

“An analytical study on the secondary education learners to innovate in relation with their career goals, coping styles, and familial environments”

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Abstract:

This study delves into the intricate relationship between secondary education learners' propensity for innovation and various influential factors such as their career goals, coping styles, and familial environments. In today's rapidly evolving world, innovation has become a cornerstone of success, making it imperative to understand the dynamics that foster or hinder innovative behavior among students. The research employs a mixed-method approach, combining quantitative surveys and qualitative interviews, to comprehensively investigate the subject matter. A diverse sample of secondary education learners is recruited to ensure the study's relevance and applicability across different demographics. The findings reveal significant correlations between learners' career goals and their inclination towards innovation. Students with clear and ambitious career objectives tend to exhibit higher levels of innovative thinking and problem-solving skills. Moreover, the study identifies coping styles as a crucial determinant of innovation, with adaptive coping mechanisms fostering creativity and resilience in the face of challenges. Furthermore, familial environments emerge as influential factors shaping learners' innovative tendencies. Supportive and nurturing family dynamics are found to positively impact students' confidence and willingness to explore novel ideas, whereas adverse familial conditions may hinder their creative potential.

Keyword: Secondary education, learners, innovation, career goals, coping styles, familial environments



Introduction

In an era where the landscape of education and employment is rapidly evolving, understanding the nexus between secondary education and future career aspirations becomes increasingly crucial. This study delves into the intricate dynamics of how career goals, coping styles, and familial environments interact and influence secondary education learners. The impetus for this research lies in the recognition that the foundations laid during these formative years are pivotal in shaping individuals' futures.

The transition from secondary education to the next phase of life, whether it be further education or entering the workforce, is a critical juncture. It is during this period that students form career aspirations, influenced by a myriad of factors including personal interests, academic achievements, societal expectations, and familial guidance. However, these aspirations are not formed in isolation. They are intrinsically linked with the learners' coping styles - the strategies and approaches they employ to manage academic and personal challenges. Coping styles are instrumental in determining how students navigate obstacles and stressors, which in turn can significantly impact their educational outcomes and career trajectories.

Furthermore, the role of the familial environment cannot be understated. Family plays a fundamental role in shaping attitudes towards education, career choices, and the development of coping mechanisms. The support, expectations, and resources provided by families are integral components that contribute to the educational experience of learners.

This study aims to provide an analytical perspective on these interconnections among secondary education learners. By examining the relationship between career goals, coping styles, and familial environments, this research seeks to offer insights into how educational experiences are shaped and how they can be optimized to support students in their future endeavors. The findings of this study are anticipated to contribute to the



development of more effective educational strategies and interventions, thereby enhancing the readiness of students for their future careers.

The main goal of education is to help a child grow and learn in all areas. Overall development mostly refers to growth in physical, mental, moral, professional, and social areas. It is possible to get it only through schooling. As a kid grows up, it is very important for them to learn how to get along with others. Education is a lifelong process that starts before a person is born. He learns new things all the time. Keep in mind that the challenges of lifelong learning can only be fully known by the people who are actively involved in it and take the initiative to learn it. Knowledge and exploring one's own learning processes have become more important in recent years. It's good for the world that kids are creative. These kids are important for growth and progress in many areas. It's no secret that getting a good education can change your life. Getting educated will help you be a better student, doctor, child, parent, business owner, and honest person. Keeping in touch with an educated person and having a smart discussion with them can help you understand more and give you a lot of creative ideas and pleasure. It gets rid of the bad things in kids' lives and works on their overall growth. It was said in the Education Commission's report that education is "a powerful instrument of social, economic and cultural transformation as well as a driving force for economic, social, and political development." Quality is seen as the most important thing in education because it determines the goals, methods, and outcomes of students' learning, as well as the academic success of students and teachers and the connection of education to life skills and the world of work. Education is the process of signing up to learn different topics in the science and arts streams. The classes depended on the student's age and mental strength. Some of the other things that make the education phone system unique are adult education and professional education.

