CHAPTER V

INTERESTS

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Interests

5.1. Introduction

This chapter on ' interests ' deals with topics of thoughts and conversation in which adolescents frequently engage themselves, interest in academic and non-academic courses and plans for future vocations.

One of the important keys to an understanding of adolescent behaviour is through knowledge and appreciation of their activities and interests[1]. A comprehensive knowledge of interests is also essential to an understanding of their development. Moreover, future behaviour could be predicted if we know what to expect a boy or a girl to be thinking and liking. At any stage of development, interests have profound influence on an individual's behaviour[2]. They are driving forces which cause the individual to react in a selective manner to some of the aspects of his environment. They reflect the individual's personality, his motives and the means used to satisfy these motives.

/Interests lead to certain activities. Secondly, interests in wide range of activities serve to ensure breadth of experience and of responsibilities which are necessary for the normal development of the personality. Thirdly, interests serve as substitutes in case of thwarting. A wealth of desirable interests enables the youth, under conflicting situations, to turn more readily from one interesting activity to some other activity. Fourthly, intense abiding interests in a few things are necessary for efficient performance. Deep, abiding interests enable an individual not only to work with less strain and stress but also with greater absorption and concentration on the task in hand, being thus a prerequisite for optimum efficiency/.[3]

A set of topics that the adolescents think and talk about freely was selected for the purpose of measuring their orientations toward the peer-group or the adult group. The following topics were considered to be representative of adult culture: Vocational and Educational plans, getting along with others, things considered important in life and codes of good conduct. Similarly, the topics representative of adolescent culture were as follows : Dress and Appearance, Social Affairs, Clothes, Movies, Sports, and Music.

In order to measure interests in academic and non-academic courses, subjects were asked to indicate the extent to which

the various courses are preferred. The academic courses were as follows : Languages, Social Studies, Science and Mathematics. The non-academic courses were physical training, sports, games, A.C.C. or N.C.C., Fine Arts, Music and Crafts.

Vocational plans were studied by asking the subjects to mention three vocations in order of their preference. They were also asked to state three reasons for these preferences.

5.2. Topics of Thoughts and Conversation

Much more may be learned about interests of adolescents, their likes and dislikes, their desires and ambitions, by simply listening to their conversation or by analysing what they write about in themes and composition[4]. As Runner[5] has pointed out, one of the most significant features of adolescence is a characteristic increase in the desire to communicate with others. Much of the leisure time available to adolescents is usually devoted to talking. The desire for self-expression through speech is so strong during adolescence that very few adolescent boys or girls have patience to listen to others. Throughout, the period of adolescence, there is a tendency to learn to select the topic of conversation and the method or approach to fit the situation. Many a time, adolescents are found to be talking endlessly about a topic with which they are vitally concerned, and no attempt is made to see the relevance of the topic to the situation in which it is discussed.

Casual observation of the conversational interests of adolescents will reveal that they either engage in chit-chat or discuss about some important problems or enter into arguments for and against on certain topics. Chit-chat is, actually speaking, a light conversation which is engaged in, especially when individuals differing in degrees of social distance come closer for some social purpose. Discussions differ from chit-chat in that the former involve more content. Discussions are generally serious in nature, covering personal, social and religious problems. Arguments frequently grow out of discussions. During discussions every adolescent tries to contribute as much as he knows in a friendly atmosphere. When it becomes apparent that the view points offered by the participants differ widely, the discussion turns into an argument. It is not easy to determine the conversational interests of adolescents and it is even more difficult to determine the effects of the time spent in such conversation on the development of personality.

Many adults think that the time spent by adolescents in conversation is a sheer waste and does not contribute in any way to the development of their personality. Conversation with peers may not, however, be a major educational force as far as formal education is concerned; but there is much evidence to show that it is definitely a major educational force so far

as understanding of adolescents is concerned.[6] The investigator's concern is with the understanding of adolescents through studying their behaviour which was the theme of a previous chapter and interests which are discussed in the present chapter.

