parental influence.

Significant difference is found between government and private school adolescents in parental influence on their career choices. It is found that the government school adolescents are more influenced by parents in choosing their career than the private school adolescents. No significant difference between urban and rural Adolescent in parental influence on career choice was found. The present study also contradicts with Ogwokhademhe, et al (2014); Changkakoti (2015) who reported no significant difference among the urban and rural adolescents on parental influence.

The present study revealed that there was no significant association between gender and levels of parental influence on their career choice of adolescents. It may be understood from the findings that gender and parental influence are independent of each other. Findings showed significant association between government school and private school and levels of parental influence on career choice of adolescents. It may be understood that type of management and parental influence are dependent on each other. The study also found significant association between locality of school and levels of parental influence on career choice of adolescents. It may be further understood that locality of school and parental influence are dependent on each other

The present study found positive and significant correlation between vocational interest and parental influence on career choices of adolescents. Further the percentage of commonness between vocational interest and parental influence on career choice of adolescents is 6.25 which indicate that the vocational interest and parental influence on career choice of adolescents were found to be weakly related. Dolly Thomas (2006) found that parental encouragement was positively correlated with vocational aspiration. The parental encouragement received by the students increased their vocational aspiration.

5.4 EDUCATIONAL IMPLICATIONOF THE STUDY

The findings of the study are likely to prove immense importance to educational thinkers, teachers, psychologist, parents and others concern in the sphere of education.

- The present study will help the teachers, counsellors and parents to understand adolescents' career development. That every adolescent differ in their interest and career choice. And therefore understanding individual difference in the course of career choice is the utmost importance.
- The present study reveals that there exists gender difference in vocational interest. This finding will help every counsellors, teachers and parents towards their expectation in guiding the adolescents while choosing appropriate course of vocation and further study.
- The study will help the teachers/counsellors/parents to identify adolescents' vocational interest and guide them in acquainting the appropriate skills required for their interest and world of work.
- The study will help in understanding the difference in vocational interest existing among the students of government and private schools, rural and urban school students.
- This study will help the teachers and parents in creating awareness and understanding on how parents influence the career choice of adolescent. Results have shown that parents play a vital role in career development of the adolescents by influencing through socio economic status of family, wishes and aspiration of parents, encouragement and motivation, likes and dislikes shown by parents etc.
- Study has revealed that adolescents consider their parents as role model, and therefore it is a challenging factor for the parents. A role for the counsellors to sensitised and motivated the parents to live up to the expectation of their wards and set good examples. Various agencies on education can create awareness on parents' role in

career selection of adolescents and how they act as an influencer in both positive and negative aspects.

- Knowledge of interest will help teachers in planning their lessons and motivate the students by relating information with different vocations/careers in the classroom.
- The findings of the study will be greatly helpful for the policy makers, administrators and educational planners in framing and restructuring the curriculum, taking into account the different interest of adolescents. Curriculum should be such that it meets the needs of every individual difference and enhance their capacities, attitudes, skills and personality as a whole.
- Present study throws light for effective school environment. Giving proper attention towards identifying students' interest and talents, creating an environment building competitive spirit among the students and opportunities through various co-curricular activities.
- The study also supports that every teachers should be trained to act as a counsellor in school. Students at secondary stage is the most crucial period in career development process, it is during this stage students look for help from the teachers. Knowledge on various vocations and guiding the students in selecting the right course and vocations according to their interest is the utmost priority of the teachers.

5.5 RECOMMENDATIONS OF THE STUDY

- Proper vocational guidance programme need to be provided in schools. To help the students realise their interest and prepare them for the world of work according to their skills.
- Vocational guidance programme such as carer information service, self-inventory service, counsellor service, placement, and follow up in schools should be made available.
- Curriculum should be framed to meet the needs of the world of work, so that the students can be prepared to utilize their capacities for the right vocation.
- Proper orientation programme should be organised for Teachers to act as career counsellors in schools.
- Students should be made aware about the various vocations through various kinds of programmes and career workshops in schools.
- Maintenance of School library with proper source and materials available to guide the students on various vocations.

