A comparative Study of Vocational Interest of Secondary Level Students

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Abstract: Vocational interest is the most enduring and compelling area of individual differences and the most popular means for characterizing, comparing and matching persons and environment. Through this research work, the researcher has tried to know and acknowledge the vocational interests of secondary students. In the present study, Vocational Interest Record (VIR) by Dr. S.P. Kulshrestha (1971), published by National Psychological Corporation, Agra is used. The data were analyzed with the help of ‘Mean’, ‘S.D.’ and ‘t-test’ to study the vocational interest of secondary students. 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 literary, commercial, constructive, artistic, social and household fields. In case of scientific, executive, agriculture and persuasive fields, boys were slightly more interested than that of girls. The findings of study are likely to prove of immense importance to educational thinkers, teachers, psychologists, parents and others who are concerned with the sphere of education.

Key words: Vocational Interest, Secondary level Students, Vocational Interest Record, Mean, Standard Deviation, t-test.

1. INTRODUCTION

21st Century is said to be an age of science and technology. Man has made speedy advancements in scientific, technological and industrial field. This has immediately influenced all aspects of man’s life. And due to scientific advancement, division of labour and specialization of functions, modern society demands the fullest use of skilled manpower at all levels. Accordingly, there is a need to search talents to increase the productivity level. This necessitates fresh attempt towards search in career orientation with a view to understand the ways in which youth make career choices and multiplicity of factors, which influence their vocational interest.

Most of us go through life engaged in jobs that gives us no satisfaction. Many of us spend a lifetime imprisoned in work that we hate. So it’s important to identify our real interests correctly early in life. The choice of vocation becomes easier if an individual recognizes his interests. Otherwise, if he does not get a suitable job, he feels restless, edgy, lacking something. A vocation of one’s interest may mean happiness and prosperity. It transcends the abilities, needs and aspirations of the individual. On the other hand, if a vocation is not of one’s interest, it not only leads to vocational maladjustment but also to wastage of manpower. When the choice of vocation is not made accordingly, one can neither develop one’s own potentialities, nor can one prove to be useful member of the society.

As the boys and girls move into adolescence, they have had opportunities to explore social, linguistic, mathematical, technical and business activities to some extent, they have sought to identify with parents, adults and school mates and have rejected some and accepted others of these identification. Self-concept begins to take a definite form. For these reasons, interest patterns begins to crystallize by early adolescence and the positive exploratory experience of adolescent years, in most cases, merely classify and elaborate upon what has already begun to take shape. Vocational interest patterns generally have a substantial degree of permanence at this stage. Vocational interest usually means in what vocation an individual is interested. Given a number of vocational alternatives, he expresses his interest for one or the other. The foundation for vocation should be laid when one is receiving education. One of the main aims of education is to give maximum help in one’s professional life. If vocational aim is not fulfilled, then education is worthless. Education helps in discovering the talent, determining potential and identifying a vocation closer to a calling. Man is the only animal that does not have to begin a new in every generation but can take advantage of knowledge which has accumulated through the centuries (Mooley, 1964)

1.1 VOCATIONAL INTEREST

Vocational interest is defined as one’s own pattern of preferences, aptitudes, like dislikes, preferred in any manner, wisely or unwisely by self or by another source for a given vocational area or
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vocation. Therefore, the purpose of the present record is to help students to adjust themselves to the careers, jobs and vocations, by making wise choices. Only by making right choice the student will be able to utilize his all the potential to the maximum extent. The choice of vocation is one of the very important decisions a person must make for himself and this choice is a long process rather than a simple incident. Vocational interest and choices do not appear all of a sudden during adolescence. They appear as a result of developmental process. Vocational interest is not as a single choice but as the sum total of many interests that bear in any way upon an occupational career (Strong 1954).

1.2 JUSTIFICATION OF THE PROBLEM

In today's world of internet and satellite the options available to any person are far more than what were decades ago. Many of the parents and students themselves are not aware of their values. Hence they feel confused and end up choosing wrong vocation. The life of youth has become very complex with the advancement in science and technology. At times, they are distracted because they are unable to cope with and suffer from deteriorated interests in studies, complexes, feeling of insecurity, maladjustment, alienation. Deterioration of values among students has also been observed. This has further affected the academic achievement of students. As there is so much of competition in society, so student have started paying attention to academics and owing to guidance services they are also becoming aware of their interests and aptitudes but at the same time, they are losing their values.

Youth of today is disoriented and distracted by materialism. There have been many research studies conducted on youth by eminent scholars in the field of psychology, sociology, education, etc. The present study will be useful for parents and teachers to understand the youth, their interests and values which can prove to be very useful for society and building it towards a better tomorrow.