For this purpose, fourteen topics of thoughts and conversation were selected on the basis of preliminary interviews with a large number of adolescents. These topics were classified as showing orientations toward the peer-group or the adult group on the basis of their content and level of skill requirement. The subject was asked to indicate how often he engages in conversation on each of the fourteen topics. In other words, the subject was asked to indicate the extent to which he spends time on the topics by putting tick-marks on a scale ranging from never to always through sometimes and most of the time. Weights of 0, 1, 2 and 3 were assigned to never, sometimes, most of the times and always response categories respectively. Total scores for the high level and low level topics were calculated for each subject by summing up the weights of the items falling into the respective categories. The high level as well as the low level item scores were then subjected to analysis by employing analysis of variance technique in a 2 x 2 x 2 factorial design with age, sex and area of residence as variables, each at two levels. The following table shows the results of analysis of high level item scores :

Table 25. Main effects and Interaction effects of Age, Sex and Area of Residence in the case of High level Item Scores

Source	df	Ss.	M.Ss.	f	Remarks
Sex	1	68.44	68.44	4.00	*
Residence	1	11.52	11.52	-	
Age	1	11.52	11.52	-	
S x R	1	28.13	28.13	1.65	
S x A	1	75.65	75.65	4.43	*
R x A	1	14.58	14.58	-	
S x R x A	1	6.84	6.84	-	
Within	792	13530.82	17.08	-	
Total	799				

* Significant at .05 level of confidence

As seen from the table, the 'f' ratio of 4.00 in the case of sex is significant at .05 level of confidence, indicating that boys and girls differ in their orientations toward the adult group. The mean score of boys is higher than that of girls. This shows that boys are oriented towards adult culture to a greater degree than girls. The main effects of the area of residence and of age are not significant. The mean score in the case of rural group is

13.10 and that of the urban group is 12.92. Similarly, the mean score of younger adolescents is 12.86. The interaction effect of sex x age is also significant at .05 level. This shows that the main effect of sex is not independent of age. The dependence of sex on age is shown in the following table :

Table 26. Mean Scores of the levels of Sex and Age

	Boys %	Girls %	Difference %
Younger (School)	13.08	13.11	0.03
Older (College)	13.45	12.25	1.20
Difference	0.37	0.86	

As seen from the table, younger boys and girls do not differ but older boys and girls do differ in their orientations toward the adult group. The S x R, R x A and S x R x A interaction effects are not significant. In order to have a better understanding of the topics of thought and conversation, itemwise percentages were calculated for the various sub-groups of adolescents. These percentages are discussed in Table 27.

As seen from the table 27, 24 per cent of boys and 18 per cent of girls think about future educational and

Table 27. Itemwise Percentages for the Various Subgroups in the case of High Level Item Scores

Item No.	High Level Items	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %
1.	Future Education and Vocation	24	18	22	20	24	18
3.	Present Education and Examinations.	39	46	36	49	38	47
5.	What is more important in Life.	32	31	31	32	35	27
7.	Science and Progress	21	21	20	22	16	26
9.	War and fight of Nation and the World.	34	22	29	27	26	28
11.	Relation with other countries	15	14	15	14	14	16
13.	National and International Leadership.	30	23	26	27	23	28

vocational plans. The difference between the rural and urban group in talking about future plans is not significant.Similarly, as seen from the table, 24 per cent of older adolescents and 18 per cent of younger adolescents talk about future, educational and vocational plans. Older adolescents thus show more concern with future plans than younger adolescents.

About 39 per cent of boys and 46 per cent of girls talk about present education and examinations. The difference is quite significant. Regarding urban and rural groups, it is observed that a greater proportion of rural subjects thinks about present education and examination. It is also seen that 47 per cent of younger subjects and 38 per cent of older subjects think about these topics. Younger subjects thus show a greater concern with present education and examination than older adolescents. In general, present education and examination are discussed by greater proportions of adolescent girls, rural adolescents and younger adolescents.

Adolescents must think about what is more important in their life if they are to develop along lines laid down by adults. As seen from the table, 32 per cent of boys and 31 per cent of girls prefer to talk about what is more important to them in their life. Yet a greater proportion of rural and urban adolescents thinks about such an important problem. The difference between older and younger adolescents is in the expected direction.

About 35 per cent of older adolescents and 27 per cent of younger adolescents think about what is more important to them in life.

As far as the area of scientific advancement is concerned, 21 per cent of boys and 21 per cent of girls; 20 per cent of urban subjects and 22 per cent of rural subjects; and 16 per cent of older subjects and 26 per cent of younger subjects usually think and talk about it.

Warfare within the nation and between nations of the world is discussed by 34 per cent of boys and 22 per cent of girls. The sex difference is significant. It is thus clear that boys are more sensitive to this problem than girls. It is also observed that quite a sizeable proportions of rural and urban subjects thinks about internal fights and fights between nations. Most of the older and younger adolescents appear to be concerned with this problem.

