

A STUDY OF VOCATIONAL INTERESTS AMONG RURAL MALE AND FEMALE SECONDARY STUDENTS OF GOVERNMENT AND PRIVATE SCHOOLS

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Abstract

The investigator has planned this study to provide knowledge about current vocational interests of secondary school male and female students. Sample of the study comprises 200 students (100 male and 100 female) of 10th class from 4 schools (2 government and 2 private) of Najafgarh town. Vocational Interest Record devised by Dr. S.P. Kulshrestha (1977) was used for gathering the data. Rural male and female students differ significantly in Scientific, Executive, Persuasive and Social areas of vocational interest while in Literary, Commercial, Constructive, Artistic, Agriculture and Household areas of vocation interest male and female students possess almost equal interest. Female students of govt. secondary schools do not differ significantly in vocational interest from female students of private secondary schools except Executive area. Male students of govt. secondary schools and private secondary schools have equal interest in all the areas of vocational interest except Commercial and Persuasive areas.

Keywords: *Vocational Interest, Secondary Students.*



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INTRODUCTION

The aim of education is the overall development of the individual and making him the useful and able member of the society. Interest, intellect, aptitude and values are the different aspects of one's personality. It is the responsibility of school to provide education to the students keeping in view the different aspects of students' personality and to help them to choose vocation in the future according to their interest and aptitude so that they can become helpful in the development of society as well as of nation. Now-a-days students and their family are more concerned about their future. Family education, diversification of information, use of technology, wide advertisement helps them in collecting information regarding the professions. They prefer their career according to their interest, capability, aptitude and family status. As the boys and girls enters in the adolescent period, we can say at the secondary or higher secondary level, they get exposed by varieties of interests in different situations in different field such as social, cultural, mathematical, business, technological, interpersonal, linguistic, artistic and in many more. To engage in a vocation or profession according to the needs and interests of a person is very crucial for any person and

his work environment. It has also great social and further more national importance. A vocation of one's interest may mean happiness and prosperity. So people should check their interest and follow their interests in the career building.

Vocational interest is defined as one's own pattern of preference, aptitude, like, dislikes, preferred in any manner, wisely or unwisely by self or by others source for a given vocation area or vocation. Vocational interest is defined by Holland (1977), as the expression of an individual's personality in work, in school subject, hobbies, recreational activities or preference. 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. Vocational interest, vocational aspiration, occupational choice — all such terms are now interchangeably used (Herman J. Peters, 1968).

SIGNIFICANCE OF THE STUDY

One of the important reasons of unemployment in our country is the mismatch between what is available and what is needed / 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 force their children to take admission in courses according to their own wishes and aspiration. They never thought about the vocational interest of their children. This leads to the widespread frustration among the students. Thus the students face huge problem in due course of working life. The current study would provide knowledge about current vocational interests of secondary school students. The finding of this research may be helpful for students, teachers, parents and educational administrators in different ways like to understand current trends of vocation in market and to help students in selecting and pursuing career of their choice. 10th class students were chosen as sample because diversified courses are available after this level and students have to choose the stream based on their vocational interest.

OBJECTIVES OF THE STUDY

1. To study the significance of difference between vocational interests{(i)Literary(ii) Scientific(iii)Executive(iv)Commercial(v)Constructive(vi)Artistic(vii)Agriculture (viii)Persuasive (ix)Social (x) Household} of male and female students of government and private schools.
2. To study the significance of difference between vocational interests{(i)Literary(ii) Scientific(iii)Executive(iv)Commercial(v)Constructive(vi)Artistic(vii)Agriculture

(viii)Persuasive (ix)Social (x) Household} of female students of government and private schools.

3. To study the significance of difference between vocational interests{(i)Literary(ii)Scientific(iii)Executive(iv)Commercial(v)Constructive(vi)Artistic(vii)Agriculture (viii)Persuasive (ix)Social (x) Household} of male students of government and private schools.

