

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

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ABSTRACT

The purpose of the study was to determine the vocational interest of secondary level school students in relation to their gender. A sample of 200 students (105 Boys and 95 Girls) reading in various schools in the district of Murshidabad of West Bengal state was selected by purposive sampling method for the study. A standardised tool developed by Bansal V. P & Srivastava D. N. (1975) named as "Vocational Interest Record" were for collection of primary data. The data were analyzed with the help of Mean, SD and t- test to study the vocational interests of secondary students. The result revealed that there existed difference in the vocational interest pattern of secondary school students in different vocational interest areas. The result also revealed that there is significant difference in the vocational areas of secondary school students in relation to gender variation.

Keywords: Vocational interest, secondary school, school interventions

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 the 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 vocations will bring in the best in the individual consequent to which he will be happier with in himself. The problem of vocationalisation is not of recent origin. It is as old as our present system of education, which is a legacy of the British rule in India. In free India, it is increasingly being stressed by all thinkers, educationists, leaders and education commissions because vocationalisation of education is the need. The need of vocationalisation can be assessed from the following points:

1. Solution of Un employment.
2. Development of Various Abilities and Aptitudes of Students.
3. Economic Development of the Country.
4. Development of Social Adjustment.
5. Attainment of Social Efficiency.
6. Development of Moral Values.

The main thrust of the study was in finding the vocational interests of secondary students in relation to school interventions because vocational choice is a developmental process starting with aspirations and exploration in middle and secondary school years. Moreover, students had a wide range of vocational maturity, interests, values, and abilities. In this regard, students need a great variety of guidance activities and opportunities to explore their personal characteristics and vocational options. Most researchers agree that interests develop as a result of experience. Secondary school is a good time to begin encouraging students to participate in a range of experiences. Students who have explored all of their educational and career options make more informed career decisions and thus are happy with their professions. Education and occupation should therefore be related to the interest of students. Only education without occupation and occupation without education are of no use. The education should relate to them and help students achieve their goals in life, be successful, satisfied and after all enjoy a fruitful life. A system must be developed to protect human resources at any cost by the way of early identification, encouragement and providing opportunities for their upward mobility. This is the significance of the study in the current scenario.

Vocationalisation faces the following problems:

1. No Serious thought Given (by both the Central and State Government).
2. Shortage of Training Facilities.
3. Lack of Finance.
4. Lack of Expert Guidance.
5. Prestige of Universities (enjoy academic courses more).

Purpose of the Study:

According to the view of Indian Education Commission, 1964-66, “We visualize the future trend of education to be towards a fruitful meaning of general and vocational education. It should contain some elements of pre-vocational and technical education and vocational education having an element of general education. The kind of society in which we will be living in the coming years will be totally different from today’s situation and it will not be only undesirable but also impossible.” This broad concept of education should be kept in mind while introducing vocationalisation at the secondary education. Thus, vocationalisation means the provision of a strong vocational bias to secondary education. It implies vocational courses should be introduced in the secondary schools along with the general education according to the vocational interests of the students. Here lies the purpose of the study.

In this study, therefore, there is an attempt to relate the vocational interests to education as the students achieve the ability to:

- Explore areas of personality and interests
- Assess skills and abilities with career interests
- Assess interests and abilities and incorporate them into future planning
- Explore occupations and career options
- Learn to use the internet to access career planning information
- Understand the importance of responsibility, dependability, punctuality, integrity, effort and getting along in the workplace
- Develop an academic career related portfolio
- Develop self-knowledge to plan for the future
- Learn to control their own decision-making

Statement of the problem:

The problem selected for the purpose of the present investigation is read as follows: “ VOCATIONAL INTEREST OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER”.

Objective of the study:

The study was conducted on the basis of the following objectives:

1. To study vocational interest patterns of secondary school students in the different vocational areas.
3. To find out significant difference in interest of different vocational areas of secondary students in relation to gender variation.

Hypothesis of the study:

The following hypotheses have been constructed to achieve the objective of the study :

- **Ho1-** There doesn’t exist any difference in the vocational interest pattern of secondary school students in different vocational interest areas.
- **Ho2-** There is no significant difference in the vocational areas of secondary school students in relation to gender variation.

Methodology of the study:**Sample:**

For the present study the samples were taken from four number of Secondary Schools of Raghunathganj-1 block of Murshidabad district; 200 number of Secondary School students were the sample for the present study. As Raghunathganj-1block is more or less a rural area, the sample included schools of good academic record and comparatively low academic records. Simple Random Sampling Procedure was used for selection of sample.

Tools used:

A standardized tool developed by Bansal V. P & Srivastava D. N. (1975) named as “Vocational Interest Record” was used for the collection of data. The test consisted of 128 items of 8 different vocational areas named as Agriculture, Artistic, Commercial, Executive, House Hold, Literacy, Scientific and Social. In each area 16 items were there which were marked by the responders.

