



Vocational Interest (Literary Area) Of Secondary School Students In Relation To Their Locus Of Control And Certain Demographic Variables

Dr. Raj Kumar

Assistant Professor

Department of Education

University of Ladakh (Leh Campus)

Abstract: The present study was targeted at all the students of the 10th class of secondary schools in Himachal Pradesh. Results shows that the male and female secondary school students differ significantly from each other on Literary (L) area of vocational interest, irrespective of levels of locality and locus of control. Female secondary school students have significantly more interest on literary area of vocational interests in comparison to their male counterparts. Locality of secondary school students does not have any significant effect on Literary (L) area of vocational interest regardless of levels of gender and locus of control it means that the secondary school students from rural and urban areas are almost similar on Literary (L) area of vocational interest. Secondary school students with internal and external locus of control do not differ significantly from each other on literary area of vocational interests, irrespective of levels of gender and locality. Gender, locality and locus of control have significant effects on Literary (L) area of vocational interests of secondary school students. It is important to note that different trends are found on the Literary area of vocational interests of male and female secondary school students with regard to locality and locus of control are given as (i) Rural male and urban female secondary school students with internal locus of control are found to be more interested in Literary (L) area of vocational interests as compared to their counterparts. (ii) Interest of rural and urban female secondary school students with external locus of control is significantly higher on Literary (L) area of vocational interest in comparison to their male counterparts.

Index Terms – Vocational Interest, Literary, Locus of Control, Gender and Locality

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I. Introduction

Education is a dynamic process which brings the changes in the behaviour of the pupil and develops him intellectually, socially, culturally and spiritually by developing the attitudes, capabilities, abilities, social ideals and needs of the pupil so that both the individual and the society touch the peaks of the progress. Every child has his own unique mental ability or interest. Someone is art-loving, someone is literature lover and someone has interest in science. This special ability of child indicates their interest. Everyone's interests are of different types. One person may have ability to learn one particular type of work and in another case a person might have ability for another type of work. These special abilities of individuals are highly fuelled by some inner forces to optimize outcome. Interest can be categorized as a force which motivates anyone to engage in specific work according to his or her ability, if guided or decided properly.

CONCEPT OF VOCATIONAL INTEREST

The term vocation, as advocated by Deighton (1971), is reserved for the occupation chosen and engaged in for a substantial period of time because it is appropriate to the individual's ability, interests, value derives, personality and achievement motivation. Vocation according to Super (1983) is an activity pursued for its own shape with an objective other than monetary gain, although it may incidentally result in gain. Vocation has been regarded as an integral aspect of human life. Life is considered incomplete without any vocation. The foundation for vocation should be laid when one is receiving education.

Vocation is the engagement of a person to do some job through which he can satisfy most of his needs by earning his livelihood. Interests are the motivations, which drive people to move ahead. Interests are closely related with attitude and aptitude.

In the words of Strong (1943) "We are aware of certain thing, ready to give our reaction regarding it, we prefer it, we go away from it, we do not prefer it, and it is called Vocational Interest." According to Guilford (1954) "The activity done by getting attracted toward any object or an individual, by preparing it and deriving satisfaction out of it through concentrating on it is called vocational interest."

In the words of Bingham (2001) "Vocational Interest is such type of attitude that moves an individual in action as soon as he gets an opportunity, and he continues it as he is satisfied." Jolda, C. Hanson, (2005) "Vocational interests are one of the many variables include in most models of career development and person-environment fit (P-E fit) and assessment of interests in an integral ingredient in career counselling interventions in fact, vocational interests are the most frequently assessed construct in career counselling".

Simply, Vocational interest means to take interest in any work or person, to pay careful attention, to get attracted, to like it, and to be satisfied with it. Vocational interest is a mental attitude. It shows likes and dislike.

