

A COMPARATIVE STUDY ON VOCATIONAL ASPIRATIONS OF SOCIALLY ADVANTAGED AND DISADVANTAGED STUDENTS

SURESH ANUGANTI

Senior Research Fellow, Department of Education,
Osmania University, Hyderabad, Telangana State.

Email: surijrf@gmail.com

Abstract: The present study was undertaken to compare the vocational aspirations of the secondary school students. The sample of the study consisted of 600 secondary school students studying X class in erstwhile Karimnagar district of Telangana State. As far as the study concerned SC, ST, BC category students were considered as socially disadvantaged group and General/OC category students were considered as socially advantaged group. Vocational Aspiration Test (VAT), which was developed by researcher for the present research purpose only, was used for data collection. Analysis of data was done by employing “t” test. The results of the study revealed that the socially advantaged students were found to be better than the socially disadvantaged students and with reference to gender differential results were come out. In socially advantaged group girls were found to be had better vocational aspirations than their counterpart’s i.e socially advantaged boys whereas in socially disadvantaged group boys were found to be had better vocational aspirations than their disadvantaged counterparts

Key Words: *Socially Advantaged, Socially Disadvantaged, Caste, Vocational Aspirations, Students Aspirations.*

1. INTRODUCTION:

The Scheduled Castes, Scheduled Tribes and Backward Classes who were deprived of education for a long time requires not only the general literacy but also other skills which could equip them to face and experience the exogenous forces of modernization. Thus, education has been viewed as a mechanism through which the members of the Scheduled Castes and Scheduled Tribes are to be equipped to obtain occupational and economic mobility in order to establish equal status in the society by their individual achievement and worth.

The educational facilities provided under the various schemes sponsored by the Central and State Governments to Scheduled Castes, Scheduled Tribes and Backward Classes ranges from extensive provision of scholarships, free ships, hostels for school and college students to coach the candidates who are desirous of appearing for IAS and other competitive examinations. Due to such constitutional and policy measures the disadvantaged sections aspirations supposed to be equalized with the aspirations of their counterparts that is advantaged sections. It is expected that both the sections should consist equal level of vocational aspirations thanks to the positive discrimination policy towards socially disadvantaged sections. Hence it is the worthwhile to compare the vocational aspiration levels of both the groups. The overall advancement achieved in vocational development among these groups, since independence, may be estimated with a background of their vocational aspirations.

2. REVIEW OF RELATED LITERATURE:

Uplaonkar, A.T. (1981) undertaken a study on occupational aspirations as related to social background of students and findings of the study were: i) The educational and occupational aspirations of the Hindu students were significantly higher than those of Muslim students. ii) Boys had higher educational and occupational aspirations than women. iii) There were social class differences in the educational and occupational aspirations of college students. However, caste status was not correlated to the levels of educational and occupational aspirations. iv) Caste status in so far as it is related to class status is important in determining the aspirations of students. v) Family class status, in particular, and social class background, in general, had a significant influence on the educational and occupational aspirations of the respondents.

Mau and Bikos (2000) examined the relative importance of school, family, personal/psychological, race, and sex variables in predicting educational and vocational aspirations. A nationally representative sample of 10th-grade students was followed through 2 years beyond their high school. Results suggested that sex and race significantly predicted educational and vocational aspirations of students.

Yadav, R.. (2000) conducted a study on Vocational Preferences of Adolescents in Relation to their Intelligence and Achievement. Findings of the study were: The students preferred administrative jobs than jobs related music and artistic. 2. Highly intelligent students prefer to go to jobs related to the area of Physical Sciences.

Misra Lakshmi (2010) made an attempt to see how the technical and non-technical education affects the occupational aspiration and attitude towards modernization of female students. Three hundred (150 from technical and 150 from non technical) female students were opted for this comparative study. On the basis of findings it was concluded that only quantitative difference in the scores have been found on dependent variables (occupational aspiration and attitude towards modernization) because of technical and non- technical educations but qualitative changes in technical and nontechnical female students have been found in the same direction. Quantitative difference as found showed a difference in scores only but do not differentiate female students on being technical or non-technical on the dependent variables taken in present study. Many more female students would offer for higher technical education if they were given opportunity and proper guidance.

Tali and Rosy (2012) attempted to assess the vocational aspiration of +2 students in relation to their achievement motivation and some demographic variables i.e. gender, academic stream and type of schools. The findings were; +2 students belonging to high and low achievement motivation did not differ significantly with respect to their vocational aspiration. Male and female +2 students have equal aspiration and knowledge towards vocational choices. +2 science students have inclined more serious towards their career or vocation as compared to arts students. Arts and commerce +2 students have similar kind of aspiration on vocational preference or have equal knowledge and aspiration towards vocational choices. Science and commerce students do not differ significantly with respect to vocational aspiration. +2 students studying in private schools have more inclined towards choice of vocation than students studying in Govt. schools.