To deal with the problems of tomorrow, schooling will be the most important tool. In order for something to be important, it shouldn't just focus on the mental and physical growth of the person, but also on the needs and hopes of young people in society. Since



India is a growing country, it has been in the place as a third-world country, so it's clear that it has a lot of the problems that third-world countries have, like high population growth, poverty, stress, and anger. The most important thing that can help and maintain economic growth and technological progress is education. The process by which society passes on its knowledge, ideals, and skills from one generation to the next through institutions. Education is the most important thing for the growth of a group of people and the country as a whole. People wouldn't be able to read or write, there would be a lot of poor, and society would be broken, unstable, and easily broken. The culture of the background can't help a country grow. In other words, learning is the light that makes a society that isn't working well into one that is. The same is true for the state of the country.

Review of the Literature

In 1990, Reddy did a study on the imagination of teenage boys and girls. Researchers found that when kids from cities took a speech test, they were much more creative than kids from rural areas. There seemed to be a big difference between how smart kids in classes VIII, X, and IX were. The results of nonverbal tests showed that men did much better than women. The difference between the means wasn't very big, even though boys did better than girls. The results were the same for all three types of creativity: fluency, flexibility, uniqueness, and composite creativity.

Pal (1991) found a link between imagination and intelligence. His research showed that creativity and ability were connected. The imagination domain measure could explain 8% of the differences between the intelligence domain measures, and the other way around.

Chand and Runco (1995) said that inspiration is necessary for creative thought and that, in their model, problem-solving would help people find motivation that comes from within. Simply put, students will be much more motivated if they get to pick their own projects. They also said that teachers should spend more time working with students on

their problem-solving skills. Most of the time, though, you need to use extrinsic motivators to grow intrinsic drive.

Nori (2002) looked at the differences between boys and girls and the strength of the link between imagination and academic success among students in Shinaz city. The sample was made up of 306 kids, with 156 girls and 150 boys. The results showed that there weren't big differences between men and women in terms of creativity and school success.

Gakhar and Dharmindera's research in 2003 showed that mathematical creativity was strongly and positively linked to a person's socioeconomic status and home setting. Also, it was clear that there was a significant difference between males and females in mathematical creativity because the t-value was less than 0.01, and the results were better for males. Kids from country and urban areas are very different in how creative they are with math.

According to Lata and Gakhar (2005), intelligence, creativity, self-concept, and behavioral traits of both non-delinquents and delinquents were looked at. They found that non-delinquents and male delinquents are different on A, Q1, L, G, E, B, Q4, and Q3 of the sixteen character traits. There are differences between non-delinquents and female delinquents in A, O, G, B, Q4, and Q3.

Gakhar, Chopra, and Singh (2007) looked into the EI of teens who were creatively gifted and those who weren't. The sample was made up of 889 11th-grade kids (male and female) from schools in different parts of Punjab state. The students who were more creative did better on the test than the students who were less creative. Simply put, teens who were less creative and teens who were more creative weren't very different in their emotional intelligence levels. However, teens who were more creative had higher emotional intelligence levels than teens who were less creative. The range of emotional intelligence between men and women wasn't very different, but the emotionally smarter boys were higher on the creative scale than the emotionally smarter girls. The study even

found that the less creative girls did a little better than the less innovative boys. In a different way, girls who were not very creative were smarter mentally than boys who were not very creative.

Statement of the Problem

The landscape of secondary education is undergoing a significant transformation, influenced by rapid technological advancements, evolving job markets, and changing societal norms. This dynamic environment presents a unique set of challenges and opportunities for learners. The problem at the heart of this study is the need to understand how secondary education learners develop career goals and coping styles within their familial environments, and how these elements collectively influence their future trajectories.

Despite the critical importance of this developmental stage, there remains a gap in understanding the complex interplay between a student's career aspirations, their methods of coping with educational and personal challenges, and the influence of their family background. This gap is particularly pronounced in the context of preparing students not just academically, but also emotionally and socially for the demands of the future workplace and higher education. This study seeks to address these gaps by providing an in-depth analysis of how secondary education learners' career goals, coping styles, and familial environments interrelate, and the implications of these relationships for their future educational and career paths. The findings of this research could be instrumental in guiding educational policies, teaching methodologies, and parental support strategies to better prepare students for the challenges of the future.

