Original Research Paper

Vocational Interest of School Dropout Adolescents Girls

Home Science

Santosh Sangwan	Assistant Scientist, Department of HDFS, College of Home Science, CCS Haryana Agricultural University Hisar, 125004, Haryana, India
Krishna Duhan	Principal Scientist, Department of HDFS, College of Home Science, CCS Haryana Agricultural University Hisar, 125004, Haryana, India
Anju Aneja	Research Associate, Department of HDFS, College of Home Science, CCS Haryana Agricultural University Hisar, 125004, Haryana, India

ABSTRACT
Historically, large numbers of students dropped out of school before graduation. Academic challenges, grade retention, disengagement from school and problems with behaviors and attendance frequently begin in elementary school, compound over time and are linked with dropping out in later years. For the present investigation Devan village of District Hisar from Haryana state was selected purposively under AICRP project. The vocational interest of identified school dropout girls in the age range of 17-24 years of age, was measured by using Vocational Interest Record (VIR) developed by Kulshrestha (1987). To judge the environment of school dropout girls, Family Environment Scale by Bhatia and Chadha (1993) was administered. Results revealed that majority of the respondents belonged to lower middle category of socio-economic status and nearly fifty percent had showed average and above average interest in household work. Majority of respondents had low level of interest in artistic, agriculture, persuasive, scientific, executive and constructive type of vocations. Regarding the cohesion, expressiveness and conflict in the family, majority of respondents perceived average level of family environment. Equal percentage of respondents felt that degree of importance of clear organization structure in planning family activities and responsibilities is average and high.

INTRODUCTION

Dropping out can be described as process, rather than a single event, and is often the end result of a long period of disengagement (Alexander, Entwisle, & Horsey, 1997; Hammond et al., 007; Jimerson, Egeland, Stroufe, & Carlson, 2000). Dropouts reported they frequently missed class and felt alienated from school for one or more years prior to leaving school, providing further support for a long process of progressive disengagement (Bridgeland, Dilulio, & Morison, 2006). Assisting students in developing social skills, such as effective communication and problem-solving skills; identifying, understanding, and regulating emotions; goal setting; and conflict resolution is also recommended (Dynarski et al., 2008). Research supports a connection between disruptive classroom behaviors and dropping out (Rumberger & Palardy, 2005). Developing appropriate behaviors through social skills education can enhance students' sense of affiliation and identification with school; and maintaining student engagement has also been linked to persistence in school (Rumberger, 2004). Students who are involved in social skills training learn to effectively manage personal, family, and social issues; form more positive relationships with teachers and peers; and are more involved in school activities (Marsh & Kleitman, 2002). Teachers, however, may be uncomfortable with teaching social skills and may be reluctant to give up instructional time for school counselors to promote psychosocial development. Students frequently make transitions as they move to the next grade, return to school after an illness or suspension, or relocate. Because freshmen in high school frequently demonstrate a decline in academic achievement and attendance it is important to assist students with successfully negotiating the transition to high school.

Early research focused on the characteristics of individual students who dropped out of school, including a number of demographic and social factors such as socioeconomic status, race and ethnicity, gender and disability status. Living in poverty at the elementary, middle, and/or high school levels is one of several factors significantly correlated to dropping out of school (Hammond et al., 2007). Young adults aged 16 to 24 from the highest socioeconomic backgrounds are seven times more likely to have graduated than those from the lowest socioeconomic quartile. Although demographic characteristics linked with dropping out may not be altered by school efforts, these indicators can be used to identify groups of students who might be at risk for dropping out and who might benefit from services targeted to increase graduation rates (Hammond et al., 2007).Viewing the above facts this study was planned with the objective that- To find out the vocational interest of school dropout adolescent girls

METHODOLOGY

Devan village of District Hisar was selected under AICRP project. A sample of 33 school dropout girls in the age range of 17-24 years of age was identified for this present study after conducting door to door survey in the village. The vocational interest of the school dropout youth was measured by using Vocational Interest Record (VIR) by Kulshrestha (1987). The present record contains 200 vocations belonging to the different vocational interest areas categorized as: Literary, Scientific, Executive, Cashier, Constructive, Artistic, Agriculture, Persuasive, Social and Household. Thus this test includes 10 vocational areas. Girl's interest was explored in these areas for vocations. On the basis of the survey respondents were categorized into 5 categories of interest level i.e. high, above average, average, below average and low. Family Environment Scale by Bhatia and Chadha (1993) was administered to judge the environment of school dropout girls. A family environment scale, containing 69 total statements was administered to study the family environment of the school dropouts. This test had three main dimensions i.e. Relationship Dimensions, Personal Growth dimensions and System Maintenance Dimension. To find out the socio- economic status of girls, scale developed by Aggrawal *et al.* (2005) was used.