- Motivation is the key to success and to make anybody move towards success. Therefore motivating the students and helping them to acquire skills should be the main aspect of every teacher to meet the demands of the world of work.
- Field trips and exchange programme for the students should be organised for exposure.
- Talent hunt and different types of programmes which enhance and develops individual should be encouraged in schools, districts and also state as a whole.
- Parents play a vital role in adolescents' life, as an influencer and a guide. Therefore awareness on different vocations needs to be provided to parents through parents' teachers meeting.
- Distribution of brochures on career awareness and door to door visitation by trained teachers especially in rural areas for the parents and students as well.
- Seminars for parents to orient them on adolescents' developmental task and career choices through various agencies like NGOs, Church etc.
- Parents need to have positive attitude towards career of their wards.
- Schools can connect with every student through electronic devices and keep the students update on the opportunities available.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

- Similar study can be conducted in other districts of Nagaland.
- Research can be done on vocational guidance and its effect on vocational interest of the students.
- A study on the role of School/Educational Institution in vocational and personal development of adolescents.
- Parental influence on career choice of Higher Secondary students and higher education level.
- Studies can be conducted on parents' aspiration and wishes on career choice of students.
- Further research can be taken up on the effects of parents' educational qualification and socio economic status on career choice and vocational interest/career choice.
- Study on parents' attitude towards vocational interest and career aspiration of their children studying in rural and urban secondary school.

5.7 CONCLUSION

Super writes "occupation is not merely a means of earning a livelihood but also a way of life, a social role". Vocational guidance, which is the process of helping a person to develop and prepare his role in the world of work, is much needed at the secondary schools. For an effective guidance programme, it is vital on the part of the teachers and counsellors to understand the characteristics of adolescents' stage. Understanding the individual differences and interest of every adolescent will help the counsellors and teachers in guiding their students. It is well known that if an individual is interested and is persistent in his/her educational or vocational pursuit, it is more likely, the individual will be successful. Strong, "Interest is the determinate of success. Need for vocationalisation of education has been recommended by various commission and policies. This is likely to bridge the gap between educational courses and the necessities of industrialisation. Traditional education systems have failed to prepare right products for entry into the world of work. The present academic system is very theoretical and ignores the utility aspects. Therefore, vocationalisation of education and vocational guidance programme is essential especially in the secondary stages where a student finds himself in a crossroad of choosing a career. Education at different levels should be job-oriented, right person for right job should be the guiding principle for educational planning. Vocationalisation of education will pave the way towards minimizing school drop outs, wastage and stagnation of students at secondary school levels. Domination of theoretical, traditional and examination-oriented education has failed to prepare young generation to fit in the world of works and employment which has led to wastage of human resources. In India, vocational education is mostly considered as an option for students, especially for those average students and for those with low economic status. Therefore to vocationalise secondary education is vital for overcoming the shortcomings in the education system and for empowering young generations. It is not only a pivotal role for policy makers and stake holders but also a calling for the teachers and the parents to guide the students and provide them with the right type of education in the classroom and at home as a whole to meet and mould an individual according to their needs, ability and field of interest and also help them in choosing the right career accordingly and be self-efficient and be proficient in their career of choice.

The present study revealed adolescents with varied vocational interest despite of the irony that the state only met a few of the interest of the students' field of interest, in terms of courses offered and institutions available. Artistic vocational interest which was one of the most preferred vocations shown by the adolescents consist of jobs like Musician,

photographer, cartoonist, dancer, sculptural etc. In the present study, the adolescents in rural secondary schools showed higher interest in the vocational area of literary, which is intriguing, challenging and a positive result showed. Nagaland state has a number of renowned personalities making good progress in the field of literature whose works are known regionally and beyond the state both nationally and internationally. Easterine Kire, Monalisa Changkija, Temsula Ao, to mention a few of them. And it is indeed a positive opportunity for the young generation to enrich and uphold the legacy. With the demand of the world of work and competitive spirit inspired among the adolescents, Executive area of vocational interest is also one of the higher interests shown by the students. Jobs like Army Officer, Judge, Police Superintendent, Principal, etc. are executive vocational interest area. With many Naga students clearing competitive exams in State and in the Central, it has been a source of motivation and inspiration for the students. And it is, therefore, an important role to be played by the teachers, parents and counsellors to guide the students and help them acquire required skills for their interest. In the present study, findings showed that parents act as a role model and motivator for the adolescents in choosing their career. Parents' role in this present day has much to do, not only as a care taker and meeting the necessities of their children, but as a guide, a friend, a motivator to enhance their learning and mould and nurture them well to achieve their desired goal. Parents interacting and in mutual understanding with their children's field of interest understands their children to a great extent. And along with important information on career paths and choices, they can facilitate the process of career selection in the right way. Hence, the role of parents in choosing a career and deciding which career fit good for their children is now of significant importance.