The topic of national and international leadership is discussed by about 30 per cent of boys and only 23 per cent of girls. The differences due to the area of residence and age are not significant. Yet this topic is discussed by 23 per cent or more of the subjects. Particularly, boys appear to be concerned more with it than girls. It should be noted that boys think and talk

more about conflicts, fights and leadership at the national and international levels. Older and younger subjects do not differ in this respect. Considering these results of the specific items, it could be said that boys show adult orientation in their talking about certain items while girls show similar orientation in talking about some other items. The same thing could be said about rural and urban adolescents and also about older and younger adolescents. The scores on low level items of the topics of thought and conversation were also subjected to analysis in a 2 x 2 x 2 factorial design with age, sex and area of residence as variables at two levels each.

Table 28. Main effects and Interaction effects of Age, sex and Area of Residence in the case of Low Level Item Scores

Source	df	Ss	M.Ss	f	Remarks
Sex	1	69.02	69.02	5.42	*
Residence	1	3.50	3.50	-	
Age	1	69.02	69.02	5.42	*
S x R	1	12.76	12.76	1.00	
S x A	1	72.61	72.61	5.70	*
R x A	1	15.97	15.97	1.25	
S x R x A	1	11.76	11.76	-	
Within	792	10084.85	12.73	-	
Total	799				

* Significant at .05 level of confidence

As seen from the table, the f ratio in the case of sex is significant at .05 level of confidence. The mean score of boys is higher than that of girls, indicating that boys as compared to girls talk and think more about topics characteristic of adolescents.

The main effect of age is significant at .05 level of confidence. However, the interaction of sex x age is also significant at .05 level. This shows that the effect of age is not independent of sex. This is clearly seen in the following table showing mean scores of the levels of sex and age :

Table 29. The Mean Scores of the Levels of Sex and Age.

	Boys	Girls	Difference
Older (college)	11.70	10.50	1.20
Younger (School)	10.50	10.50	0.00
Difference	1.20	0.00	

As observed from the table, older boys differ from older girls in their discussion about low level topics. Younger boys and girls, however, do not differ in this respect. The main effect of the area of residence and the remaining interaction effects are not significant. In order to have a better understanding of the low level topics of thoughts and conversation, itemwise percentages

Table 30. Itemwise Percentages for the Various Subgroups in the case of Low Level Item Scores

Item No.	Low Level Items	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %
2.	Games, sports and sportsman	33	19	26	45	22	30
4.	Cinema, drama and film songs	16	18	18	17	21	13
6.	Artist, actor and actress	11	9	12	8	11	9
8.	Dress, appearance, clothes and fashions.	11	16	11	16	14	13
10.	School, college and teachers.	20	24	18	26	23	21
12.	Friends, boys and girls.	14	10	12	11	13	10
14.	Village, town or city.	40	37	29	48	37	39

were calculated. These percentages are presented in Table 30.

As seen from the table, 33 per cent of boys and 19 per cent of girls always spend time in conversation concerning sports and games. The difference between boys and girls is significant. Regarding urban-rural difference, it is observed that 26 per cent of urban subjects and 45 per cent of rural subjects always talk about games and sports. Compared with urban adolescents, rural adolescents seem to be much more interested in talking about games and sports.

Older and younger subjects also differ in their interests. As seen from the table, 30 per cent of younger and 22 per cent of older adolescent like to talk about games and sports. Compared with older adolescents, most of the younger adolescents like to talk about games and sports. Talking about sports and games, thus, seems to be a favourable topic for discussion among boys relatively younger in age and residing in rural areas.

Regarding interest in cinema; dramas; filmsongs; and actors and actresses, it appears that a very small proportion of adolescents in each subgroup considers these topics to be of importance to them. Similarly, very few adolescents like to talk about their dress, appearance and clothes. Interest in talking about school, college, teachers, friends and boys or girls, is expressed by a small proportion of adolescent

subjects. News about one's own village or city seems to be very interesting to both boys and girls, since it is talked about by more than 35 per cent of them. Compared with urban adolescents, most of the rural adolescents like to talk about news of the village, city or town. As regards older and younger adolescents, more than 35 per cent of them like to spend a good deal of time in talking about news concerning village, town or city. One thing that can be said in this connection is that most of the adolescents like to spend more time on high level topics of thoughts and conversation.

This could be more clearly observed in terms of scores on high level as well as low level items. On the basis of the total scores on high as well as low level items, subjects were divided into two groups- Scoring high and scoring low on the two types of items. The score range of 0 to 10 was used to define low level interest and the score range of 11 to 21 was used to define the high level interest. Percentages falling in each of the score ranges were calculated. The results are shown below in Table 31.