Earlier the students had no interest in selecting their vocations as the students preferred going in the vocation, their parents wished them to go in. But this trend has been changed and now students wish to select their own vocations and have their own vocational interests.

1.3 STATEMENT OF THE PROBLEM

“A comparative study of Vocational Interest of Secondary Level Students”

1.4 OPERATIONAL DEFINITIONS

(i) Vocational Interest

The desire to choose any vocation, views towards a particular job. According to Strong, “Vocational Interest is not only a single choice but the sum total of many interests that bear in any way upon an occupational career”.

(ii) Secondary Students

All those students who study in 9th and 10th standard are secondary level students.

1.5 OBJECTIVES OF THE STUDY

(i) To study the vocational interest of girls and boys of secondary level students.

(ii) To study the relationship between vocational interest and values of secondary level students.

1.6 HYPOTHESIS OF THE STUDY

• There is no significant difference in vocational interest of girls and boys of secondary level.

II. REVIEW OF LITERATURE

Review of literature has several purposes. Primarily, it is to assist you in attacking your research problem. In any study, your own problem is central. Everything you embark upon is because it helps you to resolve your own problem or answer your research questions. When you know what others have done, you are then in a position to investigate your chosen problem with deeper insight and more complete knowledge (Leedy, 1997).

The literature in any field forms the foundation upon which all future work will be build. If we fail to build the foundation of knowledge provided by the review of related literature our work is likely to be shallow and will often duplicate work that has already been done better by someone else (Borg, 1989).

The literature in any field forms the foundation upon which all future work will be build. If we fail to build the foundation of knowledge provided by the review of related literature our work is likely to be shallow and will often duplicate work that has already been done better by someone else (W.R. Borg, 1963).

Desai et. al. (2000) analyzed the views of the limited number of graduates for secondary vocational courses.” The objective was to see that commerce and technical courses attract more
students. In findings it was found that the students from poorer and less privileged background like to enter vocational stream with regard to variation in choices of course in relation to the income of family.

Y.K. Nagle and Rajendra Pal (2004) studied to explore the Adolescents career interests using the Strong Campbell interest inventory (SCII) in the ‘Stability of vocational Interests among male and female students’.

S. Subramanium (2005) investigated the vocational preferences of the adolescents in relation to the gender urban-rural background and vocational personality of teachers to inquire whether the social, structural and personality variables have any effect on vocational preferences in ‘Vocational preferences of Adolescents’.

C.T. Logue and J.W. Lounsbury (2007) examined the relationship between satisfaction with major and Holland's vocational interests and with the Big Five and narrow personality traits based on 164 undergraduate business majors in ‘Vocational Interest themes and personality traits in relation to college major satisfaction of business students’.

N. Venkateshwaru and K. Chandrasekhar (2008) studied the attitude of teachers towards the existing practices of vocationalization of education in paper ‘A study of attitude of lecturers of vocational education institution in relation to certain personal and demographic values’.

Alaka, H. I. & Egbochuku, E. O. (2009) investigated in the paper ‘Vocational Interest, Counselling, Socio-economic Status and age as a Correlates of Re-entry of Girls into School in Edo State’ that there is a significant relationship between vocational interest, counselling, and socio-economic status on re-entry of girls into schools.

Dr. R. K Yadav and Aarti Yadav (2011) did a study to find out the value patterns and adjustment level of B.Ed. students of Rewari district, Haryana in the journal of ‘Educational and Psychological Research’ Vol. 1, in ‘A comparative study of the adjustment and values of B.Ed., Arts and science students of Rewari District (Haryana)’.


III. METHODOLOGY OF THE STUDY

3.1 METHOD USED:

There are many methods of collecting, analyzing and reporting research data. The decision about the methods depends upon the nature of the problem and objectives to be achieved. For the present study, the investigator decided to adopt a descriptive method (survey) because only this method could be appropriate for the present problem of research. In a survey method, researcher is concerned with conditions and relationship that exists, practices that prevail, beliefs or attitudes that are held, processes that are going on and trends that are developing. Survey brings our attention to educational problems and suggests the way of meeting them.

The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional (Best, 1986).

The survey approach to educational problem is out of the most commonly used approaches. It is used in studying local as well as national and international aspects of education. He goes beyond mere gathering and tabulation of data.

3.2 TOOL USED FOR DATA COLLECTION:

The selection of tool for a particular study depends upon various considerations such as objective of study, availability of test, administrable score, interpretation of the results and reliability and validity of the scale.

Questionnaire is a useful tool, which helps to collect information widely from one area to be covered in a limited time. It helps in obtaining both quantitative and qualitative response. Questionnaire is the most flexible tool.