HYPOTHESES OF THE STUDY

1. There will be no significant difference between vocational interests{(i)Literary(ii)Scientific(iii)Executive(iv)Commercial(v)Constructive(vi)Artistic(vii)Agriculture (viii)Persuasive (ix)Social (x) Household} of male and female students of government and private schools.
2. There will be no significant difference between vocational interests{(i)Literary(ii)Scientific(iii)Executive(iv)Commercial(v)Constructive(vi)Artistic(vii)Agriculture (viii)Persuasive (ix)Social (x) Household} of female students of government and private schools.
3. There will be no significant difference between vocational interests{(i)Literary(ii)Scientific(iii)Executive(iv)Commercial(v)Constructive(vi)Artistic(vii)Agriculture (viii)Persuasive (ix)Social (x) Household} of male students of government and private schools.

RESEARCH METHODOLOGY

(i) Research Method

The investigator has used Survey method of research for the present study.

(ii) Sample of the study

Sample of the study comprises 200 students (100 male and 100 female) of 10th class from 4 schools (2 government and 2 private) of Najafgarh town.

(iii) Research tool used

Vocational Interest Record devised by Dr. S.P. Kulshrestha (1977) was used for gathering the data. The Vocational Interest Record contains 200 vocations belonging to different vocational interests namely {(i)Literary (ii)Scientific (iii)Executive (iv)Commercial (v)Constructive (vi)Artistic (vii)Agriculture (viii)Persuasive (ix)Social (x) Household. Each vocation area has 20 occupations on record, 10 on horizontal and 10 on vertical side.

(iv) **Statistical techniques used**

The investigator has used mean, standard deviation and t-test for the analysis and interpretation of findings of the present study.

ANALYSIS AND INTERPRETATION

Table 1 Difference between vocational interests of male and female students of government and private schools:

Vocational Interest Area	Groups	N	Mean	S.D.	t-value	Level of significance
Literary	Male	100	6.326	4.29	.501	NS
	Female	100	6.040	3.701		
Scientific	Male	100	10.571	4.605	2.48*	S
	Female	100	9.020	4.24		
Executive	Male	100	10.714	4.82	3.71**	S
	Female	100	8.224	4.67		
Commercial	Male	100	6.673	5.05	1.817	NS
	Female	100	5.510	3.997		
Constructive	Male	100	4.367	4.04	.005	NS
	Female	100	4.37	3.26		
Artistic	Male	100	8.204	5.23	.827	NS
	Female	100	8.816	5.314		
Agriculture	Male	100	6.571	5.17	.355	NS
	Female	100	6.326	4.59		
Persuasive	Male	100	9.183	4.97	2.19*	S
	Female	100	7.816	3.76		
Social	Male	100	10.57	4.65	2.18*	S
	Female	100	9.102	4.87		
Household	Male	100	8.245	4.92	.397	NS
	Female	100	7.979	4.54		
*Significant at 0.05 level				S	Significant	
**Significant at 0.01 level				NS	Not significant	

Table 1 shows the significance of difference of 10 areas of vocational interests between rural male and female students of secondary schools. It is evident from the table that male and female students differ significantly in Scientific, Executive, Persuasive and Social areas of interest, while in Literary, Commercial, Constructive, Artistic, Agriculture and Household areas of vocation interest male and female students possess almost equal interest.

Table 2 Difference between vocational interests of female students of government and private schools:

Vocational Interest Area	Groups (Female Students)	N	Mean	S.D.	t-value	Level of significance
Literary	Govt Schools	50	5.61	3.701	.24	NS
	Private Schools	50	5.80	4.215		
Scientific	Govt Schools	50	8.870	4.24	1.086	NS
	Private Schools	50	7.870	4.99		
Executive	Govt Schools	50	9.548	6.7	2.13**	S
	Private Schools	50	7.0	5.16		
Commercial	Govt Schools	50	5.0	3.997	.70	NS
	Private Schools	50	4.419	4.38		
Constructive	Govt Schools	50	4.387	3.26	.196	NS
	Private Schools	50	4.548	4.79		
Artistic	Govt Schools	50	8.064	5.314	1.015	NS
	Private Schools	50	9.161	5.505		
Agriculture	Govt School	50	5.967	4.59	.132	NS
	Private Schools	50	6.097	5.26		
Persuasive	Govt School	50	7.483	3.76	.988	NS
	Private Schools	50	6.613	5.03		
Social	Govt School	50	10.0	4.87	1.185	NS
	Private Schools	50	8.779	5.47		
Household	Govt School	50	7.419	4.541	.134	NS
	Private Schools	50	7.548	5.05		
*Significant at 0.05 level				S	Significant	
**Significant at 0.01 level				NS	Not significant	

Table 2 shows significance of difference in 10 areas of vocational interest between female students of government and private secondary schools. It shows that female students of govt. secondary schools do not differ significantly in vocational interest from female students of private secondary schools except one area i.e. Executive area. Govt school female students have more interest in Executive area as compared to private schools female students.

Table 3 Difference between vocational interests of male students of government and private schools:

Vocational Interest Area	Groups (Male Students)	N	Mean	S.D.	t-value	Level of significance
Literary	Govt Schools	50	7.16	4.47	1.85	NS
	Private Schools	50	5.56	4.18		
Scientific	Govt Schools	50	10.84	4.94	.765	NS
	Private Schools	50	10.12	4.56		
Executive	Govt Schools	50	11.0	5.09	.737	NS
	Private Schools	50	10.24	5.09		
Commercial	Govt Schools	50	7.52	5.16	1.99*	S
	Private Schools	50	5.5	4.94		
Constructive	Govt Schools	50	4.4	3.92	.289	NS
	Private Schools	50	4.16	4.36		
Artistic	Govt Schools	50	7.84	4.42	.775	NS
	Private Schools	50	8.60	5.39		
Agriculture	Govt School	50	6.56	3.83	.164	NS
	Private Schools	50	6.4	5.66		
Persuasive	Govt School	50	10.0	4.85	1.98*	S
	Private Schools	50	8.03	5.05		
Social	Govt School	50	10.12	4.04	1.23	NS
	Private Schools	50	11.2	4.82		
Household	Govt School	50	9.16	3.84	1.70	NS
	Private Schools	50	7.64	5.04		
*Significant at 0.05 level				S	Significant	
**Significant at 0.01 level				NS	Not significant	

Table 3 depicts significance of difference in 10 areas of vocational interest between male students of government and private secondary schools. It shows that male students of govt. secondary schools and private secondary schools have equal interest in all the areas of vocational interest except Commercial and Persuasive areas. Govt school male students have more interest in Commercial and Persuasive area of vocational interest as compared to private schools male students.

FINDINGS OF THE STUDY

1. Rural male and female students differ significantly in Scientific, Executive, Persuasive and Social areas of vocational interest. Male student have more interest in above said areas as compared to their female counterparts.

2. Rural male and female students do not differ significantly in Literary, Commercial, Constructive, Artistic, Agriculture and Household areas of vocational interest.
3. Female students of govt. secondary schools do not differ significantly in vocational interest from female students of private secondary schools except one area i.e. Executive area. Govt school female students have more interest in Executive area as compared to private schools female students.
4. Male students of govt. secondary schools and private secondary schools have equal interest in all the areas of vocational interest except Commercial and Persuasive areas.
5. Govt school male students have more interest in Commercial and Persuasive area of vocational interest as compared to private schools male students.

IMPLICATIONS OF THE STUDY

The findings of the present study are important for students, teachers, parents and policy makers. On the basis of the findings of the study teachers and parents can guide the students to choose the right subjects based on their choice of vocational interest. Proper vocational guidance can be provided to the students on the basis of their interest for a particular vocation. This will increase their efficiency. Policy makers can provide opportunities to flourish vocational interests of the students in respective areas.

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