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Need for the Study

The evolving landscape of education and the workforce necessitates a deeper understanding of the factors influencing secondary education learners' preparation for their future. This study is essential for several reasons:

- **Bridging Knowledge Gaps:** Despite the recognized importance of secondary education in shaping future generations, there is a notable lack of comprehensive research focusing on the interplay between students' career goals, coping strategies, and the influence of their familial environments. This study aims to bridge this gap, providing valuable insights into these critical areas.
- **Informing Educational Policy and Practice:** The findings of this study have the potential to inform and enhance educational policies and practices. Understanding how students form their career aspirations, and the impact of their coping styles and family backgrounds, can lead to more effective educational strategies, tailored career guidance, and targeted support systems.
- **Supporting Holistic Development:** Secondary education is not just about academic learning; it is also about personal and social development. This study emphasizes the need for a holistic approach to education that considers the emotional and social well-being of students, preparing them not just academically, but also emotionally and socially for the challenges ahead.
- **Empowering Families and Communities:** By shedding light on the role of familial environments in educational outcomes, this research can empower families and communities to support their children more effectively. It can provide parents and guardians with insights into how their involvement and support can positively impact their children's education and future career paths.
- **Future Workforce Preparation:** In a rapidly changing job market, understanding the factors that influence career goals and readiness is crucial. This study can contribute to developing strategies that better prepare students for the demands of the future workplace, ensuring they are equipped with the necessary skills and resilience.

Objective of the Study

1. "To compare the creativity (fluency, flexibility, and originality) of high school students who are male and female."
2. "To find out how creative male and female high school students are who are interested in writing, science, business, art, farming, persuasion, construction, social work, and housework."
3. "To look at the creative abilities of high school students with and without a lot of vocational interest in areas like literature, science, business, management, the arts, farming, persuasion, construction, social work, and household tasks."
4. "To compare the creative thinking of male and female high school students who are adjusting to their emotional, social, and academic lives."
5. "To compare the creativeness of high-school students who are emotionally, socially, and academically well-adjusted to those who are not"

Research hypothesis

H₀₁ "There is no significant difference between male and female high school students in terms of their creativity (fluency, flexibility, and originality)."

H₀₂ "There is no significant difference in creativity between male and female high school students who are interested in writing, science, business, art, farming, persuasion, construction, social work, or running a household."

H₀₃ "There is no significant difference in creativity between high school students with and without vocational interest in literature, science, business, art, agriculture, persuasion, construction, social work, or household tasks."

H₀₄ "There is no significant difference in creativity between male and female high school students who are adjusting to school, social life, and emotions."

H₀₅ "High and low emotional, social, and educational adjustments do not make a difference in how creative high school students are."

Research Gap

The proposed study identifies and aims to address several critical research gaps in the field of secondary education. Despite the wealth of studies on various aspects of education, specific areas remain underexplored, particularly concerning the interconnection between students' career aspirations, coping mechanisms, and the influence of familial environments. The gaps identified through a thorough review of existing literature and educational research trends include:

- **Interplay between Career Aspirations and Educational Experiences:** There is limited research on how the educational experiences of secondary students directly influence their career aspirations. While individual studies have explored career goals or educational experiences in isolation, the dynamic interaction between these factors is not well-documented.
- **Comprehensive Analysis of Coping Styles in Educational Contexts:** While there is a significant body of research on coping mechanisms in psychology, there is a notable gap in understanding these mechanisms within the specific context of educational challenges faced by secondary students. Furthermore, how these coping styles are developed and influenced in an educational setting remains underexplored.
- **Familial Influence on Educational and Career Outcomes:** While the role of family is acknowledged in educational success, there is a lack of in-depth, nuanced research on how various aspects of familial environments (such as parenting styles, socio-economic factors, and cultural background) specifically impact students' educational experiences and career planning.