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APPENDICES

Appendix-I

NAGALAND UNIVERSITY
DEPARTMENT OF EDUCATION
Kohima Campus: Meriema-797004

To,

The Principal/Headmaster

Subject: **Request for co-operation in data collection.**

Sir/Madam,

With reference to the above cited subject I would be grateful if you would extend your kind co-operation for data collection to **Mrs. Markangla Jamir**, a PhD scholar of Department of Education, Nagaland University who is working under my supervision on the topic, **"A study on Vocational Interest and Parental Influence on Career Choices of Adolescents in Nagaland".** The data/information collected will be used for research purpose only.

Thanking you with anticipation.

Yours sincerely

(Prof. Buno Zetsuvi)
Dr. Boyillapalli Venkata Rao
Department Of Education
Nagaland University
Meriema Campus

Appendix-II

NAGALAND UNIVERSITY

DEPARTMENT OF EDUCATION, KOHIMA CAMPUS: MERIEMA-797004

Dear Student,

I am conducting a research on the topic*," A study on Vocational Interest and Parental Influence in their Career Choices of Adolescents in Nagaland".* In view of this, I respectfully choose you as one of my respondent to answer the attached questionnaire for the completion of my study. Please provide your honest response and I assure you that your valuable answers will be treated with utmost confidentiality.

Research Supervisors
Prof. Buno Zetsuvi &
Dr. Boyillapalli Venkata Rao

Research Scholar
Mrs. Markangla Jamir
Reg.No.Ph.D/EDU/000102

PROFILE OF THE RESPONDENT

Please fill up the following information:

1.GENDER : BOY / GIRL
2. AGE:
3. CLASS:
4. NAME OF THE SCHOOL:
5. TYPE OF SCHOOL MANAGEMENT: GOVERNMENT / PRIVATE
6. LOCALITY OF THE SCHOOL: URBAN / RURAL

Appendix-III

QUESTIONNAIRE FOR ADOLESCENTS ON PARENTAL INFLUENCE ON THEIR CAREER CHOICES

Give a tick mark (√) for your response to each question.

Sl.No	STATEMENTS	YES	NO
1.	Do your parents ask you what do you want to become in future?		
2.	Do your parents make you aware about different careers?		
3.	Do your parents support you in choosing your career?		
4.	Do your parents help you to understand different types of careers?		
5.	Do your parents share their likes and dislikes about different careers?		
6.	Do you think your parents are aware about your interest regarding selection of career?		
7.	Do you think your parents have high expectations from you regarding your future career?		
8.	Do you share your likes and dislikes about your choice of careers with your parents?		
9.	Do your Parents listen to you whenever you want to share something about your career?		
10.	Do your parents try to understand your interest regarding your future career?		
11.	Do your parents discuss with others like siblings/ teachers/friends/relatives/neighbors etc about your career?		
12.	Does your parent's discussion about their career preference influence you while choosing your career?		
13.	Does your career choice depend on your parent's wishes and aspirations?		
14.	Are your parents financially sound to support you on any career you choose?		
15.	Are your parents successful in their profession?		
16.	Do you want to choose a career that is similar to your parents?		
17.	Will you consider your parents decision in choosing your career?		

18.	Do your parents set limits in choosing your career?		
19.	Do you think your parents have the authority to decide your career without your knowledge?		
20.	Will you choose your career based on your parents interest/involvement?		
21.	Will you agree and be satisfied with your parents' decision in choosing your career?		
22.	Do you think your parents will agree if you choose your career on your own?		
23.	Are you happy with your parents being involved in your career selection process?		
24.	Do you think your parents are influencing you too much in selection of career?		
25.	Do you think you need help from your parents regarding selection of your career?		
26.	If your parents do not involve, will you be able to manage regarding selection of right career?		
27.	Do you think parents play an important role in selection of your right career?		
28.	Do you consider your parents as your role model?		