Factors Affecting Vocational Interests

There are various factors that affect the vocational interests of children found on the basis of various research studies. These can be broadly categorized as:

i) Environmental factors or sociological factors: are the external factors which are related to the environment that affect the vocational interests. These factors include socio-economic status, culture, familial factors, school ecological factors, occupational information, parental involvement, teacher's influence, peer pressure etc.

ii) Psychological factors or personal factors: are the ones which lie within the individual and affect their vocational interests. These include values, sex difference, intelligence, attitude, academic achievement, self, personality traits, level of aspiration, self adjustment etc.

Some of the factors are described as follows:

i) Urban- rural factor- the community residence of a student affects his vocational interest. Students who come from rural areas generally aspire for low paid and lower prestige jobs than students from urban areas. It may be because of poor educational facilities and experiences of rural students. Even in the rural areas, there are differences in students on the basis of intelligence, sex, socio- economic condition and parental education.

ii) Sex differences- sex differences makes great differences in the choice of vocation. Formerly in our country education of women was completely neglected, very few women studied who never thought of service. Acceleration of women education and their aspiration for equal access in vocation has created problems. Formerly women were thought to be fit for limited vocations but recently women have entered almost all professions with success. But in our country parents generally do not permit their daughter to opt for certain professions.

iii) Father occupation- generally adolescent boys identify themselves with the career of their fathers. The sons of physical scientists, social scientists, and medical men tended to choose the careers of their fathers.

iv) Occupational attractiveness- students are led to make their vocational choice by the prestige, income, and social recognition to the profession by the society. Socio- economic class and intellectual level and availability of vocation are important factors which affect the choice of career in students.

LOCUS OF CONTROL

The concept of locus of control was developed by Julian Rotter in 1954. It considers the tendency of people to believe that control resides internally with them, or externally with others or the situation. Lefcourt (1984) opined that locus of control refers to a personality construct, deriving from social learning theory, which focuses upon person's expectancies that they can help to determine the outcomes of experience in which they are engaged. Marsh and Weary (1995) defined locus of control as an individual's generalized expectancies regarding the forces that determine rewards and punishments.

Myers (2003) defined locus of control as the extent to which people perceive outcomes as internally controllable by their own efforts and actions or as externally controlled by chance or outside forces. Wise (2005) said that locus of control may also determine one's perception and expectancies of success. According to Sardogan, et al. (2006), locus of control is defined as one's thoughts of his/her belief that his/her own power of forces out of his/her control are influential in any positive or negative situation occurring during his/her life.

From the above definitions it is clear that internal control refers to individuals who believe that reinforcement are contingent upon their own behaviour, capacities or attributes. External control refers to individuals who believe that reinforcement are not under their personal control but rather are under the control of powerful others, luck, chance, and fate etc. thus depending on his past reinforcement experiences, a person

will have developed a consistent attitude tending towards either an internal or external locus as the source of reinforcement.

Tella (2009) stated that “if a person has an internal locus of control, that person attributes success to his or her own efforts and abilities. A person who expects to succeed will be more motivated and more likely to learn. This person will seek out information and is more likely to have good study habits and a positive academic attitude”. Thelma (1998) stated that “a person with an external locus of control on the other hand, will be less likely to make the effort to learn since, he or she attribute his or her success to luck or fate. In relation to academic achievement, internal were more likely to believe that the achievement was related to their ability and failure related to a lack of effort”.

II. Review Of Related Literature

Luzzo (1993) conducted an investigation which compared the value of several theoretically derived personal (age and gender), educational (class standing and academic performance), and psychological factors as predictors of career maturity. Participants included 337 undergraduates attending a large university. The sample consisted of 203 females and 134 males. The Career Maturity Inventory's Attitude Scale, The Vocational Preference Inventory and the Rotter Locus of Control Scale were used to measure the factors. The results supported the concept that certain educational (class standing and academic achievement) and psychological (locus of control and vocational congruence) factors are more significant predictors of career maturity among college students than the personal factors (age and gender) that often are considered critical components in career development.