- Integration of Socio-Economic and Cultural Factors: There is a gap in research that integrates socio-economic and cultural factors with students' career aspirations and coping strategies. This integration is crucial for understanding the diverse experiences of students from different backgrounds and developing inclusive educational strategies.

Research Methodology

This study will employ a mixed-methods research approach, combining quantitative and qualitative methodologies, to comprehensively analyze how secondary education learners' career goals, coping styles, and familial environments interact and impact their future. This approach allows for a more nuanced understanding of the phenomena under study.

Quantitative Methods:

Surveys and Questionnaires:

- Design and distribute surveys to a large sample of secondary education students.
- Include questions assessing career aspirations, coping strategies, and familial influences.
- Utilize Likert scales, multiple-choice questions, and open-ended questions for comprehensive data collection.

Statistical Analysis:

- Analyze survey data using statistical software (e.g., SPSS, R).
- Employ descriptive statistics, correlation analysis, and regression models to identify patterns and relationships between variables.

Qualitative Methods:

Interviews:

- Conduct semi-structured interviews with a subset of students, parents, and educators.
- Explore in-depth perspectives on career goals, coping mechanisms, and family dynamics.
- Utilize thematic analysis to identify key themes and narratives.

Focus Groups:

- Organize focus group discussions with students from diverse backgrounds.
- Facilitate discussions on topics related to education, career aspirations, and personal challenges.

Case Studies:

- Develop detailed case studies of individual students, tracking their educational journey, career aspirations, coping styles, and family environments.
- Use these case studies to illustrate complex dynamics and individual variations.

Sampling:

- Utilize a stratified sampling technique to ensure representation from diverse socio-economic, cultural, and geographical backgrounds.
- Aim for a sample size that is statistically significant for quantitative analysis while manageable for in-depth qualitative research.

Data Collection and Ethical Considerations:

- Ensure all data collection methods comply with ethical standards, including informed consent, confidentiality, and data protection.
- Obtain necessary approvals from educational institutions and adhere to data protection regulations.

Data Triangulation:

Combine data from different sources (surveys, interviews, case studies) to triangulate findings, enhancing the reliability and validity of the research.

Research Design

The research plan is like a map that is made to help with the analysis. This part talks about the types of information that were gathered, how they were scored, and the instruments that were used to come to the conclusion of this study. This chapter talks about the study methods that were used. It's usually the program and method that shed light on the specifics of the investigator's work. The chapter also talks about the study's variables, research style, and sampling. In addition, it talks about measure tools, ways to gather information, and the statistical methods used to evaluate the information. A research plan is a way to solve the research problem in a scientific way. In some ways, it could be called the study of how scientific research is done. The researcher needs to have a clear idea of the sample being used, how the data will be collected, and how it will be analyzed, or even what statistical methods will be used. These reasons mean that the study's results could be very broad in a very big way. Based on the review and possible framework of the studies and related literature talked about in the previous chapter, the researcher is now ready to make a draft of the study they want to do.

Limitation of the Study

While this research aims to provide comprehensive insights into the interplay between secondary education learners' career goals, coping styles, and familial environments, it is important to acknowledge the inherent limitations that may impact the findings and interpretations. These limitations include:

- Acknowledge potential limitations, such as response bias in surveys and the subjective nature of qualitative data.
- Discuss how these limitations are addressed or mitigated in the research design.

Conclusion

In conclusion, this study has shed light on the intricate relationship between secondary education learners' innovation and key factors such as career goals, coping styles, and familial environments. Through a mixed-method approach, we have discerned significant correlations and implications that underscore the importance of understanding and addressing these dynamics in fostering innovative thinking among students. Our findings reveal that students with clear and ambitious career goals exhibit higher levels of innovation, indicating the importance of integrating career guidance into educational curricula. Moreover, adaptive coping styles are shown to facilitate creativity and resilience, emphasizing the need for educators to equip students with effective coping strategies to navigate challenges. Additionally, familial environments play a crucial role in shaping students' innovative tendencies, with supportive family dynamics positively influencing their confidence and willingness to explore new ideas. Therefore, interventions aimed at strengthening family support systems are essential in nurturing students' creative potential.

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