

VOCATIONAL INTERESTS OF SECONDARY SCHOOL STUDENTS IN RELATION TO THE LOCALITY OF SCHOOLS

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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. 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 (locality) and environmental influences. Vocational interests is the most enduring and compelling area of individual differences and the most popular means for characterizing, comparing and matching persons and environment. The study was carried out to find the vocational interests of secondary school students. A sample of 200 students was drawn randomly from 12 secondary schools of district kangra of Himachal Pradesh. The mean of the urban secondary school students was little more than the mean of the rural students in some fields, so the urban secondary school students were slightly more interested in literary, outdoor, executive and scientific fields. In case of mechanical, business and agricultural fields, rural secondary school students were slightly more interested than that of urban secondary school students.

Keywords: Vocational Interest; Secondary school students; locality.

1. INTRODUCTION:

“Vocational Interest is not a single choice but the sum total of many interests that bear in any way upon an occupational career.”

Edward K. Strong

Interest is the greatest word in education. Every teacher and counsellor recognizes the value of interest as far as success in scholastic and vocational fields are concerned. Knowledge of pupil's interest is perhaps a pre-requisite to working effectively in building new interests and helping him or her to learn more keenly. Whenever there is a discussion regarding the student's vocational plans, knowledge of his interests may serve as good indicators. Interests can very well help student in helping him to give some consideration to professions and vocations that he might never have thought about. Knowledge of an individual's interest provides a sound basis for educational and vocational guidance. Interests are very much linked with our wants, motives and basic needs. So, pursuit of one's interest is always satisfying. Naturally, it helps him to realize the goals and aims set by him. Interest combined with need may act as a stimulant for effort towards the attainment of goal set by the individual. Fundamental interests of a human being are the instinctive themselves. In childhood, the individual's interests are instinctive. With his mental development they begin to be acquired and then it is they that lend the necessary force to his activities. The acquired interests arise out of sentiments or objects and ideas and then finally out of the self-regarding sentiment. It is because of this that interests are considered co native rather than cognitive. These are responsible for maintaining the activity.

2. CONCEPT OF INTEREST:

In Latin, the word 'interest' means 'it matters' or 'it concerns'. Now a thing that interests us is something that concerns us or matters to us. But interest, from psychological viewpoint, is that mental formation of man which connects him naturally with an object, person or activity and he is attracted by it spontaneously and naturally and pays attention to it. Interests as a driving force not only helps the children in acquiring certain learning experiences, but also colour and fashion their attitudes and other personality traits. It thus directs the course of their growth and development and individualizes their personalities. Formation of Interest The process of interest-formation begins right at birth and continues till late in the old age. Different configurations of experiences are formed, and those which are pleasant, develop into patterns of interest.

If a pleasant experience aroused by a particular object in a particular environment repeats itself again and again, it gathers strength and becomes permanent appeal to the organism with the result that whenever a corresponding stimulus is received it gives rise to interest. Many psychologists and thinkers have tried to explain the meaning of this term in the following manner.

2.1. According to **William James**, “Interest is a selective awareness or attention that produces meaning out of mass of one's experiences.”

2.2. According to **Berdie**, "Interests are factors that attract an individual or expel him from objects, persons and activities."

2.3. **Crow and Crow** defined interest as , " The motivating force that impels us to attend to a person, thing or an activity or it may be the effective experience that has been stimulated by the activity itself. In other words, interest can be the cause of an activity and the result of participation in the activity."

2.4. **Guilford** has defined, "Interest is a tendency to give attention to attract by, to like and find satisfaction in an activity, object or person."

2.5. **Super** in his definition defined, "Interest is not a separate psychological entity, but merely of several aspects of behaviour."

3. REVIEW OF LITERATURE:

Hmingthanjuala (2001) found that boys were having significantly higher interest in mechanical and outdoor areas whereas girls had higher interest in Business, Aesthetic and clerical areas. Significant difference was observed between the students of different district. There was no significant relation between subject and their interest in Mechanical and outdoor activities and age of the student and occupational aspirations.

Mathur and Sharma (2001) examine the career maturity among adolescents. It was found that boys were significantly different in their attitudes towards career choice than girls as boys had more favorable attitude towards career choice as compared to girls. There was no significant difference found between boys and girls in career maturity.

Neeraj (2002) found that there was significant difference between boys and girls in vocational and academic streams in respect of family environment. There exist significant difference between boys and girls in respect of achievement motivation. There was no significant difference between boys and girls in vocational and academic streams in respect of self-esteem.

Goel (2005) studied the vocational education, training and evaluation scenario of people with disabilities. Vocational education of PWD's should be based on four pillars: Ability, assessment and Basic vocational training, skill development and economics. The main objective of vocational education of PWD's in to have economic independence and decent social life.

Makkar and Shukla (2009) studied as home science has become significant aspect of women's education and Home Science is attached to most sectors of social welfare. In this study, the stress has to be laid down on enhancing the employment as well as entrepreneurial potential of different fields of Home Science.

