

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

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ABSTRACT

Students all over the world at some points have to make a choice of profession for sustaining their livelihoods. If the chosen profession is according to their choice, they can excel in their field of work. In the present scenario, students and their families are more concerned about their future. In this regard, a study has been conducted to know the vocational interests of secondary school students concerning their gender. Through this study, the researcher has tried to know and acknowledge the vocational interest of secondary school students in relation to their gender. The simple random sampling procedure selected a sample of 100 students (50 boys and 50 girls) reading in various schools in the district of Meerut of Uttar Pradesh state. A standardized tool developed by Bansal V. P and Srivastava D. N. (1975) named "Vocational Interest Record" was used for the 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 a difference in the vocational interest pattern of secondary school students in different vocational interest areas. The result also revealed that there is a significant difference in the vocational areas of secondary school students in relation to gender variation.

Keywords: Interest, Gender, Secondary, Vocational.

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INTRODUCTION

Education is a dynamic process that brings change in the behavior of a student by raising the level of social education and vocational awareness of youth and enabling them to adopt a realistic attitude towards the world of work. Nowadays, students are more conscious of their future and aware of different types of professions. In terms of family education, diversification of information, and the use of technology, wide advertisement plays a vital role in collecting information regarding the professions. They prefer their career according to their interest, capability, aptitude, and family status. The right choice of vocations will give the person more happiness, and there are greater chances of his adjustment. Its effect doesn't stop here. It also has great social and national importance.

Vocational Interest: Concept and Meaning

Vocational interest can be identified by an individual's preferences for a number of vocations and are often stable through adulthood. Vocational interests are primarily a development task that typically occurs during adolescence. Interest, aptitude, personality characteristics, family background, social skill, and vocational needs have been considered to be an important factor that determines one's occupational choice. There are some environmental factors that influence the vocational interest of the students.

Vocational guidance should be provided to the child at a very early stage when the child enters school and continue even after a suitable choice has been made. In this regard, students need a great variety of guidance activities and opportunities to explore their personal characteristics and vocational options. 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

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without occupation and occupation without education is 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 way of early identification, encouragement, and providing opportunities for their upward mobility.

The government has also made suitable provisions for the vocational guidance for the children. The vocational guidance is the process of assisting a student in choosing a profession, preparing for it, entering upon and progress in it. It is a concern primarily with helping a student to make decisions and choices involved in planning a future and building a career decision. The main aim of vocationalization of education is to provide education and training to students, enabling them to contribute their best to the country's development.

Need and Significance of the Study

The present education system provides basic education at various levels without focusing on students' innate capacities and interests, leading to mismatch for the jobs in the market, resulting in a loss of manpower, unemployment, low economic productivity, and vocational maladjustment. The majority of the students are neither well acquainted with the employment avenues nor have

any information regarding the job opportunities. They take up a vocation by their parents and other persons. They work in the job for which they are not at all fit. This leads to widespread frustration among learners. Our educated youth fall an easy prey of disgust and boredom every hour due to their wrong choice of profession. With the advancement of scientific knowledge and gradual development of materialistic outlook, it is believed that education should enable a student to earn his living. It implies vocational courses should be introduced in the secondary schools along with the general education according to the vocational interests of the students.

Statement of the Problem

"Vocational interest of secondary school students concerning their gender."

OBJECTIVE OF THE STUDY

The present study has the following objectives:

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

HYPOTHESIS OF THE STUDY

Following null hypotheses have been formulated for 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.

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.

Statistical Technique Used

In order to find out the vocational interests of boys and girls of secondary school, t-test was employed as a statistical technique.

From the Table 1, the mean score of boys and girls in agriculture trade is 6.54 and 5.58. Their t-value is 2.21, which is significant at 0.05 level. 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 5.02 and 5.04, respectively their t-value is 0.04, which is insignificant at 0.05 level. 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. The mean score of boys and girls in commercial trade is 4.80 and 5.38, respectively their t-value is 1.42, which is insignificant at 0.05 level. Therefore, the researcher found through data analysis that there exists no significant difference in the commercial vocational interest pattern of secondary school students in relation to gender variation. The mean score of boys and girls in executive trade is 7.20 and 8.36, respectively their t-value is 1.73, which is insignificant at 0.05 level. Therefore, the researcher found through data analysis that there exists no significant difference in the executive vocational interest pattern of secondary school students in relation to gender variation. In the household area, the mean score of boys and girls is 5.26 and 5.50, respectively their t-value is 0.57, which is insignificant at 0.05 level. Therefore, the researcher found through data analysis that there exists no significant difference in the household vocational interest pattern of secondary school students in relation to gender variation. In the literary area of vocational interest, the mean of boys and girls is 6.74 and 7.40, respectively their t-value is 1.08, which is insignificant at 0.05 level. Therefore, the researcher 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 7.28 and 8.62, respectively and t-value is 1.88, which is insignificant at 0.05 level. Therefore, the researcher found through data analysis that there exists no significant difference

Table 1: Showing difference in mean scores of vocational interest (area wise) of boys and girls of secondary school students

| Dimensions | Group | No. of pupils | Mean | SD | t-value | Level of significance |
|-------------------|-------|---------------|------|------|---------|-----------------------|
| Agriculture trade | Boys | 50 | 6.54 | 2.11 | 2.21 | Significant |
| | Girls | 50 | 5.58 | 2.25 | | |
| Artistic trade | Boys | 50 | 5.02 | 2.63 | 0.04 | Not significant |
| | Girls | 50 | 5.04 | 2.33 | | |
| Commercial trade | Boys | 50 | 4.80 | 2.30 | 1.42 | Not significant |
| | Girls | 50 | 5.38 | 1.78 | | |
| Executive trade | Boys | 50 | 7.20 | 3.68 | 1.73 | Not significant |
| | Girls | 50 | 8.36 | 3.01 | | |
| Household trade | Boys | 50 | 5.26 | 2.30 | 0.57 | Not significant |
| | Girls | 50 | 5.50 | 1.87 | | |
| Literary trade | Boys | 50 | 6.74 | 3.48 | 1.08 | Not significant |
| | Girls | 50 | 7.40 | 2.58 | | |
| Scientific trade | Boys | 50 | 7.28 | 3.79 | 1.88 | Not significant |
| | Girls | 50 | 8.62 | 3.35 | | |
| Social trade | Boys | 50 | 5.06 | 1.94 | 0.37 | Not significant |
| | Girls | 50 | 4.92 | 1.78 | | |

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 5.06 and 4.92 and their t-value is 0.37, which is insignificant at 0.05 level. Therefore, the researcher found through data analysis that there exists no significant difference in the social, vocational interest pattern of secondary school students in relation to gender.

Findings

After analyzing the data, it is found that there exists a significant difference in the vocational interest pattern of secondary school students in agriculture vocational interest areas. Moreover, the girls' mean was a little more than the boys' mean in some fields. So the girls were slightly more interested in artistic, commercial, household, and social fields. In agriculture and social fields, boys were slightly more interested than that of girls.

CONCLUSION

The vocational choice is one of the most important tasks for every student. The right decision at the right moment can change the whole life of a person and his professional environment. If proper vocational guidance is provided to the students based on their interest in a particular vocation, they can utilize their energies in the right direction, and this will increase their efficiency.

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