As seen from the Table 31, 81 per cent of boys and 75 per cent of girls like to talk about items which are normally discussed by adults. It is also seen from the above table that 54 per cent of boys and 50 per cent of girls like to talk and think about topics which are normally discussed

Table 31. Percentage of Cases falling in each of the two Score Ranges

Groups	High Level Items			Low Level Items		
	Low Score (0 to 10)	High Score (11 to 21)	Total	Low Score (0 to 10)	High Score (11 to 21)	Total
	%	%		%	%	
Boys	19	81	100	46	54	100
Girls	25	75	100	50	50	100
Urban	24	76	100	50	50	100
Rural	21	79	100	46	54	100
Older (College)	24	76	100	45	55	100
Younger (School)	21	79	100	51	49	100
Total	22	78	100	48	52	100

by adolescents.Thus, a greater proportion of boys and girls prefer high level topics of thought and conversation. Concerning rural and urban adolescents, it is observed that more than 75 per cent of them like to talk about high level topics and roughly around 50 per cent of them like to talk about low level topics. The results are very similar in the case of older and younger adolescents. In this case, more than 75 per cent of older and younger adolescents like to talk about high level topics and slightly around 50 per cent of them prefer low level topics. Thus, most of the adolescents in each subgroup, show a greater degree of adult orientation in terms of topics of thoughts and conversation.

5.3. Interests and Utility of Academic and Non-Academic Courses

For the measufement of academic and non-academic interests the adolescent subjects were asked to indicate the extent to which they are interested in the academic and non-academic courses. Seven academic and five non-academic courses were selected for this purpose. In addition, they were also asked to indicate the extent to which they are useful. Each academic and non-academic course was rated on a three-point scale for indicating the extent of interest and usefulness. The total interest score and utility score were determined by summing the weights of individual items separately for academic and non-academic courses.

The score range of 0 to 7 was used to define the low level interest and low level use, while the score range of 8 to 14 was used to indicate the high level interest and high level use in academic courses. Similarly, the score range of 0 to 5 was used to indicate the low level interest and low level use while the score range of 6 to 10 was used to define the high level interest and high level use in the non-academic courses. The percentage of cases falling within each score range for interest as well as use was determined. These percentages are presented in the following table :

Table 32. Percentage of cases falling within the High and Low Score Ranges used to define the Two Levels of Interest

Groups	Interest in Academic Courses			Interest in Non-Academic Courses		
	Low Score (0 to 7)	High Score (8 to 14)	Total	Low Score (0 to 5)	High Score (6 to 10)	Total
	%	%		%	%	
Boys	7	93	100	26	74	100
Girls	10	90	100	21	79	100
Urban	6	94	100	26	74	100
Rural	10	90	100	21	79	100
Older (College)	10	90	100	32	68	100
Younger (School)	7	93	100	18	82	100
Total	9	91	100	24	76	100

As regards interests of boys and girls in academic and non-academic courses, around 90 per cent of boys and girls feel that they are highly interested in academic courses. Similarly, slightly more than 70 per cent of boys and girls feel that they are interested in non-academic courses. Thus, interest in academic as well as non-academic courses is found in a majority of boys and girls. In the case of rural and urban adolescents, it is observed that around 90 per cent of rural adolescents seem to be highly interested in academic courses and slightly more than 70 per cent urban adolescents seem to be highly interested in non-academic courses. Interest in academic courses is revealed in 90 per cent of older and 93 per cent of younger adolescents compared to interest in non-academic courses which is revealed in 68 per cent of older and 82 per cent of younger adolescents.

In all the sub-groups, it is observed that adolescents, though interested in both academic and non-academic courses, are more interested in academic than in non-academic courses. Considering all adolescents, it is observed that 91.3 per cent of adolescents consider academic courses to be of interest to them and 76 per cent of adolescents consider non-academic courses to be so. On the whole, it appears that both academic and non-academic courses are regarded as interesting by most of the adolescents with academic courses being regarded

as more interesting than non-academic courses. For the purpose of ascertaining the usefulness of academic and non-academic courses, adolescents were asked to indicate the extent to which these courses are useful to them. The results are presented in Table 33.

As seen from the Table 33, slightly more than 90 percent of the cases feel that academic courses are more useful and slightly more than 80 per cent of them feel that non-academic courses are more useful to them. As regards the views of urban and rural adolescents about the usefulness of courses, it is seen that while 95 per cent of urban and 94 per cent of rural subjects considered academic courses to be more useful, 86 per cent of urban and 83 per cent of rural adolescents consider non-academic courses to be more useful. The academic courses have been regarded as useful by 92 per cent and 95 per cent of older and younger adolescents respectively. Also, 79 per cent of older and 85 per cent of youhger adolescents have considered non-academic courses to be of use to them. Thus, a great majority of adolescents is of the opinion that both academic and non-academic courses are very useful although academic courses are considered to be more useful than non-academic courses.