Luzzo and Ward (1995) examined the relationship between social cognitive constructs such as self-efficacy and locus of control and career development concepts. The objective of this study was to provide clues regarding the types of interventions that would be most successful at encouraging students to seek employment opportunities during college that are congruent with their career aspirations. Participants in this study involved 61 undergraduates attending a small university. Career locus of control was assessed by the Career Locus of Control Scale. The result revealed that locus of control is a statistically significant predictor of career aspiration-current occupation congruence among college students. They suggested that the results indicate that students with an internal career locus of control are more likely than those with an external career locus of control to seek part-time jobs during college.

Perrino (1985) studied the relationship between career maturity for low and high achievers in a vocational and academic high school and locus of control. The sample consisted of 190 vocational and academic high school students in grade twelve. Class rank and academic achievement determined if they were low or high achievers. The Nowicki-Sticldand Locus of Control Scale for children (CNSIE) and the Crites Career Maturity Attitudinal Scale (1978) were used. The results of the study reported a relationship between career maturity, locus of control, and achievement.

Taylor & Popma, 1990). The authors of these studies found that internal locus of control was particularly associated with vocational behaviors and attitudes, which individuals feel are more efficacious than other types of behaviors and attitudes.

Manibo and Lopez (2014) conducted a study on Locus of control and career interest of Sophomore accountancy students: basis for employment path. The results indicated that most of the respondents (74 sophomore accountancy students) have an external locus of control with career interest on education and training, human services, and finance. The computed r values indicates slight positive correlation, however, careers on government services, manufacturing, public administration, health science, human services showed significant correlation to internal (positive) and external (negative) locus of control.

Sharma and Sharma (2008) investigated the career preference of senior secondary students in relation to their intelligence and found that there is a significant relationship between the level of intelligence of science and commerce students and their respective career preference.

Kaur (2015) studied career choice conflicts of adolescents in relation to gender and intelligence. A sample of 400 adolescents (200 males and 200 females) of 10th standard was selected from 15-20 schools of Patiala district. Data were analysed by using analysis of variance. The results indicated that male adolescents have highest conflicts in career selection due to personal dimension and female adolescents have highest conflicts in career selection due to parents. She also found that career choice is also influenced by gender and intelligence.

Pabalinas et.al. (2015) conducted a study on career choice: an analysis of multiple intelligences and socio-environmental factors and reported that there is significant relationship between multiple intelligence and career choices. The respondents were 370 first year college students enrolled for School Year, 2013 – 2014.

Yao-Ting, et al. (2016) analyzed career interest profiles of Junior High School Students. 13,853 students were sampled for the study of combined talent profile analysis and differentiation value of career interest. It was

revealed that 44.6% of students were having low-differentiation profile (possessing like or dislike all types of vocational activities) out of 25 career interest profiles. 24.9% could be classified under Artistic-social profiles. Males and females differed significantly among the profiles, whereas grades did not have variation on profiles. Males showed higher proportion of low differentiation than females.

Nadeem and Ahmad (2016) conducted a comparative study on career preference of male and female higher secondary students. A sample of 200 higher secondary students (N= 100 males & 100 females) studying in 12th class in various government higher secondary institutes of district Budgam was selected randomly. For the collection of data Bhargava and Bhargava's career preference record was used. Percentage statistics were used to analyse the data. The study revealed that the main career preference areas of male higher secondary students were Education, Science and Technology, Commerce and Management and Law and order while as the main career preference areas of female higher secondary students were Education, Science and Technology, Medical and Artistic and designing. It is also evident from that the 2nd career preference areas of male higher secondary students are Science and Technology, Education, Law and order and Medical while as the 2nd career preference areas of female higher secondary students are Education, Science and Technology, Medical and Law and order. Finally, the analysis also made it clear that the 3rd career preference areas of male higher secondary students are Education, Science and Technology, Law and order and Agriculture, while as, the 3rd career preference areas of female higher secondary students are Artistic and Designing Science and Technology, Education and Medical.

Verma and Bakshi (2017) investigated career preferences and academic performance of the students in relation to their gender, locality and parental occupation. A sample of 60 Central University students of different departments with the help of simple random sampling technique. The data for the study were collected by using self constructed questionnaire on career preferences. The collected data were analyzed with the help of critical ratio. Findings of the study revealed that there were significant differences in the career preferences of the rural and urban students. Further, by comparing the mean score, students belonging from urban area were found to have more career preferences.