VOCATIONAL INTEREST RECORD

Area	$L_{1\downarrow}$	$SC_{1\downarrow}$	$E_{1\downarrow}$	$C_{1\downarrow}$	$CO_{1\downarrow}$	$A_{1\downarrow}$	$AG_{1\downarrow}$	$P_{1\downarrow}$	$S_{1\downarrow}$	$H_{1\downarrow}$	Area
L_2 →	1.Magazine Editor ☐ 2.Historian ☐	1.Scientist ☐ 2.poet ☐	1.City ☐ Magistrate 2.Novelist ☐	1.Typist ☐ 2.Script Translator ☐	1.Paper flower maker ☐ 2.Anthologist ☐	1.Musician ☐ 2.Literature Researcher ☐	1.Gardener ☐ 2.Drama Adjudicator ☐	1.Ambassador ☐ 2.Literary Writer ☐	1.Scout ☐ 2.Story Writer ☐	1.Home Science Teacher ☐ 2.Critic ☐	**Total L_2 =**
SC_2 →	1.Language translator ☐ 2.Mechanical Engineer ☐	1.Doctor ☐ 2.Chemical Engineer ☐	1.Judge Secretary ☐ 2.Vetenary Doctor☐	1.Private ☐ 2.Vaccinator ☐	1.Ironsmith ☐ 2.Chemist ☐	1.Painter ☐ 2.Surgeon ☐	1.Farmer ☐ 2.Overseer ☐	1.Advocate ☐ 2.Chemical Manufacturer ☐	1.Village Level Worker ☐ 2.Scientific Apparatus Manufacturer ☐	1.Home Manager ☐ 2. Electrical Engineer ☐	**Total SC_2 =**
E_2 →	1.Reviewer ☐ 2.Industry Manager ☐	1.Civil Engineer Superintendent ☐ 2.Honorary Magistrate ☐	1. Police ☐ 2. Army Officer ☐	1. Shop-Keeper Foreman ☐ 2. Crew Captain ☐	1. Workshop ☐ 2.Deputy Collector ☐	1. cartoonist husbander ☐ 2. Probation Officer ☐	1.Animal Agent ☐ 2. president ☐	1. Insurance ☐ 2. Governor ☐	1. Social reformer Budget ☐ 2. Hospital Superintendent ☐	1. Maker of Home ☐ 2. Mayor of Cooperation ☐	**Total E_2 =**
C_2 →	1.Journalist ☐ 2. Steno ☐	1.Health officer ☐ 2. Proof Reader ☐	1.Hotel Manager ☐ 2.Draftman ☐	1.Company Accountant ☐ 2.Income Tax Officer ☐	1.White Washman ☐ 2.Type Instructor ☐	1. Teacher of fine arts ☐ 2.Bussiness Agent ☐	1. Agriculture ☐ 2. Salesman ☐	1. Politician Inspector ☐ 2. Cash book writer ☐	1. Red- cross worker☐ 2. Business Manager ☐	1. Teacher of Arts & Craft ☐ 2. Steno-Typist ☐	**Total C_2=**
CO_2 →	1.poet ☐ 2.wooden toy maker ☐	1. compounder ☐ 2. spinner ☐	1. Governor ☐ 2. Wielder ☐	1. Ticket Collector ☐ 2. Goldsmith ☐	1.Radio Mechanic ☐ 2. Carpenter ☐	1. Painter Watch ☐ 2.Mechanic ☐	1.Seed store Officer ☐ 2.Knitter ☐	1.Religious Preacher ☐ 2.Book Binder ☐	1. Famine Reliever ☐ 2. Small Scale Unit Manufacturer ☐	1. Home Decorator ☐ 2. Potter ☐	**Total CO_2 =**
A_2 →	1.literary writer ☐ 2. singer ☐	1. Astrologer ☐ 2. Radio Singer ☐	1.School Inspector ☐ 2.Manufacturer of Musical Instrument ☐	1.Accountant ☐ 2.Flute player ☐	1.Dyer ☐ 2.Music Director ☐	1.Photographer ☐ 2.Film Artist ☐	1.Soil Specialist ☐ 2.Fashion Designer ☐	1.Village Sarpanch ☐ 2.Stage Director ☐	1.Patron of Dumb and Deaf ☐ 2.Artist ☐	1. Caretaker of Children ☐ 2. Art Critic ☐	**Total A_2 =**
AG_2 →	1.Linguist ☐ 2.Agro-Teacher ☐	1.Atomic Scientist ☐ 2.Nursery Preparer ☐	1.Education Director ☐ 2.Manure Manufacturer ☐	1.Short hand teacher ☐ 2. Irrigator ☐	1. Teacher of Creative Art ☐ 2.Breeder ☐	1.Dancer ☐ 2.Veterinary Doctor ☐	1.Manure Specialist ☐ 2. Horticulturist ☐	1. Teacher ☐ 2.Agriculture Student ☐	1. First Aid Doctor ☐ 2.Worker of Agriculture Co-Operative Dairyman ☐	1. Manufacturer of Marmalades ☐ 2.Soceity ☐	**Total AG_2 =**
P_2 →	1.Dramatist ☐ 2.Advertisement Manager ☐	1.Medical Representatives ☐ 2. Publicist ☐	1.District Magistrate ☐ 2.Election Contestant ☐	1.Commerce Teacher ☐ 2.Social Reformer ☐	1. Book-Binder ☐ 2.Insurance Officer ☐	1. Sculptures ☐ 2.Advertisement Writer ☐	1.Agro-Researcher ☐ 2.Order Booker ☐	1.Tourist Guide ☐ 2.Vocational Counsellor ☐	1.Welfare Committee Worker ☐ 2. Politician Lecturer ☐	1.Nurse☐ 2.Innovative Ideas Publicist ☐	**Total P_2 =**
S_2 →	1.Epic Writer ☐ 2.Doctor Serving Free ☐	1. Botanist ☐ 2.Philantropist ☐	1. Principal ☐ 2.Social Worker ☐	1.Ledger Keeper ☐ 2.patron of poor people ☐	1.Washerman ☐ 2.Volunteer ☐	1.Playback Singer ☐ 2. Guide ☐	1.Tractor Driver ☐ 2. Soldier ☐	1. Contractor ☐ 2. Philanthropist ☐	1. Free Medicine Distributor ☐ 2. Volunteer ☐	1.Home-Science Researcher ☐ 2. Servant ☐	**Total S_2 =**
H_2 →	1.Language Teacher ☐ 2. Expert in Cooking ☐	1.Science Teacher ☐ 2.Embroider ☐	1. Tehsildar ☐ 2.Tailor ☐	1.Treasurer ☐ 2.Scholar of Home Science ☐	1.Workshop Mechanic ☐ 2.Nursing Enthusiast ☐	1. Art Centre Director ☐ 2. Dancer ☐	1. Poultry man ☐ 2.Home Science Student ☐	1.Sales Manager ☐ 2.Home Manager ☐	1.Honorary Teacher ☐ 2. Family Doctor ☐	1. Tailor ☐ 2.Expert in household Art ☐	**Total H_2 =**
	Total L_1 =	**Total SC_1 =**	**Total E_1 =**	**Total C_1 =**	**Total CO_1 =**	**Total A_1 =**	**Total AG_1 =**	**Total P_1 =**	**Total S_1 =**	**Total H_1 =**	

