A comparative Study of Vocational Interests of Secondary School Students in Relation to Their Gender

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Abstract: Vocational Interest is a tendency of a person towards the possible vocational choices and goals. Vocational interest of the student depends upon the knowledge, attitudes, values, physical characteristics and environmental influences. 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, inventory of Vocational Interest developed by investigator himself was 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 female was a little more than the mean of the male in some fields, so the girls were slightly more interested in music, agriculture, and clerical area of vocational interest. In case of literary, mechanical, outdoor, business artistic social executive, teaching and scientific areas of vocational interest, male were slightly more interested comparison to female.

INTRODUCTION

“Education is supposed to develop an integrated human being and to prepare young people to perform useful functions for society and to take part in collective life. But when that society is changing from day to day, it is difficult to know how to prepare and what to aim at.”

Jawahar Lal Nehru

The right choice of the vocations will bring in the best in the individual consequent to which he will be happier within himself as well as with the sole he is pursuing an individual can be helped to choose a proper vocation in relation to his interest and ability only when the person helping him has sufficient data pertaining to the vocational preferences and factors influencing them.

The main reason for such an assumption is that a vocation involves a collection of task to be performed in the organize way.

The term occupation and career are used in a synonymous sense. This however is not true whereas occupation involves the performances of activities leading to some concrete products, career embrace a sequence of occupations engaging an individual throughout his life span. However, if an occupation commensurate to an individual's abilities interest, values and desires and keep him engaged for a substantial period of time it tends to be designated as vocation.

Vocationalization of Education is very essential. The importance of this has been immensely recognized in the basic system of education which is work for craft centred the craft in basic education so exercise and train the creative facilities of child that in later life there is an inner urge in the youth in do some job and do it gracefully and to the maximum of his abilities and capacities. Work experience must be first article of faith in a school. Basic education ants every boy and girl to come out so equipped from school that they school be able to fail upon themselves and pull their own weight if they failed to get any job. Mahatma Gandhi says, "True education ought to be for them (boys and girls) a kind of insurance against unemployment.

REVIEW OF LITERATURE

Musahid (2002) conducted a study to compare the vocational interest of Muslim male and female students at secondary level in relation to achievement-Motivation. The sample of the study comprised of 100 students (50 male and 50 female from school of A.M.U. in relation to achievement motivation. The present study found that generally, The Muslim male students were significantly different from Muslim female students in their vocational interest as well as in achievement motivation at the secondary level. The Muslim female students showed more vocational interest
then Muslim male students. Female Students also processed high achievement motivation in comparison to male students at secondary level.

Rajeeedali (2004) conducted a study to comprise the vocational interest of secondary school students of Boys and Girls o Malapuram District in Kerala state in relation to their a motivation and level of aspiration. The sample of the study comprised of aspiration. The sample of the study comprised of higher secondary students of Malapuram district in Kerala. The researcher collected the sample of hundred students from respective schools constitutes 50 boys and 50 girls. The present study found that generally. Vocational interest of girls is higher than the vocational interest of boys of secondary school students of Malapuram District in Kerala state in relation to their achievement motivation and level of aspiration.

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. Venkateshwari 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”. On the basis of the teachers /lecturers attitudes, it has been found that the 80% of the lecturers felt that the vocational courses introduced at different levels in different institutions have no proper linkages.

AlikA, 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.


Demonstration – Total 120 students, 60 from the standard 10th boysand 60 girls were selected from the secondary school of Ahmedabad. Instruments - Amin’s vocational Interest inventory used. Finding –Gender and vocational Interest: - No difference is observed in the students of standard 10th regarding his vocational Interest in the students of standard 10th., Mother’s educational level and vocational Interest – No difference is found among the students of standard 10th in relation to their mothers’ educational level and vocational Interest, Father’s occupation and vocational Interest:- There is no difference observed in the field of the father’s vocational Interest of the students studying in standard 10th.

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)”.


Amani, (2013) The purpose of this study was to examine the extent to which occupational knowledge and social influence from significant others predict intentions of undergraduate students to join their careers upon completion of their studies in Tanzania. Based on its quantitative character, a cross-sectional survey design was opted. A convenient sample of 100 first and final undergraduate students (63 males, 37 females; age range 19 to 40 years) participated in this study. The structured questionnaire was used to assess the demographic characteristics, level of occupational knowledge, social influence, and career choice intentions. The study found that undergraduate students’ intentions to join their careers were highly determined by their level of occupational knowledge and social influence from significant individuals such as parents, friends, and lecturers. It was further revealed that there was low but positive correlation between occupational knowledge and career choice intentions. Overall, the study found that majority of students intends to join their careers upon their graduation.

SECONDARY STUDENTS

All those students who study in 10th standard are secondary level students in Himachal Pradesh.

OBJECTIVES OF THE STUDY

To study the vocational interests of secondary school students.
HYPOTHESIS OF THE STUDY

There will be no significant difference in vocational interests of secondary school students in relation to their gender.

METHOD

Descriptive survey method of research was used in the present study.