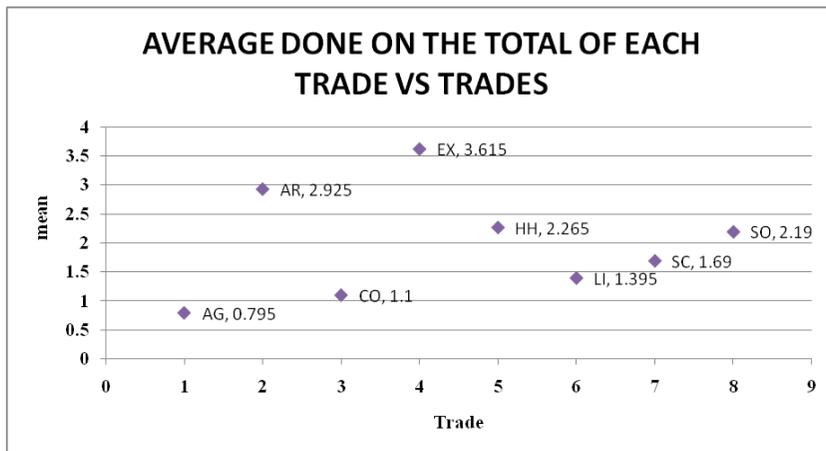
Analysis and Interpretation

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

	AG	AR	CO	EX	HH	LI	SC	SO	Sum of all options
Total	159	585	220	723	453	279	338	438	3195

Average	.795	2.925	1.1	3.615	2.265	1.395	1.69	2.19	15.975
SD	1.319729	2.477918	1.235977	2.509635	2.369143	1.70691	1.64848	1.900516	4.625076

AG= Agriculture, AR= Artistic, CO= Commercial, EX= Executive, HH= Household, LI= Literary, SC=Scientific, SO= Social



Showing Difference in Mean scores of vocational interest(Area wise)of Boys and Girls of Secondary school students:

Dimension of Vocational Interst	classification	N	Mean	Standard Deviation	t- value (t- stat)	t- critical
Agriculture Trade	Boys	105	1.195	1.56	-2.93633	1.975799
	Girls	95	0.767	0.831		
Artistic Trade	Boys	105	2.816	2.345	0.793703	1.972079
	Girls	95	3.014	2.485		
Commercial Trade	Boys	105	1.068	0.925	0.213305	1.972079
	Girls	95	1.224	1.175		
Executive Trade	Boys	105	4.184	2.485	-2.58656	1.972079
	Girls	95	2.995	2.339		
House-Hold Trade	Boys	105	1.3	1.21	7.32233	1.97591
	Girls	95	3.3	2.67		
Literary Trade	Boys	105	1.42	1.53	1.040933	1.972079
	Girls	95	1.624	1.6998		
Scientific Trade	Boys	105	1.763	1.813	0.896868	1.973084
	Girls	95	1.89	1.4896		
Social Trade	Boys	105	1.679	1.465	4.406259	1.972141
	Girls	95	2.786	1.979		

From the above hypothesis, the following data are obtained. The mean score of boys and girls in Agriculture Trade is 1.195 and 0.767. Their t- value is -2.93633. On seeing the degree of freedom 151 their t- value is lesser than the table value. The researcher found the difference in the means = (1.084211 - 0.533333) = 0.550878 .Therefore, the researcher found through data analysis that there exists significant difference in the agricultural vocational interest pattern of secondary school students in relation to gender variation. The mean score of boys and girls in Artistic Trade is 2.816 and 3.014. their t-value is 0.793703 (df=197) which is lesser than the table value. The researcher found the difference in the means = (3.057143- 2.778947) = 0.278196. Therefore, the researcher found through data analysis that there exists no significant difference in the artistic vocational interest pattern of secondary school students in relation to gender variation. In Commercial Trade mean score of boys and girls is 1.068 and 1.224, their t-value is 0.213305 (df=197) which is lesser than table value. The researcher found the difference in the means = (1.142857-1.105263) = 0.037594 .Therefore, the researcher found through data analysis that there exists significant difference in the commercial vocational interest pattern of secondary school students in relation to gender variation. In Executive area of vocational interest, the mean of boys and girls is 4.184 and 2.995,their t-value is -2.58656(df=197) which is lesser than the table value. The researcher found the

difference in the means = $(4.252632 - 3.33333) = 0.919299$. In House Hold area, the mean of boys and girls is 1.3 and 3.3, their t-value is 7.32233 (df=150). Here $7.32233 (t \text{ Stat}) > 1.972079 (t \text{ Critical two-tail})$. The researcher found the difference in the means = $(3.27619 - 1.14737) = 2.12882$

Therefore, it is found through data analysis that there exists significant difference in the house-hold vocational interest pattern of secondary school students in relation to gender variation. In Literary area of vocational interest the mean of boys and girls is 1.42 and 1.624, their t-value 1.040933 (df=197) which is lesser than the table value. It is found that the difference in the means = $(1.514286 - 1.263158) = 0.251128$. Therefore, It is found through data analysis that there exists no significant difference in the literary vocational interest pattern of secondary school students in relation to gender variation. In the Scientific Trade of vocational interest, the mean of boys and girls is 1.763 and 1.89, their t-value is 0.896868 (df=182) which is less than the table value. Here $0.896868 (t \text{ Stat}) < 1.972079 (t \text{ Critical two-tail})$. It is found that the difference in the means = $(1.790476 - 1.578947) = 0.211529$. Therefore, the data analysis showed that there exists no significant difference in the scientific vocational interest pattern of secondary school students in relation to gender variation. In the social area, the mean score of boys and girls is 1.679 and 2.786 and their t-value is 4.406259 (df=196). Here $4.406259 (t \text{ Stat}) > 1.972079 (t \text{ Critical two-tail})$. Hence the difference in the means = $(2.72381 - 1.6) = 1.12381$. Therefore, a significant difference in the social vocational interest pattern of secondary school students in relation to gender variation is found through above data analysis

Findings:

After analyzing the data it is found that there exists a significant difference in the vocational interest pattern of secondary school students in different vocational interest areas. 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 Artistic, Commercial, Household, and social fields. In Agriculture, Executive, Literary fields boys were slightly more interested than that of girls.

Conclusion:

If proper vocational guidance is provided to the students on the basis of their interest for a particular vocation they can utilize their energies in the right direction and this will increase their efficiency.

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