Mondal Gourish (2018) investigates study of vocational interest of secondary school students in relation to their parental factors. The findings of the study revealed that vocational aspiration being one of the most important and applied concept of the area of carrier development has been attracting the attention of the researcher working in many disciplines. The study recommended that Teacher, Parents and guidance councillor should take into cognizance the influence of parental factors as they guide students through the process of carrier selection, this will enable the students to make sound carrier choice depending on their vocational interest.

Gourish Chandra Mondal & Palash Majumder (2018) investigates A Comparative Study of Vocational Interests of Secondary School Students in Relation to Their Gender and found that the mean of the girls was a little more than the mean of the boys in some fields. So the girls were slightly more interested in Artistic, Commercial, Household, and social fields. In Agriculture, Executive, Literary fields boys were slightly more interested than that of girls

Barrick and Parks-Leduc (2019) further posit connections between vocational interest domains and purposeful work goals to attain status, achievement, autonomy, and communion; suggesting vocational interests play a role in both "fitting in" and "doing well" in a work environment.

Julian M Etzel and Gabriel Nagy (2021) investigate Stability and change in vocational interest profiles and interest congruence over the course of vocational education and training and find clearly demonstrate that (1) the driving force behind individuals' attempts to establish P-E congruence is interest-based occupational selection, (2) occupational socialization effects appear to be far less important for establishing P-E congruence, and (3) intra individual variations in P-E congruence over time are psychologically relevant because they are related to individuals making changes in their environmental evaluations.

Yadav Poonam 2021 investigates the study of creativity of secondary school students as related to their vocational interests, adjustment and family climate and found that overall creativity and its dimensions i.e. fluency, flexibility and originality among male and female secondary school students differ significantly". "Significant difference was found in creativity among male and female secondary school students having literary, scientific, executive, artistic, agriculture, and persuasive, commercial, constructive, social and household vocational interest". "It was revealed that creativity among secondary school students having high and low vocational interest (literary, scientific, executive, artistic, agriculture, persuasive, commercial, constructive, social and household vocational interest) differ significantly". "Significant difference was found in creativity among male and female secondary school students having emotional, social and educational adjustment". "Significant difference was also found in creativity among secondary school students having high and low emotional, social and educational adjustment".

SAMPLE

The present study was targeted at all the students of the 10th class of secondary schools in Himachal Pradesh. However, owing to obvious constraints of the field situation, it was not feasible to encompass the entire accessible population. Hence, it was thought advisable to employ multi-stage random sampling. First of all, district Kangra was selected at random from 12 districts of Himachal Pradesh. Then 25 secondary and senior secondary schools (13 rural and 12 urban) of district Kangra were selected randomly. For random sampling, in the selection of district and school, lottery method was used.

METHOD

The present investigation was aimed at to study the effect of demographic (gender and locality) and locus of control on vocational interests of secondary school students. Hence, to collect the necessary data descriptive survey method of research was used.

TOOL USED

- Vocational Interest Inventory for the secondary school students developed by the investigator himself.
- “Level of Aspiration Tasks” developed by Muthayya, B.C. (1959)

OBJECTIVES OF THE STUDY

- To study the effects of gender, locality and locus of control on vocational interest area namely Literary (L) of secondary school students.
- To study the two way interactional effects of gender and locality; gender and locus of control and; locality and locus of control on vocational interest area namely Literary (L) of secondary school students.
- To study the three way interactional effect of gender, locality and locus of control on vocational interest area namely Literary (L) of secondary school students.

HYPOTHESES OF THE STUDY

- There will be no significant effect of gender, locality and locus of control on literary area of vocational interests of secondary school students.
- There will be no significant interactional effects of gender and locality; gender and locus of control and; locality and locus of control on literary area of vocational interests of secondary school students.
- There will be no significant interactional effect of gender, locality and locus of control on literary area of vocational interests of secondary school students.