SAMPLE

The practical design of the study included total 100 sample (male 50 and female 50) studying in the 10th class of government senior secondary school of district Kangra in Himachal Pradesh.

TOOL USED

Vocational Interest inventory developed by investigator himself was used.

Delimitations of the study

The study was delimited only government school students of 10th class who reads in district Kangra of Himachal Pradesh.

ANALYSIS AND INTERPRETATION

The data were analyzed with the help of Mean, S.D, and “t-test” to study the vocational interest of secondary students.

Table 1.1

Showing difference in mean scores of vocational interest (Area wise) of male and female of secondary school students

<table>
<thead>
<tr>
<th>Dimensions of vocational interest</th>
<th>Classification</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Area</td>
<td>Male</td>
<td>50</td>
<td>10.15</td>
<td>2.60</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>9.10</td>
<td>3.60</td>
<td></td>
</tr>
<tr>
<td>Mechanical Area</td>
<td>Male</td>
<td>50</td>
<td>10.69</td>
<td>3.84</td>
<td>1.03</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>9.80</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Outdoor Area</td>
<td>Male</td>
<td>50</td>
<td>9.42</td>
<td>4.40</td>
<td>1.20</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>8.42</td>
<td>3.90</td>
<td></td>
</tr>
<tr>
<td>Business Area</td>
<td>Male</td>
<td>50</td>
<td>9.59</td>
<td>3.36</td>
<td>1.48</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>8.58</td>
<td>3.34</td>
<td></td>
</tr>
<tr>
<td>Artistic Area</td>
<td>Male</td>
<td>50</td>
<td>10.70</td>
<td>3.85</td>
<td>1.02</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>9.80</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Social Area</td>
<td>Male</td>
<td>50</td>
<td>8.87</td>
<td>3.00</td>
<td>0.62</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>8.40</td>
<td>2.90</td>
<td></td>
</tr>
<tr>
<td>Music Area</td>
<td>Male</td>
<td>50</td>
<td>8.65</td>
<td>3.40</td>
<td>0.91</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>9.10</td>
<td>3.14</td>
<td></td>
</tr>
<tr>
<td>Agriculture area</td>
<td>Male</td>
<td>50</td>
<td>9.27</td>
<td>3.20</td>
<td>0.46</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>9.56</td>
<td>2.66</td>
<td></td>
</tr>
<tr>
<td>Executive Area</td>
<td>Male</td>
<td>50</td>
<td>9.80</td>
<td>5.07</td>
<td>2.48</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>8.20</td>
<td>3.45</td>
<td></td>
</tr>
<tr>
<td>Clerical Area</td>
<td>Male</td>
<td>50</td>
<td>8.85</td>
<td>3.22</td>
<td>1.50</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>9.10</td>
<td>2.65</td>
<td></td>
</tr>
<tr>
<td>Teaching Area</td>
<td>Male</td>
<td>50</td>
<td>8.54</td>
<td>3.10</td>
<td>1.29</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>8.40</td>
<td>3.30</td>
<td></td>
</tr>
<tr>
<td>Scientific Area</td>
<td>Male</td>
<td>50</td>
<td>9.20</td>
<td>3.00</td>
<td>0.51</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
<td>8.30</td>
<td>4.84</td>
<td></td>
</tr>
</tbody>
</table>

From the above hypothesis, the following data are obtained. The mean scores of male and female in literary area is 10.15 and 9.10. Their t-value is 1.05. On seeing the degree of freedom 98 at 0.01 and 0.05 levels, their t-value is lesser than the table value. In mechanical area of vocational interest the mean score of male and female is 10.69 and 9.80, their t-value is 1.03, which is lesser than the table value. In outdoor area, the mean scores of male and female is 9.42 and 8.42, their t-value is 1.20 which is lesser than the table value. In business area of vocational interest, mean scores of male and female is 9.59 and 8.58, their t-value is 1.48 which is lesser than the table value. In artistic area, the mean of
male and female is 10.70 and 9.80, their t-value is 1.02 which is lesser than the table value. In social area of vocational interest, the mean score of male and female is 8.87 and 8.40, their t-value is 0.62, which is lesser than the table value. In music area of vocational interest, the mean of male and female is 8.65 and 9.10, their t-value is 0.91 which is lesser than the table value. In agriculture area, the mean score of male and female is 9.27 and 9.56, their t-value is 0.46 which is lesser than the table value. In executive area of vocational interest the mean score of male and female is 9.80 and 8.20, their t-value is 2.48, which is lesser than the table value. In clerical area, the mean score of male and female is 8.85 and 9.10, their t-value is 1.50, which is lesser than the table value. In the teaching area of vocational interest the mean scores of male and female is 9.20 and 8.30, their t-value is 0.51, 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 secondary school students in relation to their gender.

**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 persuasive fields, boys were slightly more interested than that of girls.

**CONCLUSIONS OF THE STUDY**

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 modelled 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.

**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 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, locus of control, level of aspiration, and intelligence etc.

**REFERENCES**