Table 33. Percentage of cases falling within the High and Low Score Ranges used to Define the Two Levels of Use

Groups	Usefulness of Academic Courses			Usefulness of Non-academic Courses		
	Low Score (0 to 7) %	High Score (8 to 14) %	Total	Low Score (0 to 5) %	High Score (6 to 10) %	Total
Boys	5	95	100	17	83	100
Girls	6	94	100	19	81	100
Urban	5	95	100	14	86	100
Rural	6	94	100	17	83	100
Older(College)	8	92	100	21	79	100
Younger(School)	5	95	100	15	85	100
Total	6	94	100	18	82	100

The adolescent interests in academic and non-academic courses have been re-examined in the following table which shows percentages falling within each combination of the levels of academic and non-academic interests. The four combinations are as follows :

(a) High interest in academic and non-academic courses.

(b) High interest in academic courses and low interest in non-academic courses.

(c) Low interest in academic courses and high interest in non-academic courses, and

(d) Low interest in both academic and non-academic courses.

Table 34. Percentages for the various combinations of the Levels of Interest in Academic and Non-Academic Courses.

Groups	Interest in Academic Courses x Interest in Non-Academic Courses				
	High x High	High x Low	Low x High	Low x Low	Total
	%	%	%	%	
Boys	69	24	3	4	100
Girls	71	18	5	6	100
Urban	69	23	3	5	100
Rural	71	18	6	5	100
Older (College)	62	27	4	7	100
Younger(School)	78	14	5	3	100
Total	71	20	4	5	100

As seen from the table, the high degree of interest in both academic and non-academic courses is revealed in 69 per cent of boys and 71 per cent of girls. The percentages of boys and girls who are more interested in academic than in non-academic courses are 24 and 18 respectively. There are, however, very few adolescents who show either low interest in academic and more interest in non-academic courses or low interest in both academic and non-academic courses. The results thus show that most of the adolescent boys and girls are interested in both academic and non-academic courses to a very high degree. As regards the interests of urban and rural adolescents, 69 per cent of urban and 71 per cent of rural adolescents are highly interested in both academic and non-academic courses, 23 per cent of urban and 18 per cent of rural adolescents are interested more in academic than in non-academic courses.

There are, however, very few cases showing either more interest in academic and less interest in non-academic courses or less interest in both academic and non-academic courses. Here also, as in the above case, most of the urban and rural adolescents feel that both academic and non-academic courses are quite interesting to them. It is also revealed from the above table that 62 per cent of older and 78 per cent of younger adolescents are highly

interested in both academic and non-academic courses, 27 per cent of older and 14 per cent of younger adolescents are interested more in academic than in non-academic courses. On the whole, high level interests in academic and non-academic courses are found among most of the adolescent subjects.

Combinations of the levels of usefulness of academic and non-academic courses, similar to those formed in the case of interest in academic and non-academic courses, were formed for the purpose of ascertaining the usefulness of the courses more clearly. Percentages falling within each combination of the levels of usefulness are presented in the following table

Table 35. Percentages falling within the various combinations of the Levels of Usefulness of Academic and Non-Academic Subjects

Groups	Usefulness of Academic Courses x Usefulness of Non-Academic Courses				
	High x High	High x Low	Low x High	Low x Low	Total
	%	%	%	%	
Boys	78	17	3	2	100
Girls	78	17	2	3	100
Urban	78	17	2	3	100
Rural	79	16	3	2	100
Older (College)	74	19	3	4	100
Younger (School)	82	15	2	1	100
Total	79	17	2	2	100

The various table entries in the case of boys and girls indicate that an equal number of boys and girls (78 per cent) considers both academic and non-academic courses to be most useful, 17 per cent of boys and 17 per cent of girls consider academic courses to be of greater use than non-academic courses. Similarly, 78 per cent of urban and 79 per cent of rural adolescents feel that academic and non-academic courses are most useful, while 17 per cent of urban and 16 per cent of rural adolescents feel that academic courses are more useful than non-academic ones. Considering the views of older and younger adolescents in this regard it is seen that 74 per cent of older and 82 per cent of younger adolescents consider both academic and non-academic courses to be most useful, 19 per cent of older and 15 per cent of younger adolescents feel that academic courses are more useful than non-academic courses. On the whole, it appears that most of the adolescents feel that both academic and non-academic courses are very useful.