DELIMITATIONS OF THE STUDY

- The study was delimited to district Kangra of Himachal Pradesh only.
- The study was restricted to the students of government schools studying in 10th class only.

NEED AND SIGNIFICANCE OF THE STUDY

The problem of unemployment in our country is one of the serious problems. One of the important reason of unemployment in our country is the mismatch between, 'what is available' and 'what is needed' or what is demanded by the students. Our education system is not guiding students about their career. There is no provision in the system to formally guide students about the most suitable career path for them. The parents forcefully admit the students according to their won wishes and aspiration. They never thought about the “vocational interest” and “locus of control” of their children. This leads to the widespread frustration among the learners. Thus the student face huge problem in due course of working life. They do not develop their career though they will be provided good educational institute and environment.

EFFECTS OF GENDER, LOCALITY AND LOCUS OF CONTROL ON VOCATIONAL INTEREST AREA NAMELY LITERARY (L) OF SECONDARY SCHOOL STUDENTS.

To study the independent and interactional effects of gender, locality and locus of control on vocational interest areas namely Literary (L) of secondary school students, 2x2x2 ANOVA involving two levels of gender i.e. male and female, locality i.e. rural and urban and internal and external locus of control, was used. The analysis of the data by employing 2x2x2 ANOVA on the above mentioned areas of vocational interests is given as under:

Literary (L) Area

The mean scores and standard deviations of secondary school students on literary area of vocational interests at various levels in 2x2x2 ANOVA are given in Table 1.01.

Table 1.01
Means and Standard Deviations at Various Levels in 2x2x2 ANOVA for Literary Area of Vocational Interests (N= 400)

Locus of Control	Measures	A (Gender)				Combined Means
		A ₁ (Male)		A ₂ (Female)		
		B ₁ (Rural)	B ₂ (Urban)	B ₁ (Rural)	B ₂ (Urban)	
C ₁ Int.	M	7.22	6.38	7.14	7.38	7.03
	σ	2.36	2.38	2.53	2.26	
C ₂ Ext	M	6.60	7.10	7.76	7.20	7.17
	σ	2.22	2.52	2.26	2.32	
Combined Means		6.91	6.74	7.45	7.29	

The summary of results of analysis of variance for studying the independent and interactional effects of A (gender), B (locality) and C (locus of control) on literary area of vocational interests of secondary school students is given in Table 1.02.

Table 1.02
Summary of Results of 2x2x2 Analysis of Variance for Literary Area of Vocational Interests

Sr. No.	Source of variation	Sum of squares (S.S.)	df	Mean Squares	F
1	A (Gender)	29.70	1	29.70	5.34*
2	B (Locality)	2.72	1	2.72	0.49
3	C (Locus of Control)	1.82	1	1.82	0.33
4	AXB	0.00	1	0.00	0.00
5	AXC	0.72	1	0.72	0.13
6	BXC	1.82	1	1.82	0.33
7	AXBXC	28.62	1	28.62	5.14*
9	With in	21.81.78	392	5.57	
10	Total	2247.20	399		

* Significant at 0.05 level of significance for 1/392 df (Table value = 3.86)