RESULTS

Assessment of socio-economic status of school dropouts
The results of table 1 pinpointed that majority of the respondents (72.7%) belonged to lower middle category of socio-economic status followed by upper middle category (27.3 %). As indicated from the table none of the sample falls in high category. It means due to scarcity of income and other sources, the girls dropped

the school after high class or they don't have facilities of high-erschool/college nearby their area. Results are inconsonance with Hammond *et al.* 2007 as they also pointed out that living in poverty at the elementary, middle, and/or high school levels is one of several factors significantly correlated to dropping out of school.

Table: 1 Socio-economic status of school dropouts n= 33

Socio economic status classification	Frequency	%
Upper High	-	-
High	-	-
Upper middle	09	27.3
Lower middle	24	72.7
Poor	-	-
Very poor	-	-

Vocational interests of school dropouts.
It can be seen from the Table 2 that in case of 10 categories of vocations (Literary, scientific, executive, commercial, constructive, artistic, agriculture, persuasive, social and household) majority of school dropouts had below average or low level of interest which may be due to their poor exposure, limited knowledge/awareness about their vocations. Majority of respondents had low level of interest in artistic (81.8%), agriculture (93.9%), persuasive (90.9%), scientific (90.9%), executive (93.9%) and constructive (91.2%) type of vocations followed by below average. Regarding the interest of adolescent it was noted that nearly 50% had average and above average (total 45.4%) showed in house-hold work and rest were in low and below average categories. The reason behind these results may be that as all the respondents were females and since beginning they were imposed to take interest in household activities. Another reason may be that they don't have knowledge of different vocations due to lack of exposure. A plausible explanation of these results may be the poor economic status and lack of knowledge of parents due to illiteracy. Results got the strength from Ukoha (2011) who opined that many factors have been blamed for the lack of interest in vocation. Saba-ba (2010) maintained that illiterates' parents do not know anything about vocational interest or the vocations available. These create problems to most adolescents.

Table 2 Level of vocational interest of school dropouts N=33

Vocations	Category				
	High	Above average	Average	Below average	Low
Artistic	-	-	2(6.1)	4(12.1)	27(81.8)
Agriculture	-	-	-	2(6.1)	31(93.9)
Persuasive	-	-	1(3.0)	2(6.1)	30(90.9)
Social	-	-	-	8(24.2)	25(75.8)
Household	-	1(3.0)	14(42.4)	8(24.2)	10(30.3)
Literary	-	-	2(6.1)	8(24.2)	23(69.7)
Scientific	-	-	2(6.1)	1(3.0)	30(90.9)
Executive	-	-	-	2(6.1)	31(93.9)
Commercial	-	-	1(3.0)	1(3.0)	31(93.9)

Constructive	-	-	-	9(27.3)	24(72.7)

Family environment of school dropouts
Family of a person plays important role and his/her socialization and family environment affects his/her adjustment, attitude, values, activities and personality etc. Good family environment affects the life positively. So an encouraging home environment is needed to inculcate good physical and psychological wellbeing of the person. Table 4 contains the results about family environment of respondent.

Table 3 shows that none of the respondent perceived high cohesion in their family indicating poor environment in this dimension. Majority of respondents (78.8%) perceived average category of cohesion and expressiveness in the family. Results of relationship dimensions further revealed that majority of dropouts' belonged to average category of conflict which is again an indication of poor family environment. In case of the personal growth dimensions it can be noted from results that majority of respondents felt that their extent of participation in active- recreational activities is average which can be because of their personal and family reasons. More than fifty percent respondents felt that the extent to which family members are assertive and independently make their own decision is of average level followed by low level (39.4%) which indicate poor family environment. Data in table further draw attention to that equal percentage of respondents felt that degree of importance of clear organization structure in planning family activities and responsibilities is average and high which a good sign is. Contrary to this majority of respondents (60.6%) perceived average category of control in their families.