A detailed observation of the literature reviewed so far reveals that though many studies have been conducted on educational and vocational aspirations in relation to pupils academic achievement, personal characteristics, school environment, subject matter etc., but studies which were conducted on educational aspirations with reference to pupils social class, especially caste as a variable are scanty. Hence, the present study was undertaken to identify persistent gap if any between these two groups i.e., socially advantaged and disadvantaged.

3. STATEMENT OF THE PROBLEM: “A Comparative Study of Educational Aspirations of Socially Advantaged and Socially Disadvantaged Students”.

4. OBJECTIVES OF THE STUDY:

- To compare the vocational aspiration level of the socially advantaged and socially disadvantaged students who are studying at secondary school level
- To study the vocational aspiration level among the socially advantaged students with reference to gender.
- To study the vocational aspiration level among the socially disadvantaged students with reference to gender.

5. HYPOTHESIS OF THE STUDY:

- There will be no significant difference between vocational aspirations of socially advantaged and socially disadvantaged secondary school students.
- There will be no significant difference among vocational aspirations of socially advantaged students with reference to gender.
- There will be no significant difference among vocational aspirations of socially disadvantaged students with reference to gender.

6. DATA ANALYSIS AND INTERPRETATION:

Table No - 1: Showing distribution of the Students who belong to various social categories and with respect to their Level of Vocational Aspirations

| S.No | Category | Vocational Aspiration | Frequency | Percentage |
|------|----------|-----------------------|------------|-------------|
| 1 | OC | Low | 19 | 13 |
| | | Average | 144 | 48 |
| | | High | 118 | 39 |
| | | Total | 300 | 100% |
| 2 | BC | Low | 26 | 17 |
| | | Average | 82 | 53 |
| | | High | 48 | 30 |
| | | Total | 156 | 100% |
| 3 | SC | Low | 18 | 19 |
| | | Average | 49 | 51 |
| | | High | 29 | 30 |
| | | Total | 96 | 100% |

| | | | | |
|---|----|--------------|-----------|-------------|
| 4 | ST | Low | 11 | 23 |
| | | Average | 23 | 48 |
| | | High | 14 | 29 |
| | | Total | 48 | 100% |

It is evident from table no. 1, that majority of the sample among OC category students i.e. 48% are average and in the remaining more than half of the sample 39% are high and a mere 13% are low in the levels of vocational aspiration. Among the BC category students, more than half of the sample i.e. 53% are average and in the remaining sample, 30% are high and 17% are low in the levels of vocational aspiration. Among the SC category students, more than half of the sample i.e. 51% are average and in the remaining sample, 30% are high and 19% are low in the levels of vocational aspiration. Among the ST category of students, 48% are average and in the remaining more than half of the sample, 29% are high and 23% are low in the levels of vocational aspiration.

Table 2: Showing results of test of significant difference between the mean scores of socially advantaged and socially disadvantaged secondary school students on VAT

| Vocational Aspirations | Students | N | Mean | SD | t | Sig. | Df |
|------------------------|------------------------|-----|-------|------|---|------|----|
| | Socially Advantaged | 300 | 47.83 | 7.53 | | | |
| | Socially Disadvantaged | 300 | 46.26 | 9.40 | | | |
| | Total | 600 | 47.04 | 8.46 | | | |

It is noticeable from the Table 4.19, the mean score of socially advantaged students on LEAT was 47.83 and socially disadvantaged students was 46.26. The obtained t value 2.261 with a df of 1 & 598 was found to be statistically significant at 0.05 level of significance. It reveals that socially advantaged and socially disadvantaged secondary school students differ significantly on their vocational aspirations.

Hence the hypothesis 1, which states that ‘There will be no significant difference between vocational aspirations of socially advantaged and disadvantaged secondary school students’, is rejected.

Results of the present study are in agreement with the results of Chand, j., (1985), Garg. (2000), Osa – Edoh and Alutu (2011), Kaur, D. (1990), Majoribanks (1985) and conversely Praksh, V. (1984) found no significant relationship between caste and the level of aspiration.