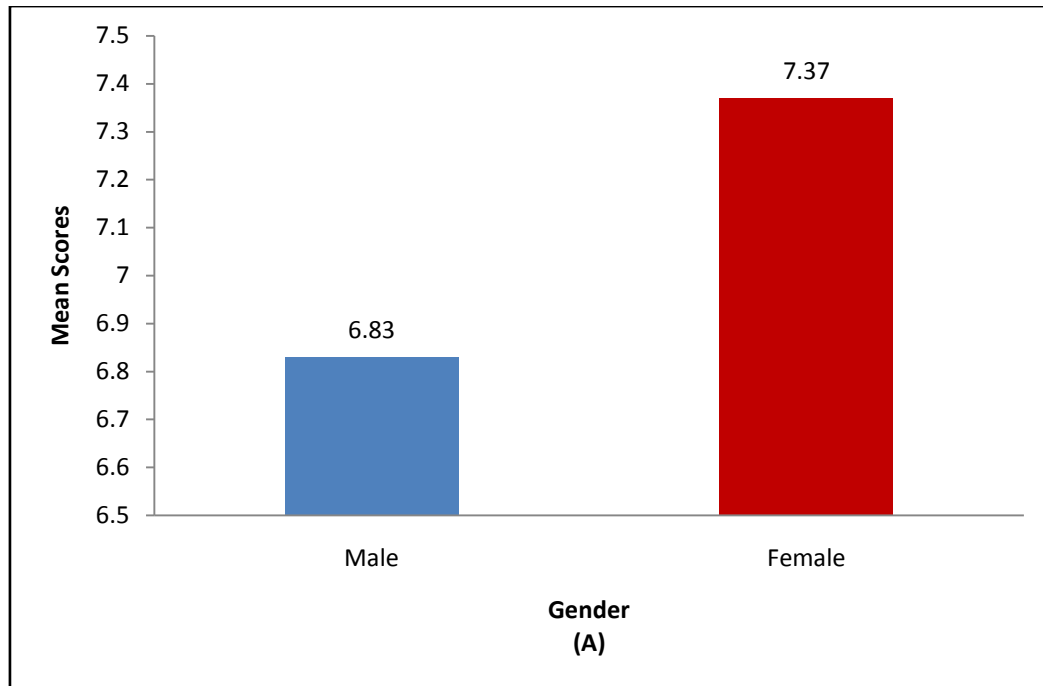
Independent Effects

A (Gender)

Table 1.02 shows that the value of F for the independent effect of A (gender) on literary area of vocational interests is 5.34. This value is significant at 0.05 level of significance for 1/392 df. It means that male and female secondary school students differ significantly from each other on literary area of vocational interests. Hence, the hypothesis stated as, “There will be no significant effect of gender on literary area of vocational interests of secondary school students”, was rejected.

The mean scores of male and female secondary school students on literary area of vocational interests are shown diagrammatically in Figure 2.01 as under:

Figure 2.01
The Mean Scores of Male and Female Secondary School Students on literary area of Vocational Interests



From Table 1.01 and Figure 2.01, it can be seen that the mean score for the male secondary school students on literary area of vocational interests is 6.83 whereas it is 7.37 for female secondary school students. The A (gender) mean square corresponds to a comparison between the means of male and female secondary school students. The significant mean square (29.70) leads to conclude that these two means differ significantly. In other words, the female secondary school students, irrespective of levels of locality and locus of control, have significantly higher mean score (7.37) on literary area of vocational interests in comparison to male secondary school students (6.83).

From the above analysis, it may be interpreted that female secondary school students have significantly more interest on literary area of vocational interests in comparison to their male counterparts.

B (Locality)

Table 1.02 reveals that F- value for the independent effect of B (locality) on literary area of vocational interests has come out to be 0.49 which is not significant at 0.05 level of significance for 1/392 df. It shows that there is no significant difference in the literary area of vocational interests of rural and urban secondary school students. Hence, the hypothesis stated as, “There will be no significant effect of locality on literary area of vocational interests of secondary school students”, was accepted.

This analysis leads to interpret that rural and urban secondary school students do not differ significantly from each other on literary area of vocational interests, regardless of levels of gender and locus of control.

C (locus of Control)

It is evident from Table 1.02 that the value of F for the independent effect of C (locus of control) on literary area of vocational interests has come out to be 0.33. This value is not significant at 0.05 level of significance for 1/392 df. This means that there is no significant difference between secondary school students with internal and external locus of control on literary area of vocational interests. In the light of this, the hypothesis stated as, “There will be no significant effect of locus of control on literary area of vocational interests of secondary school students”, was accepted.

The above analysis leads to interpret that the secondary school students with internal and external locus of control do not differ significantly from each other on literary area of vocational interests, irrespective of levels of gender and locality.

