Vocational Interests of student in the Era of Unemployment

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Interest is a psychological disposition which has its own significance in all the spheres of human behavior. In our daily life, generally, we see that one person is interested to do one thing and the other is interested in another kind of work. One wants to be a professor and the other wants to be a lawyer. Therefore, it is an unbeatable truth that there is something as 'interest' in the individual and obviously the individuals differ in their interests. This interest pattern influences his success in vocational field. If a person is interested in a particular work, he will perform it efficiently and if he is not, he will never be successful in that work which will be a source of frustration and maladjustment. So the strength and direction of the individual's interests, attitudes, motives, values and related variables represent an important aspect of his personality. According to Strong (1943) "Interest is present when we are aware of an object or better still, when we are aware of our set or disposition toward the object. We like the object when we are prepared to react toward it, we dislike the object when we wish to let it alone or get away from it." The term Interest was defined by Bingham (1937) as a tendency to become absorbed in experiences and to continue it. Strong (1943), who has carried out the very first study about the interest, describes interest as follows: The liking, not liking or being indifferent reaction of a person against another person, thing or action (As cited in Herr & Cramer, 1996). Interest, according to Psychological and Psychoanalytic Terms Dictionary (A Comprehensive Dictionary of Psychological and Psychoanalytic Terms), is described as distinguishing an object or situation, or the attitude or sense in form of self orientation (As cited in Savickas, 1999). There are many studies and scales developed about interest too. (Balkıs, 2004; Barak & Cohen, 2002; Gasser, Larson, & Borgen, 2007; Helledey, Zytowski, & Fouada, 2004; Rottinghaus, Coon, Gaffey, & Zytowski, 2007). One of them is vocational interest. Vocational interest is regarded as an aspect of interest concept. Holland (1985) describes the vocational interest as a part of personality and indicates that it is the sign of the personality at work, lectures at school, hobbies, leisure time activities and preferences. Many psychometrists have described vocational interests as "I like", "I do not like" or "Does not matter" reactions given by the individual in situations concerning vocations and facilities (Savickas, 1999). Despite different points of view, there are many common points in describing vocational interests. Based on this information, interest may be defined as internal process when upon request of the individual he/she pays attention to an object without extra effort, keeps it for long, is aware of it and converts this into reaction and behavior. Low and Rounds (2007) indicate that the vocational interests are affected by characteristics like identity formation; cognitive, social and emotional evolution, hormonal, psychological and physical changes so much as it is affected by family, school and peers during the adolescence. Exclusive to Turkey, individuals make their choices according to the point they get from the university entrance exam, that is to say in terms of information and skill rather than interest. Vocational Interests, or interests specific to the workplace, can be thought of as having three important characteristics:

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- Contextually-Grounded: VI's are embedded in the work context, and focus on the types of activities and work-environment that an individual prefers
- Stable over time: Just like personality and work values, an employee's VI's remain relatively consistent over time.
- Influential over behavior: Employees are more motivated to complete tasks that they find interesting, and are more likely to seek opportunities to increase their knowledge and skill levels if they find a topic interesting.

Explaining differences in youths' transition into employment needs to take into account, first, demographic developments and economic growth, and second, the interplay between these dynamics and long-standing institutional patterns, in particular regulatory provisions influencing the supply of flexible or permanent jobs as well as education and training policies. Both general education at schools as well as different forms of vocational education and training, either at schools and on the job or combining both elements in a dual apprenticeship are necessary preconditions for the employability and productivity of young people. Vocational education and training is a crucial element as it can link young people's competences with employers'needs. Bringing vocational training closer to the needs of dynamically changing and evolving labor markets and economies can help young people move into more productive and sustainable jobs. Taking the perspective of young people, a good job'is a job that initiates a long-term investment in and attachment to the labor market. A job combined with formal training is by definition a good job.

Unemployment is a common economic malady faced by each and every country of the world, irrespective of their economic system and the level of development achieved. But the nature of unemployment prevailing in underdeveloped or developing countries sharply differs to that of developed countries of the world. Unemployment is a serious problem. It indicates a situation where the total number of job vacancies is much less than the total number of job seekers in the country. It is a kind of situation where the unemployed persons do not find any meaningful or gainful job in-spite of having willingness and capacity to work. Thus unemployment leads to a huge wastage of manpower resources. India is one of those ill-fated underdeveloped countries which is suffering from a huge unemployment problem. But the unemployment problem in India is not the result of deficiency of effective demand in Keynesian term but a product of shortage of capital equipment's and other complementary resources accompanied by high rate of growth of population. The vocational interest pattern influences his success in vocational field. If a person is interested in a particular work, he will perform it efficiently and if he is not, he will never be successful in that work which will be a source of frustration and maladjustment. So the strength and direction of the individual's interests, attitudes, motives, values and related variables represent an important aspect of his personality. According to Strong (1943) "Interest is present when we are aware of an object or better still, when we are aware of our set or disposition toward the object. We like the object when we are prepared to react toward it, we dislike the object when we wish to let it alone or get away from it."The term Interest was defined by Bingham (1937) as a tendency to become absorbed in experiences and to continue it. There are many factors that operate in the youth's choice of an occupation. Interest is one of them. According to Stone (1976), interest are of importance for vocational planning because it has been found that men in particular

occupations have characteristic sets of likes and dislikes which differentiate them from men in other occupation and from men in general. As adolescents grow older, however, they take into consideration their abilities as well as their interests (Austin 1931; Hurlock and Jansing 1934; Caweley, 1947; Moser, 1949; Horrocks, 1951). Interests in certain types of occupations have been found to be closely related to interests developed throughout childhood.

To summaries, vocational interests are helpful to understand in relation to career planning. Career interests are different than abilities or skills. However, people tend to be attracted to activities that they enjoy and are interested in, which then affords the opportunity to develop skills and abilities. A theory proposed by John Holland provides a framework of six general themes that describe broad areas or types of interest. These themes also can be used to describe work environments. People tend to seek environments that are consistent with their interests. Therefore, understanding your interests can help to highlight ways in which certain fields of study, work environments, and occupational pursuits may or may not be satisfying to you.

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