Table 3: Showing results of test of significant difference between the mean scores of socially advantaged secondary school students on VAT with reference to their Gender

| Vocational Aspirations | Gender | N | Mean | SD | t | Sig. | Df |
|------------------------|--------|-----|-------|------|---|------|----|
| | Boys | 150 | 44.11 | 8.14 | | | |
| | Girls | 150 | 45.32 | 7.53 | | | |
| | Total | 300 | 44.72 | 7.83 | | | |

It is apparent from Table no. 3, the mean score of socially advantaged boys was 44.11 and socially advantaged girls was 45.32. The obtained t value 5.322 with a df of 1 & 298 was found to be statistically significant at 0.05 level of significance. It reveals that socially advantaged boys and socially advantaged girls differ significantly on their vocational aspirations.

Hence the hypothesis 2, which states that ‘There will be no significant difference among vocational aspirations of advantaged students with reference to gender’, is rejected.

Based on the mean scores, it may be observed that, socially advantaged girl students are better than socially advantaged boy students in vocational aspirations and it is statistically significant.

The findings of Kaur, D. (1990), Garg. (2000), Mau and Bikos (2000) are in line with the present study and Prakash, V. (1984) revealed opposite findings, whereas Tali and Rosy (2012) reported equal level of vocational aspirations with reference to boys and girls.

Table 4: Showing results of test of significant difference between the mean scores of socially disadvantaged secondary school students on VAT with reference to their Gender.

| Vocational Aspirations | Gender | N | Mean | SD | t | Sig. | Df |
|------------------------|--------|-----|-------|------|---|------|----|
| | Boys | 150 | 47.16 | 9.53 | | | |
| | Girls | 150 | 45.35 | 9.22 | | | |
| | Total | 300 | 46.25 | 9.37 | | | |

It is apparent from Table no 4, the mean score of socially disadvantaged boys was 47.16 and socially disadvantaged girls was 45.35. The obtained t value 2.862 with a df of 1 & 298 was found to be statistically significant at 0.05 level of significance. It reveals that socially disadvantaged boys and socially disadvantaged girls differ significantly on their vocational aspirations.

Hence the hypothesis 3, which states that ‘There will be no significant difference among vocational aspirations of disadvantaged students with reference to gender’, is rejected.

Based on the mean scores, it may be observed that, socially disadvantaged boy students are better than socially disadvantaged girl students in vocational aspirations and it is statistically significant.

The results are in line with Chand, J. (1985), Garg. (2000), Uplaonkar (1983) and are contrary to Prakash, V. (1984).

7. FINDINGS OF THE STUDY:

- Socially advantaged students were found to be better than the socially disadvantaged students with regard to vocational aspirations and it was statistically significant.
- Significant differences were found among vocational aspirations in both socially advantaged and socially disadvantaged students with reference to gender i.e. male and female. In socially advantaged group girls were found to be better than their counterparts i.e. boys in vocational aspirations, contrary to this among socially disadvantaged group boys were better than the girls in their vocational aspirations.

8. EDUCATIONAL IMPLICATIONS:

For any country the human energy is an asset when it is properly used and placed appropriately for productive works. If every individual is given equal right to education, freedom in choosing their desired occupation, equal opportunities to develop oneself to the optimum level of his/her capability, ultimately that country prospers rapidly and the robust economic system is created.

- From the present study it is found that socially disadvantage is a major problem and it needs to be addressed urgently. Due importance and attention is being given to sensory and physical disadvantaged sections of the society. They have subjected to study their psychological, educational and vocational problems by assessment, diagnosis and intervention. In similar fashion socially disadvantaged sections should be studied through proper assessment, diagnosis and intervention with special reference to their psychological, educational and vocational problems.
- The scope of the Inclusive Education should concentrate on the problems, which arises due to social maladies and malpractices, such as, gender discrimination, society stratification on caste lines, ethnicity conflicts, religious minorities problems, rural-urban disparities, poor-rich inequalities, migrant issues etc.,
- Disadvantaged Children are found to be lower than their counterpart, which is indicating that the central and state governmental efforts to raise the educational and vocational standards of disadvantaged students have not yet achieved the targeted goals. Governmental efforts in this regard should be continued and refined in order to pin pointedly laying the clear cut objectives to be achieved in timely manner.
- While studying advantaged students it is seen that varying degrees of social prestige of different vocations serve an important factor for determining the vocational choice by an individual. As most of the students expected to enter vocations which are considered socially high prestigious, it creates a discrepancy between what they think to become and the skills, aptitude, and attitude they should have. To ensure correspondence between the two, vocational and educational guidance programs should be organized in the secondary schools. This will, in turn, help them in wise selection of vocations in accordance with their talents, interests, and aptitudes.
- Some identical tendencies are observed by the researcher among various groups under study. Socially disadvantaged children mostly have chosen to traditional occupations or the occupations which are matched with their caste related occupation. Women seem to be comfortable with ease working conditions such as desk type job, nurse, teacher etc. Further rural children marked on certainly low level or less prestigious vocational choice. It is mainly due to avoiding the potential failure experiences by setting unrealistically low vocational aspirations. But this fear of failure is the cause which hinders the progress of those sections. Policymakers, Guidance workers, Teachers should work together to remove this fear of failure and appropriate strategies should be chalked out to raise their self-confidence.