A questionnaire is a form prepared and distributed in order to secure responses to certain questions, as a general rule these questions are factual, intended to obtain information about conditions or practices of which the respondent is presumed to have knowledge. Mostly it is used to enquire into the opinion and attitude of the subjects.

3.3 SAMPLING:

There are many methods of sampling. Random sampling is being considered the best because it is unbiased for the present study. It means selecting the individuals randomly in which
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In the present study, Vocational Interest Record (VIR) by Dr. S.P. Kulshrestha (1971) was used to measure the vocational interests of students. This test includes 10 vocational areas: Literary (L), Scientific (Sc), Executive (E), Commercial (C), Constructive (Co), Artistic (A), Agriculture (AG), Persuasive (P), Social (S), Household (H). Each of these areas has twenty Jobs/Vocation/Assignments on the record, 10 in horizontal and 10 on vertical side. Thus, this record contains 200 vocations belonging to the 10 different vocational interest areas.

Table No. 2.5.1  
Classification of Total Sample

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Class</th>
<th>Total Students</th>
<th>No. of Boys</th>
<th>No. of Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawahar Navodaya Vidyalaya, Devrala, Bhiwani, Haryana</td>
<td>9th</td>
<td>50</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>10th</td>
<td>50</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

3.5 TOOL USED FOR THE STUDY

The following formula is used for calculating standard deviation:-

\[
S.D. \ or \ \sigma = \sqrt{\frac{N \sum f_i d_i^2 - (\sum f_i d_i)^2}{N - 1}}
\]

Where:-

\[
\sigma = \text{Standard Deviation}
\]

\[
n = \text{Size of the sample}
\]

\[
f = \text{Frequency of class-interval}
\]

\[
d = \text{Deviation of mid-points from the assumed mean.}
\]

\[
\sum = \text{Sum of total}
\]

\[
i = \text{Size of the class-interval.}
\]

3.6 DELIMITATIONS OF THE STUDY

The following formula is used for calculating t-test:-

\[
t = \frac{M_1 - M_2}{\sqrt{\frac{(S.D_1)^2}{N_1 - 1} + \frac{(S.D_2)^2}{N_2 - 1}}}
\]

Where:

\[
M_1 = \text{mean of first group}
\]

\[
M_2 = \text{mean of second group.}
\]

\[
S.D_1 \ or \ \sigma_1 = \text{standard deviation of first group.}
\]
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$S.D_2$ or $\sigma_2$ = standard deviation of second group.

$N_1$ = the number of members in first group.

$N_2$ = the number of members in second group.

IV. ANALYSIS AND INTERPRETATION OF RESULTS

The data were analyzed with the help of ‘Mean’, ‘S.D.’ and ‘t-test’ to study the vocational interest of secondary students.

Hypothesis: There is no significant difference in vocational interest of girls and boys of secondary level.

Table No. 3.1
Mean of vocational interest of girls and boys of secondary level

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of Students</th>
<th>L</th>
<th>Sc.</th>
<th>E</th>
<th>C</th>
<th>Co.</th>
<th>A</th>
<th>Ag</th>
<th>P</th>
<th>S</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>50</td>
<td>10.33</td>
<td>11.92</td>
<td>9.9</td>
<td>9.59</td>
<td>9.42</td>
<td>10.72</td>
<td>9.28</td>
<td>8.64</td>
<td>8.88</td>
<td>8.54</td>
</tr>
<tr>
<td>Boys</td>
<td>50</td>
<td>9.2</td>
<td>12.34</td>
<td>12.08</td>
<td>8.58</td>
<td>8.42</td>
<td>9.9</td>
<td>9.56</td>
<td>9</td>
<td>8.5</td>
<td>7.7</td>
</tr>
</tbody>
</table>

Table No. 3.2
Standard Deviation of vocational interest of girls and boys of secondary level

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of Students</th>
<th>L</th>
<th>Sc.</th>
<th>E</th>
<th>C</th>
<th>Co.</th>
<th>A</th>
<th>Ag</th>
<th>P</th>
<th>S</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>50</td>
<td>9.6</td>
<td>3</td>
<td>5.07</td>
<td>3.36</td>
<td>4.4</td>
<td>3.85</td>
<td>3.3</td>
<td>3.05</td>
<td>3.1</td>
<td>3.1</td>
</tr>
<tr>
<td>Boys</td>
<td>50</td>
<td>3.7</td>
<td>4.85</td>
<td>3.45</td>
<td>3.35</td>
<td>3.9</td>
<td>4.1</td>
<td>2.65</td>
<td>3.15</td>
<td>2.9</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Table No. 3.3
$t$-test value of vocational interest of girls and boys of secondary level