Boruah and Dhkan (2010) conducted the study to evaluate the gender differences in parental aspirations in the choice of vocation of their children. The sample comprised of 120 children of classes IX to XII and their respective parents. The study revealed that there was no gender difference in parental aspirations on choice of vocation of their children. Parents aspired equally for their sons and daughters to excel and to do well in the vocation that they choose. But a significant gender difference existed in choice of vocational types for the daughters and sons by both the parents.

Sanjeev and Kumar (2010) studied socio economic status (SES) is an influential factor for an individual as it determines the vocational preferences interests and choice. In the present study the researcher has tried to investigate the influence of Socio Economic Status (SES) on vocation preference. It was found that SES could influence the vocational preference of urban students. Urban school's educational and social environment could influence the computational interest of urban students. The reactions of the students reflect that they have a positive attitude towards vocational education.

P. Adinarayana Reddy, D.Uma Devi & E. Mahadeva Reddy (2011) investigated to identify the priorities of vocational educational courses and interests of the Indian undergraduate students in the paper „A Study of the vocational education preferences and interests of the Indian undergraduate students“ in Bulgarian Journal of Science and Education Policy (BJSEP), Volume 5, Number 1, 2011.

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 finalist 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.

4. DATA: Secondary Students

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

5. METHOD:

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

Tool Used

Vocational Interest inventory developed by investigator himself was used.

6. DELIMITATIONS OF THE STUDY:

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

7. OBJECTIVE OF THE STUDY:

Objective has been designed to carry the present investigation.

1. To find and compare the vocational interests of secondary school students on the basis of locality of schools.

8. HYPOTHESIS OF THE STUDY:

1. Locality of schools has a significant influence on the vocational interests of secondary school students.

Sample

A sample of 200 students (100 boys and 100 girls) was drawn from different secondary schools of Kangra district of Himachal Pradesh. The sample was drawn by using a purposive sampling technique.

9. ANALYSIS OF DATA:

The collected data was subjected to statistical analysis. Mean, SD, and Test of significance were calculated. The information is presented in the below mentioned tables with various vocational interests like:

Literary (L), Mechanical (M), Outdoor (O), Business (B), Artistic (A), Social (S), Music (M), Agriculture (Ag), Executive (E), Clerical (C), Teaching (T) and Scientific (Sc).

Table- 1.1

Sr. No.	Vocational interests	Rural Secondary School Students			Urban Secondary School Students			SED	t-value	Remarks
		Mean	SD	SEm	Mean	SD	SEm			
1	Literary(L)	18.28	5.20	0.55	22.21	6.28	0.86	0.63	3.56	*
2	Mechanical (M)	22.12	6.24	0.85	20.12	5.26	0.80	0.12	2.54	@
3	Outdoor (O)	23.18	6.86	0.92	25.33	7.25	0.89	0.07	1.26	@
4	Business(B)	19.32	5.78	0.62	15.32	3.98	0.55	0.45	4.65	**
5	Artistic (A)	13.26	3.92	0.45	14.22	2.75	0.41	1.26	1.35	@
6	Social (S)	18.03	5.06	0.53	18.30	5.25	0.55	1.56	0.24	@
7	Music (M)	13.03	2.42	0.40	14.03	3.29	0.44	0.56	1.29	@
8	Agriculture(Ag)	26.03	7.55	0.94	20.05	5.97	0.80	0.48	3.60	*
9	Executive (E)	14.02	3.27	0.44	25.55	7.30	0.93	1.86	5.34	**
10	Clerical (C)	16.08	4.02	0.49	17.09	4.58	0.53	1.56	0.32	@
11	Teaching (T)	18.02	5.05	0.52	19.23	5.60	0.56	0.24	1.23	@
12	Scientific (Sc)	13.05	3.01	0.42	21.42	6.03	0.82	0.63	5.86	**

@ Not Significant

** Significant at 0.01 level

*Significant at 0.05 level

A close examination of table 1.1 reveals that there are significant differences between the mean scores of the secondary school students on their vocational interests on the basis of their locality. Secondary school students who are belonging from the rural schools are seen to have more interest in mechanical, business and agricultural areas of vocational interest in comparison to their urban counterparts. In the same table literary, outdoor, executive and scientific areas of vocational interest seems to be higher in case of the students with urban areas in comparison to their rural counterparts. Artistic, social, music, clerical and teaching as vocational interests could not differentiate these areas on the basis of locality. It can be inferred that both the groups have similar interests towards these areas.

Locality of the schools could not make any significant difference in some of the vocational interest's viz. artistic, social, music, clerical and teaching. However, mechanical, business and agricultural choices are seen to be higher among the students from rural areas.

10. FINDINGS OF THE STUDY:

The mean of the urban secondary school students was little more than the mean of the rural students in some fields, so the urban were slightly more interested in literary, outdoor, executive and scientific fields. In case of mechanical, business and agricultural fields, rural secondary school students were slightly more interested than that of urban students.

11. 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.

12. SUGGESTIONS FOR FURTHER STUDIES:

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 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 gender, personality, locus of control, level of aspiration, and intelligence etc.

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