In order to study the relationship between use and interest in the case of academic as well as non-academic courses, the combinations of the levels of interest and use were obtained separately for academic and non-academic courses. The table below shows the percentages falling within the combinations of levels of interest and use in the case of academic courses.

Table 36. Percentages for the various combinations of the levels of Interest and Use in the case of Academic Courses

Groups	Interest of Academic Courses x Usefulness of Academic Courses				
	High x High	High x Low	Low x High	Low x Low	Total
	%	%	%	%	
Boys	89	3	5	3	100
Girls	86	3	8	3	100
Urban	89	3	5	3	100
Rural	86	3	8	3	100
Older (College)	85	4	7	4	100
Younger (School)	90	2	6	2	100
Total	88	3	6	3	100

As seen from the above table, 89 per cent of boys and 86 per cent of girls feel that academic courses are most interesting and useful. Only a negligible proportion of boys and girls feel that academic courses are more interesting, but less useful. The number of cases considering academic courses, either to be less interesting and more useful or less interesting and less useful is quite low. Most of the adolescent boys and girls thus feel that academic courses are both interesting and useful to a very high degree. It is also observed in the above table that most of the urban and rural adolescents feel that academic courses are more interesting and useful.

Very few adolescents feel that academic courses are more interesting and less useful, or less interesting and more useful or less interesting and less useful. In the case of older and younger adolescents, it is seen that most of the older and younger adolescents consider academic courses to be more useful and interesting. The number of cases considering academic courses to be more interesting and less useful or less interesting and more useful or less interesting and less useful is quite small. On the whole, it can be said that those adolescents who feel that academic courses are more useful, also feel that they are more interesting. The relationship between use and interest in non-academic courses is shown in the following table :

Table 37. Percentage of cases Falling within each combination of the levels of Interest and Use of Non-Academic Courses

Groups	Interest in Non-Academic Courses x Usefulness of Non-academic Courses				
	High x High	High x Low	Low x High	Low x Low	Total
	%	%	%	%	
Boys	66	7	15	12	100
Girls	68	10	12	10	100
Urban	64	9	17	10	100
Rural	71	7	12	10	100
Older (College)	60	7	19	14	100
Younger (School)	75	9	10	6	100
Total	68	8	14	10	100

The relation between interest and use in the non-academic courses appears to be the same as that in the case of academic courses. While 66 per cent of boys and 68 per cent of girls feel that non-academic courses are more interesting and useful, very few boys and girls feel that these courses are more interesting and less useful or less interesting and more useful, or less interesting and less useful. Considering the relation of interest and use in the case of urban and rural subjects, it is seen that most of the subjects consider non-academic courses to be more interesting and useful.Similarly, most of the older and younger adolescents are of the opinion that non-academic courses are more interesting and more useful. A closer relationship of interest and use is perceived more by girls than by boys. Similarly, the high degree of interest and use is perceived by a greater percentage of rural than by urban adolescents. Most of the younger adolescents in comparison to older adolescents feel that non-academic courses are more interesting and also more useful

Comparing the relation between use and interest in the academic courses with that in the non-academic courses it is observed that most of the adolescents feel that academic courses are more interesting and useful in comparison to non-academic courses. In terms of percentages, 88 per cent of adolescents think that academic courses are more interesting and more useful while 68 per cent of adolescents feel that

non-academic courses are more interesting and more useful. The general trend in terms of the opinions of adolescents seem to be that the interest in the use of academic and non-academic courses are closely related. Academic courses are regarded as more interesting and more useful in comparison to non-academic courses.

5.4. Vocational Interests

Vocational development is actually one of the aspects of the individual's personal development. It starts from the early years of childhood especially from the point at which the child begins to be aware of various work-related experiences. The ideas of a child about jobs are, in the initial stages, very crude and fantastic. At a later stage these ideas give rise to both general and specific interests which in turn are realized in subsequent educational and vocational activities. Vocational development is essentially a development in relation to vocational choice. It can be thought of as a continuation which can be broken down into sub-stages of development.

It is most probable that an individual will choose an occupation in which he is interested. Interest in activities which are non-vocational in nature also provides clues to the inclinations of the individual. Many things are now known about the nature of interests and about the role played by them in vocational development. It is known, for example, that

heredity plays an important part in the development of interests, that the interest patterns are related to general intelligence and that there is no relationship between special aptitudes and interests. Interests, as measured by interest inventories are related to vocational development for there is a strong tendency among people to enter and remain in the fields which provide outlets for their interests.