9. CONCLUSION:

India is the second largest country in the world in terms of its population number. But, it is still listed under developing nations. By leveraging its population strength China is prospering and becoming the robust economy in the world. It is the best example for the proper utilization of one countries human capital. but, in our country the persistent

caste, gender inequalities are the major concerns and need to be fixed for optimum and potential exploitation of human resources. Therefore there is a need to evolve a policy framework which focus should be the benefit of the disadvantaged children and female children of all the categories to intensify their aspirational levels. Such policy framework should consist of legal, economic, social and cultural action plans to be implemented in educational institutions particularly and in society generally.

REFERENCES:

1. Ameerjan, M.S. (1984). *Background variables of the scheduled caste and tribe college students - A comparative study*. Indian Educational Review, 19 (2), 28-36.
2. Armstrong, P. I., & Crombie, G. (2000). *Compromises in adolescents' occupational aspirations and expectations from grades 8 to 10*. Journal of Vocational Behavior, 56, 82-98.
3. Das, D.G. (1991). *A study of the Educational and Vocational Aspiration level of tribal and non-tribal youths of the South Gujrat Region: A cultural study*. Ph.D Thesis in Education, South Gujrat University.
4. Gottfredson, L. S. (2002). *Gottfredson's theory of circumscription, compromise, and self creation*. In D. Brown and Associates (Eds.), *Career choice and development* (4th ed., pp.85-149). San Francisco, CA: Jossey-Bass.
5. Gottfredson, L. S. (2005). *Applying Gottfredson's theory of circumscription and compromise in career guidance and counseling*. In S. D. Brown & R. T. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 71–100). Hoboken, NJ: Wiley.
6. Gottfredson, L. S., & Becker H. J. (1981). *A challenge to vocational psychology: How important are aspirations in determining male career development?*. Journal of Vocational Behavior, 18(2), 121-137. [http://dx.doi.org/10.1016/0001-8791\(81\)90001-4](http://dx.doi.org/10.1016/0001-8791(81)90001-4)
7. Havighurst, R.J. (1964). *Who are the socially disadvantaged?*. Journal of Negro Education, 33, 210-217.
8. Kaur Pardeep. (2007). *The effect of Stress and Educational Aspiration on the Academic Achievement of Adolescent Students*. M.Ed. Dissertation, Guru Nanak Dev University, Amritsar.
9. Lee, Hung-Chang. (2012). *Occupational aspirations of Taiwanese preschool children*. Social Behavior and Personality: an international journal, 40(1), 115-127.
10. Lee, I. H., & Rojewski, J. W. (2012). *Development of occupation aspirations in early Korean adolescents: A multi-group latent curve model analysis*. International Journal for Educational and Vocational Guidance, 12, 189–210. doi:10.1007/s10775-012-9227-6
11. Majoribanks, Kevin. (2005). *A study of family background, adolescents' educational aspirations, and Australian young adults' educational attainment*. International Educational Journal, (6), 104-112.
12. Marjoribanks. (2005). *Family background, adolescents' educational aspirations, and Australian young adults' educational attainment*. International Education Journal, 2005, 6(1), 104-112.
13. Mau, W., & Bikos, L. H. (2000). *Educational and vocational aspirations of minority and female students: A longitudinal study*. Journal of Counseling and Development, 78(2), 186–194. doi: 10.1002/j.1556-6676.2000.tb02577.
14. Misra Lakshmi. (2010). *A Study of Occupational Aspiration and Attitude Towards Modernization of Female Students Studying in Technical and Non-Technical Institution*, Educational Quest, 1. 57-50
15. Tien, H. S. (2007). *Practice and research in career counseling and development – 2006*. The Career Development Quarterly, 56(2), 98-155.
16. Yadav, R. (2000). *The Vocational Preferences of Adolescents in Relation to their Intelligence and Achievement*. Journal of Educational Research and Extension, 37(3). 36-45.
17. Kaur, D. (1990). *Educational and vocational aspirations of students belonging to different socio-economic locales of Jammu division* (Ph.D. Thesis in Education). University of Jammu.
18. Tali, D.B., Rosy.,M.S., (2012). *Vocational aspiration of +2 students in relation to their achievement motivation and demographic variables*. Journal of Academicia, 2(2), 46-55.