Two- Factor Interactional Effects

AXB (Gender and Locality), AXC (Gender and Locus of Control) and BXC (Locality and Locus of Control)

From Table 1.02, it can be seen that none of the F- values for AXB (0.00), AXC (0.13) and BXC (0.33) on literary area of vocational interests is significant at 0.05 level of significance for 1/392 df. This is indicative of

the fact that gender and locality; gender and locus of control and; locality and locus of control have no significant interactional effects on literary area of vocational interests. Therefore, the respective hypotheses stated as, “There will be no significant interactional effects of gender and locality; gender and locus of control and; locality and locus of control on literary area of vocational interests of secondary school students”, were accepted.

From the above, it may be inferred that literary area of vocational interests of secondary school students is not affected significantly by the interactional effects of gender and locality; gender and locus of control and; locality and locus of control respectively.

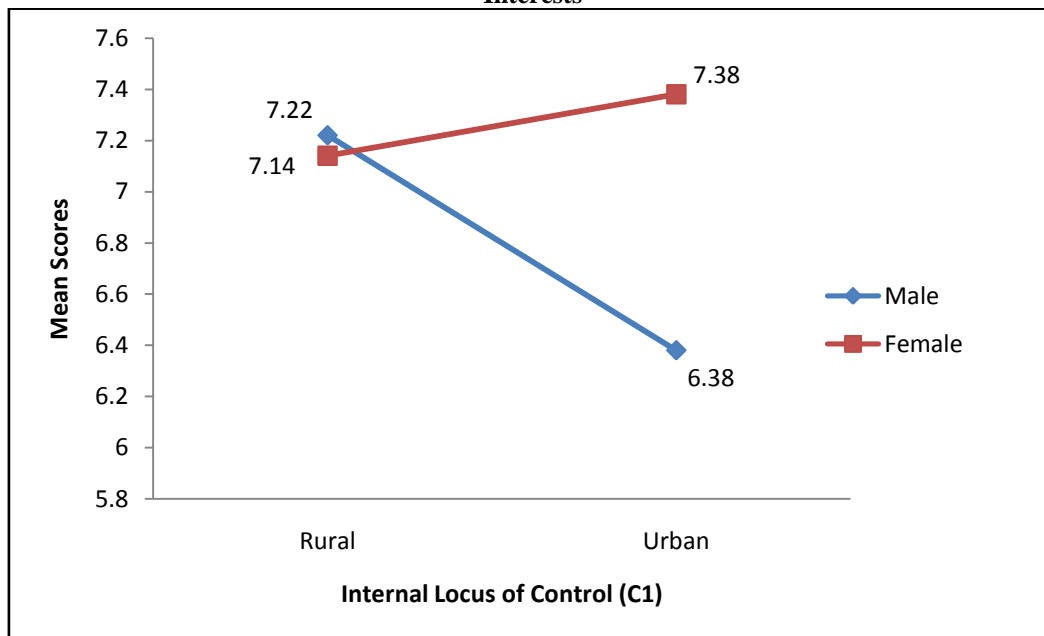
Three - Factor Interactional Effect

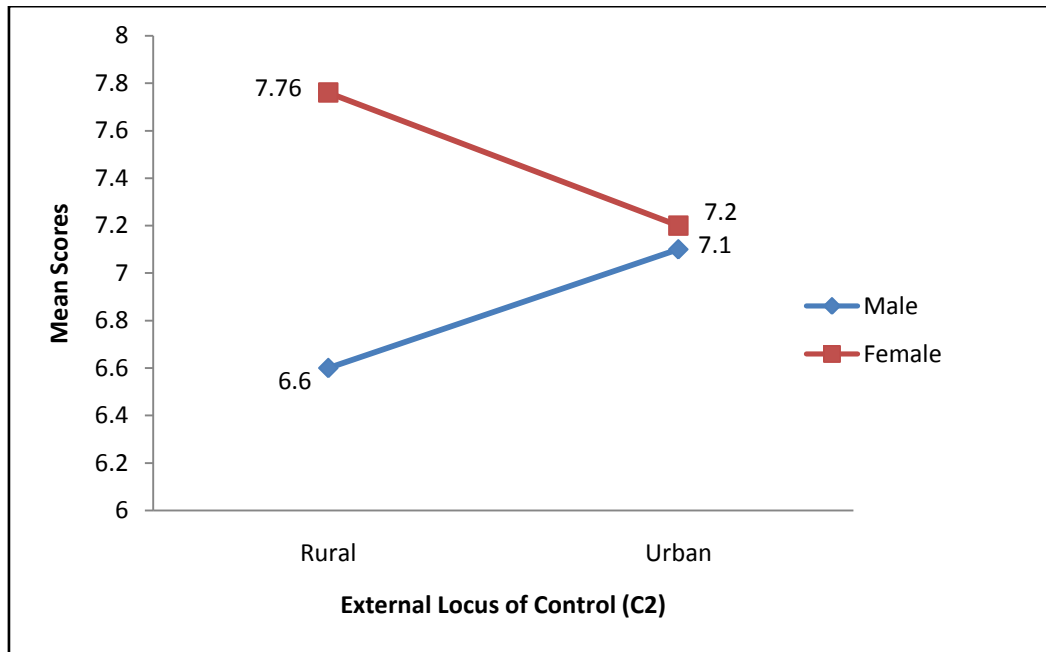
AXBXC (Gender, Locality and Locus of Control)

Table 1.02 indicates that F- value for the interactional effect of AXBXC (gender, locality and locus of control) on literary area of vocational interests is 5.14 which is significant at 0.05 level of significance for 1/392 df. In other words, the gender, locality and locus of control interact significantly to affect the literary area of vocational interests. In view of this, the hypothesis stated as, “There will be no significant interactional effect of gender, locality and locus of control on literary area of vocational interests of secondary school students”, was rejected.

The nature of interaction for literary area of vocational interests in respect of gender, locality and locus of control can be examined from the graphs given in Figure 2.02.

Figure 2.02
The interactional Effect of Gender, Locality and Locus of Control on Literary Area of Vocational Interests





This means that the difference between means of A1 and A2 for locality (rural and urban) having internal and external locus of control of secondary school students on literary area of vocational interests are significantly different.

From the above, it can be inferred;

(i) Rural male secondary school students having internal locus of control are found to be significantly higher on the mean score of literary area of vocational interests as compared to rural females. Hence, it can be said that rural male secondary school students with internal locus of control are more interested in literary area of vocational interests in comparison to their rural female counterparts.