<table>
<thead>
<tr>
<th>L</th>
<th>Sc.</th>
<th>E</th>
<th>C</th>
<th>Co.</th>
<th>A</th>
<th>Ag</th>
<th>P</th>
<th>S</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.06</td>
<td>0.51</td>
<td>2.48</td>
<td>1.48</td>
<td>1.20</td>
<td>1.02</td>
<td>0.46</td>
<td>0.91</td>
<td>0.62</td>
<td>1.29</td>
</tr>
</tbody>
</table>

From the above hypothesis, the following data are obtained. The mean of girls and boys in literary field is 10.33 and 9.2. Their t-value is 1.06. On seeing the degree of freedom 98 at 0.01 and 0.05 levels, their t-value is lesser than the table value. In scientific vocational field, the mean of girls and boys is 11.92 and 12.34, their t-value is 0.51, which is lesser than the table value. In executive field, their mean is 9.9 and 12.08, their t-value is 2.48 which is lesser than the table value at 0.01 level and greater than table value at 0.05 level. In commercial field, their mean is 9.59 and 8.58, their t-value is 1.48 which is lesser than the table value. In constructive field, the mean of girls and boys is 9.52 and 8.42, their t-value is 1.20 which is lesser than the table value. In artistic field, the mean of girls and boys are 10.72 and 9.9, their t-value is 1.02, which is lesser than the table value. In Agricultural field, the mean of girls and boys is 9.28 and 9.56, their t-value is 0.46 which is lesser than the table value. In Persuasive field, their mean are 8.64 and 9, their t-value is 0.91 which is lesser than the table value. In Social field, their mean are 8.88 and 8.5, and their t-value is 0.62, which is lesser than the table value. In Household field, their mean are 8.54 and 7.7, their t- value is 1.29, which is lesser than the table value. Thus on seeing the total, the t-value of all the vocational interests is lesser than the table value. So the hypothesis is selected and there is no significant difference in vocational interests of girls and boys of secondary level.

V. SUMMARY AND CONCLUSIONS

5.1 MAJOR FINDINGS OF THE STUDY

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 literary, commercial, constructive, artistic, social and household fields. In case of scientific, executive, agriculture and persuasives fields, boys were slightly more interested than that of girls.
5.2 PROBABLE REASONS BEHIND THE FINDINGS

The mean of girls in literary field is 10.33, and the mean of boys is 9.2. The t-value between them is 1.06, which is lesser than the table value. In scientific field, the t-value of girls and boys is found to be 0.51, which is lesser than the table value. In executive field, the t-value of girls and boys is 2.48, which is lesser than the table value at .01 level and greater than the table value at .05 levels. In commercial field, the t-value is found to be 1.48, which is also lesser than the table value. In constructive field, the t-value is 1.20, which is also lesser than the table value. In artistic field, the t-value is 1.02 which is also lesser than the table value. In agricultural field, the t-value is 0.46, which is also lesser than the table value. In persuasive field, the t-value is 0.91, which is also lesser than the table value. In social field, the t-value is 0.62, which is also lesser than the table value. In household field, the t-value is 1.29, which is also lesser than the table value. Thus, from the above findings and result of t-values, we come to the conclusion that there is no significant difference in vocational interest of girls and boys of secondary level. Thus the above hypothesis is supported by the results.

5.3 IMPLICATIONS AND CONCLUSIONS OF THE STUDY

- The findings of study are likely to prove of immense importance to educational thinkers, teachers, psychologists, parents and others who are concerned with the sphere of education.
- The teacher educators, teachers and parents should provide guidance for students and children on the basis of their interests, potentialities and try to develop them to maximum.
- One of the important implications of the present conclusion for parents, teachers and teacher educator is that the curricula, syllabi, text books etc. should be modeled in such a fashion that they can utilize their energies in the right direction.
- Proper vocational guidance can be provided to the students on the basis of their interest for a particular vocation. This will increase their efficiency.
- The most important factor that helps in high academic achievement is need for achievement or the extent of motivation. It is therefore, most important for teachers as well as parents that they should infuse the spirit of motivation according to their interest. So that they can achieve high in the academic field.

5.4 SUGGESTIONS FOR FURTHER STUDY

- Study can be conducted on a larger sample in order to get better understanding of the relationship of the variables of vocational interest and values secondary students.
- The present study may be repeated by involving more senior secondary students from other states.
- The study can be conducted on other variables to see their relationship with vocational interest.
- The study can be conducted on other variables also like personality, study habits, educational interests, etc.

REFERENCES