Results are in corroborating with Nwamuo (2001) and Agbe (2007) as they enlightened that healthy and conducive environment at home in school promote self concept and vocational interest. Similar results are in line with Kagu and Mohammed (2007) and Agbe (2007). It can be concluded that family environment of school dropout need improvement so that their belongingness, independence and relationship can be improved to make them adjust properly in their family life.

Table 3: Family environment of school dropouts N=33

Dimensions	Frequency		
	Low	Average	High
Relationship dimension Cohesion Expressiveness Conflict	7(21.2) 5(15.1) 7(20.6)	26(78.8) 26(78.8) 22(66.7)	- 2(6.1) 4(12.1)
Personal growth dimension Active-recreational orientation Independence	9(27.2) 13(39.4)	22(66.7) 20(60.6)	2(6.1) -
System maintenance dimensions Organization Control	7(21.2) 8(24.2)	13(39.4) 20(60.6)	13(39.4) 5(15.2)

To help ensure successful completion of high school, try the following tips, which are based on current dropout prevention research. Parents and teachers can reduce the likelihood of dropout if they take steps to help youth cope with their problems.:-

• Encourage regular attendance of your ward in school.
• Develop healthy and close relationship with child to discuss his/her problems.
• Encourage your child to seek out extracurricular ac-

tivities.
- Help your child explore career options.
- Help your child use problem-solving skills in difficult situations at home and at school.
- Visit school periodically.
- Attend parent teacher meeting to discuss school progress and problems of your ward.
- Make sure that your child completes his/her homework.
- Limit the amount of time your child watches television and plays video games.
- Know your child's friends and their families.

REFERENCES

1. Agbe, N.N. (2007). The influence of childhood experience in the development of self concept:Implication for psychological counselling. The Jos Journal of Education. 1 (1) 57- 60.

2. Aggrawal et al. (2005). Manual of Socio Economic Status. National Psychological Corporation, Agra.

3. Alexander, K. L., Entwistle, D. R., & Horsey, C. (1997). From first grade forward: Early foundations of high school dropout. Sociology of Education, 70, 87-107.

4. Bhatia and Chadha (1993). Family Environment Scale.Lucknow: Ankur Psychological Agency.

5. Bridgeland, J. M., Dilulio, J. J., & Morison, K. B. (2006). The silent epidemic: perspectives of high school dropouts. Washington, DC: Civic Enterprises, LLC, in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation.Retrievedfromhttp://www.temescal-associates.com/documents/resources/transition.

6. Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). Dropout prevention: A practice guide (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

7. Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). Dropout risk factors and exemplary programs. Clemson, SC: National Dropout Prevention Center, Communities in Schools. Retrieved from http://eric.ed.gov/PDFS/ED497057.pdf

8. Jimerson, S., Egeland, B., Sroufe, L. A., & Carlson, B. (2000). A prospective longitudinal study of high school dropouts examining multiple predictors across development. Journal of School Psychology, 38I, 525-549.

9. Kagu, B. and Mohammed, M.H. (2007). Relationship between Self Concept and Career Choice among SS II students in Borno State. Applied Psychology Selected Reading Vol. 3 (1) July 2007.

10. Kulshrestha S.P. (2005). Manual of Vocational Interest Record, National Psychological Corporation, Agra.

11. Marsh, H., & Kleitman, S. (2002). Extracurricular school activities: The good, the bad, and the non-linear. Harvard Educational Review, 72, 464-513.

12. Nwamuo, P.A. (2001). Career Education in Developing Nations. Owerri: Reliable publishers

13. Rumberger, R. W., & Palardy, G. C. (2005). Test scores, dropout rates, and transfer rates as alternative indicators of high school performance. American Educational Research Journal, 41, 3-42.

14. Rumberger, R. W. (2004). Why students drop out of school. In Orfield, G. (Ed.), Dropouts in America: Confronting the graduation rate crisis (pp. 131-156). Cambridge, MA: Harvard Education Press. Retrieved from http://www.lmri.ucsb. edu/dropouts

15. Sababa, L.K. (2010). Implication of vocational awareness in secondary school. In Mayo-Belwa Local Govt. Area of Adamawa State University Nubi. A paper presentation, International Counselling Conference Enugu.

16. Ukoha, E.K. (2011). A Talk delivered on the occasion of the Teachers' Day celebration, Umuahia, Abia State, 5th October, 2011.