Appendix-V

List of Publications:

1. ***(Markangla Jamir & Dr. B. Venkata Rao) (2022).*** Published a research article entitled, "Vocational interest and parental influence on career choices of Adolescents: An Empirical study". Rabindra Bharati Journal of Philosophy, UGC CARE approved, Peer Reviewed and Referred Journal, ISSN No: 09730087, Vol.:XXIII, No:15.

2. ***(Markangla Jamir, Prof. Buno Zetsuvi & Dr.B.Venkata Rao)(2022).*** Published a research article entitled "Gender difference on Vocational interest and parental influence in career choice of adolescents". International Journal of Research and Analytical Reviews (IJRAR), UGC Approved Journal No: 43602. E-ISSN: 2348-1269, P-ISSN: 2349-5138, Vol-9(3).

List of Research Paper Presentation:

1. ***(Markangla Jamir, Prof. Buno Zetsuvi& Dr. B. Venkata Rao)*** Presented a research paper entitled "Vocational interest of Adolescents: A comparative study" in the National Research Conclave-2022 (Virtual) organized by the Centre for Studies and Research in Education, School of Education, Central University of Gujarat from 23rd to 25th June 2022.
2. ***(Markangla Jamir)*** Presented a research paper entitled "Vocational Interest of adolescents in Nagaland with reference to gender" in the National Seminar on Social Transformation in India 2.0 and NEP-2020 held from 21st to 22nd April 2022 organized by the Department of Teacher Education, School of Humanities & Education, Nagaland University, Kohima Campus, Meriema, Nagaland-797004.