It is also quite reasonable to assume that personality is in someway related to occupational choice. The selection or choice of an occupation is a medium through which personality expresses itself. The family also provides excellent opportunities for identifying with role models. The family is, to a considerable extent, responsible for the development of work values.

The accessibility or inaccessibility of certain occupations largely depends upon economic resources of the family and in general upon family support. The socio-economic status of the family seems to be a major determinant of the level and quality of education available, the type of job available and the level of work aspired. The upper and the upper middle class families tend to have a higher level of vocational aspirations than do the middle and lower middle class families. The concepts of 'high occupations' and

'low occupations' which are firmly rooted in the minds of many people do influence the vocational thinking of young persons.

The young adolescent is interested in factual knowledge concerning vocations. He shows a growing awareness of himself in relation to the life span. In one study conducted by Krishnan[7,8], it was found that most of the school pupils emphasise 'science' courses as their educational ambition. The educational level of parents and discontinuation of studies by their children were inversely related. In a study conducted by Chatterjee[9] college students were asked to express their opinions on lists of 18 academic courses and 19 occupations. It was found that literature was liked by about 93.9 per cent of cases and commerce was not liked by about 57 per cent of the cases. The most highly preferred occupation was that of an artist which was preferred by 88.8 per cent of the cases. Clerical occupation was not liked by many. The effect of socio-economic factors on vocational choices was studied by Sinha[10] by giving a modified version of the Strong Vocational Interest Blank to 120 College students at the University of Patna. It was found that considerations for money and popularity governed the occupational decisions in the poorer families. While the rich families emphasised romance and adventure, the middle

class families emphasised service and popularity in vocational selection.

Vocational choice and occupational values among adolescent boys and girls were studied by Kanungo[11]. It was found that the values which were considered important in America were least emphasised in India. Considerable amount of discrepancy with respect to rank positions of various values associated with various occupations was found in this investigation. A study of job preferences as a function of grade, sex, educational level of parents, residence and father's occupation was conducted by Juneja[12]. In this study, differences in job preferences due to grade, sex and father's occupational level were found. Father's education and residential area had no effect on preferences. In a study of job preferences it was reported by Khan[13] that most of the subjects tended to prefer professional and administrative occupations and tended to reject skilled, semi-skilled and unskilled jobs.

Vocational preferences, besides being influenced by intellectual, attitudinal and aptitude factors, are influenced by social, cultural and economic factors to such an extent that the generalized conclusions concerning such preferences as a function of age, sex, grade and other such factors cannot be justifiably drawn. In general, it appears

from the studies reviewed above that greater importance is attached to professional and administrative occupations by a sizable proportion of school going pupils. In the present investigation a further attempt has been made to know the vocational preferences along with reasons for the vocational preferences of adolescent boys and girls. Each subject was asked to state three occupations in order of preference along with three reasons. The results are presented in the Table 38.

Considering vocational preferences in relation to sex it was found that medical, engineering and army professions were reported by 40 per cent, 15 per cent and 7 per cent of boys respectively. Medical line, teaching and house-keeping were preferred by 30 per cent, 23 per cent and 9 per cent of girls respectively. On the whole, it appears that 79 per cent of boys and 68 per cent of girls prefer professional occupations. Medical, engineering and teaching in order of preferences were reported by 30 per cent, 14 per cent and 9 per cent of urban adolescents respectively. Medical, teaching and nursing in order of preferences were reported by 40 per cent, 20 per cent and 7 per cent of rural adolescents respectively. On the whole, it is seen that 71 per cent of urban adolescents and 76 per cent of rural adolescents prefer professional occupations. The first three occupations preferred by older adolescents in order of

Table 38. Vocational Preferences of Adolescents

Vocational Preferences	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total
Professional	79	68	71	76	65	82	-
Engineer	16	4	14	6	8	12	20
Doctor	40	30	30	40	25	45	70
Teacher	6	23	9	20	16	13	29
Social Worker	2	4	4	2	4	2	6
Artist	4	1	4	1	2	3	5
Scientist	2	1	2	1	1	2	3
Lawyer	3	4	4	3	4	3	7
Politician	5	-	2	3	3	2	5
Professor	1	1	2	-	2	-	2
Secondary Professional	10	9	7	12	7	12	-
Police Officer	1	-	1	-	1	-	1
Army Officer	7	-	3	4	2	5	7
Pilot	1	-	-	1	1	-	1
Accountant	1	1	2	-	2	-	2
Nurse	-	8	1	7	1	7	8
Business - Owner	5	1	6	-	5	1	6
Clerical and Sales - Manager	2	-	1	1	1	1	2
Clerk	-	5	4	1	5	-	