(ii) Urban female secondary school students with internal locus of control are found to have significantly higher mean score on literary area of vocational interests as compared to urban males. It means, urban females with internal locus of control have more interest in literary area of vocational interests as compared to their urban male counterparts.

Rural and urban female secondary school students with external locus of control are significantly higher in mean scores on literary area of vocational interests as compared to that of rural and urban male secondary school students with external locus of control. Hence, rural and urban female secondary school students with external locus of control are found to be more interested on literary area of vocational interests in comparison to their rural and urban male counterparts.

III. CONCLUSIONS

1. The male and female secondary school students differ significantly from each other on Literary (L) area of vocational interest, irrespective of levels of locality and locus of control. Female secondary school students have significantly more interest on literary area of vocational interests in comparison to their male counterparts.

2. Locality of secondary school students does not have any significant effect on Literary (L) area of vocational interest regardless of levels of gender and locus of control it means that the secondary school students from rural and urban areas are almost similar on Literary (L) area of vocational interest.

3. Secondary school students with internal and external locus of control do not differ significantly from each other on literary area of vocational interests, irrespective of levels of gender and locality.

4. Gender, locality and locus of control have significant effects on Literary (L) area of vocational interests of secondary school students. It is important to note that different trends are found on the Literary area of vocational interests of male and female secondary school students with regard to locality and locus of control are given as under:

i) Rural male and urban female secondary school students with internal locus of control are found to be more interested in Literary (L) area of vocational interests as compared to their counterparts.

ii) Interest of rural and urban female secondary school students with external locus of control is significantly higher on Literary (L) area of vocational interest in comparison to their male counterparts.

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