..continued

Table 38 .. continued

Vocational Preferences	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total
Farmer	2	1	2	1	2	1	3
Craft and Skill Worker-ed	-	4	-	4	4	-	4
Sportsman	2	-	2	-	1	1	2
House-wife	-	9	4	5	8	1	9
Further-Study	-	3	3	-	2	1	3
Total	100	100	100	100	100	100	

preference are medicine, teaching and engineering. The younger adolescents have also reported the same three occupations. On the whole, it is seen that 65 per cent of older and 82 per cent of younger adolescents prefer professional occupations. Considering all adolescent subjects it is observed that medical, teaching and engineering occupations are preferred by 70 per cent, 29 per cent and 20 per cent of adolescents respectively.

As mentioned above, the subjects were also asked to state three reasons for their vocational preferences. Percentage frequencies were calculated for various reasons. The results are shown in Table 39.

The first three reasons mentioned by boys are service to the nation, social service and salary. The percentages of boys for these reasons are 76, 74 and 30 respectively. Girls have stated social service, service to the nation and salary as the three important reasons for their vocational preferences. The percentages for the reasons reported by them are 77, 51 and 33 respectively. The reasons advanced by rural and urban adolescents are exactly the same. Older and younger adolescents have also stated social service and service to the nation as the reasons for vocational choice. The third reason for older adolescents is salary and that for the younger adolescents is knowledge and advancement. On the whole, it

Table 39. Percentage Frequencies of Reasons stated by the Subjects for Vocational Preferences

Reasons for the Vocational Preference	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %
1. Interest	6	13	18	13	19	12
2. Skill and Experience	6	7	9	4	10	3
3. Future Scope	6	8	5	10	9	5
4. Good Service Conditions	6	8	9	5	11	3
5. Social Service	74	77	68	84	60	91
6. Service to the Nation	76	51	54	73	52	75
7. Adventure and Travel	7	3	8	2	3	7
8. New and Different Experiences	16	13	18	10	11	18
9. Happiness, pleasure and satisfaction	15	18	17	16	22	11
10. Knowledge and Advancement	18	32	24	26	20	30
11. Prestige, fame and status	19	15	19	15	17	17
12. Father's or family occupation	11	24	19	16	26	9
13. For Money or Good salary	30	33	34	29	40	21

appears that most of the adolescents have stated social service and service to the nation as reasons for their vocational preferences. It is also important to note that salary though considered important by all the subgroups is placed in the third rank. As is true in the case of vocational choice, reasons for preferences are also influenced by the environmental factors to a considerable extent. Social service and national service were mentioned as reasons by most of the subjects. This may be due to the fact that the data were collected when the country was facing war with Pakistan. It was during this time that several measures were taken by the Government of India to arouse patriotic feelings and national integration. The point here is that the reasons may change depending upon the social climate.

5.5. Summary

Studying interests of adolescents is an important key to an understanding of their behaviour. Interests are driving forces which cause the individual to react to certain aspects of his environment in a selective manner. A set of topics of thoughts and conversation was selected for the measurement of orientations towards adult or adolescent culture. Activity items with intellectual contents and high degrees of skill were placed in one category, indicating orientation towards adult culture. Similarly items with physical - social content and low level skill were placed in the other category, indicating orientation

towards adolescent culture. The subjects were asked to indicate the amount of time they spend on each of the items. The score was simply the summation of numerical weights assigned to the various response categories. Scores, for adult orientation and adolescent orientation were separately analysed to study the main effects and interaction effects of age, sex and residential area. It is observed that boys in comparison to girls are more highly oriented towards adult as well as adolescent culture. The significant sex x age interaction indicates that older boys differ from older girls in their orientations towards adult or adolescent culture. However, younger boys do not differ from younger girls in this respect.

Interest in academic and non-academic courses was studied by asking the subjects to indicate the degree of interest they possess for the courses by evaluating them on a three point scale. The subjects were also asked to indicate the usefulness of the courses by evaluating them on a three point scale. Various combinations of the degrees of interest and usefulness of the courses were examined. Most of the adolescent subjects have reported that the various academic and non-academic courses are both interesting and useful to a high degree.

Vocational interests were studied by asking the subjects to indicate the names of three occupations in order of their preference along with reasons for the preferences. It is observed that most of the adolescents tend to prefer professional occupations. Among the reasons for preferences, most of the

adolescents have stated social service and service to the nation. Salary was not an important consideration for the preferences of occupations.

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