



# A Study of Vocational Interest of Higher Secondary Students in Relation to their Locale

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**Abstract:** The purpose of the study was to assess the differences in the various area of vocational interest of higher secondary level school students in relation to their locale. The present study was carried out with A sample of 200 students (100 Rural students and 100 Urban students) studying in various higher secondary schools in the district of Janjgir Champa district of Chhattisgarh state. The sample was selected by disproportionate Stratified Random Sampling technique. A standardized tool developed by Dr. S.P Kulashreshtha named as "Vocational Interest Record" was used for collection of primary data. The data were analyzed with the help of Mean, SD and Critical Ratio to study the vocational interests of higher secondary students. The result showed that there existed difference in the vocational interest of higher secondary school students in different vocational interest areas like. 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, higher secondary school, critical ratio.

## I. INTRODUCTION

The problem of unemployment is deep rooted in our country. So, the assessment of vocational interest is important for the students as it provides a way for vocational guidance so that they can flourish their potentials in their future professional life, attain their social efficiency and develop their social adjustment. Vocational interests of the students are widening day by day. It has been assumed by the sociologists and psychologists that for healthy and prosperous nations there should have a right choice of vocations. It is important for the proper utilization of human resources. The study was designed to find out the vocational interests of higher secondary students in relation to locale (Urban & Rural) because vocational choice is a developmental process starting with aspirations and exploration in the environment they get from childhood. Higher secondary school students coming from different locale may develop different vocational interest.

### 1.1 Rationale for the Study:

- To provide vocational guidance as well as educational guidance, so that choice of educational subject directly correlate with the vocation.
- Educational choice should be employment orientated.
- To think seriously about the choice of current vocation, according to interest, ability, capacity and economic and social background.
- By choosing the correct vocations, the sociological and psychological adjustment in life is ensured.
- Contribute affectively to the national process and development and be a determining factor in the nation's economic growth.
- Help minimize the problem of un-employment and youth unrest by being a useful citizen.
- By preplanning education and vocational choice lead a disciplined, socially useful life.

- To see the vocational interest areas of the students so that they can be guided in the right direction.

## 1.2 Objective of the Study:

To compare the vocational interest of rural and urban background student.

## 1.3 Hypotheses of the study:

Following are the null hypotheses of this study:

Ho 1. There is no significant difference in the mean scores of rural and urban background students in the area of Literary (L) interest.

Ho 2. There is no significant difference in the mean scores of rural and urban background students in the area of Science (Sc) interest.

Ho 3. There is no significant difference in the mean scores of rural and urban background students in the area of Executive (E) interest.

Ho 4. There is no significant difference in the mean scores of rural and urban background students in the area of Commercial (C) interest.

Ho 5. There is no significant difference in the mean scores of rural and urban background students in the area of Constructive (Co) interest.

Ho 6. There is no significant difference in the mean scores of rural and urban background students in the area of Artistic (A) interest.

Ho 7. There is no significant difference in the mean scores of rural and urban background students in the area of Literary (L) interest

Ho 8. There is no significant difference in the mean scores of rural and urban background students in the area of Persuasive (P) interest.

Ho 9. There is no significant difference in the mean scores of rural and urban background study in the area of Social (S) interest.

Ho 10. There is no significant difference in the mean scores of rural and urban background students in the area of House held (H) interest.

## 1.4 Operational definition of the terms of study:

**Vocational Interest**-- It has been variously defined as a kind of consciousness accompanying and stimulating attention, a feeling pleasant or painful directing attention-the pleasurable or painful aspect of a process of attention--and as identical with attention itself.

In this study, vocational interest is defined as the scores obtained on Vocational Interest Record (VIR) developed by Dr. S.P. Kulshrestha.

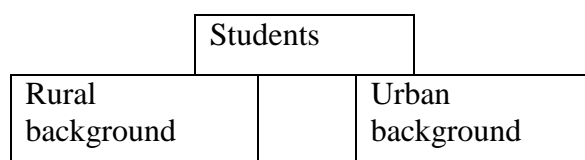
**Locale**--It refers to the area in which the sample resides. It is also defined as rural and urban background.

## 2. Research Methodology:

The heart of a research is the methodology. Under this chapter population, sampling, sample, variables, methods, research design, tool & its description and statistical treatment have been discussed.

### 2.1 Research Design:

For the present study the research design is two group simple design:



## 2.2 Research Method:

For the present study, survey method is followed with standardized tool.

## 2.3 Sample and its distribution:

A selected group of some elements from the totality of the population is known as the sample. In the present study, sample consists of 200 students. Students of 10 Higher Secondary schools were selected for the present study.

### 2.3.1 Sampling Technique:

In this study, students were selected by Disproportionate Stratified Random Sampling technique.

## 2.4 Variables of the study:

Variables of this study are as follows:-

**2.4.1 Independent Variable:** Rural and Urban

**2.4.2 Dependent Variable :** Vocational Interest

## 2.5 Tool and its description:

The tools used for the present study is Vocational Interest Record (VIR), developed by Dr. S. P. Kulshreshtha, Dehradun.

This record contains 200 vocations belonging to the following vocational interest areas:

- i. Literary (L):** The literary field includes the jobs like editor, poet, epic writer etc.
- ii. Scientific (Sc):** This includes jobs like engineer, Doctor, Astrologer, Science teacher etc,
- iii. Executive (E):** Executive area includes the jobs like mayor of corporation, probation officer, Army officer, Magistrate, Principal etc.
- iv. Commercial (C):** It includes jobs like Typist, Secretary, Shopkeeper, Accountant, Income tax Officer, Salesman, Commerce Teacher etc.
- v. Constructive (Co):** Constructive includes the interest in vocation of Goldsmith, Dyer, Welder, Bookbinder, Potter, and Teacher of Art Crafts etc.
- vi. Artistic (A):** Artistic jobs include Singer, Music director, Dancer, Painter, Sculptural etc.
- Vii. Agriculture (Ag):** This area is concerned with Farmer, Breeder, Agriculture, inspector, Dairyman etc.
- viii. Porsuasivo (P):** Persuasive jobs are full of persuasions. They are M.P., M.L.A., Vocational counselor, Ambassador, Religions preacher etc.
- ix. Social (S):** Social jobs which are taken in the test are religions reformers, free medicine Seller, guide, Social worker etc.
- x. Household (H):** Household jobs are Embroider, Home science teacher, Home Science Researcher, Nurse, Home manager, Expert in cooking, Home Decorator etc.

Thus, this record includes 10 vocational areas. Each of these areas of the record has 20 jobs/vocations; 10 in horizontal and 10 on vertical sides.

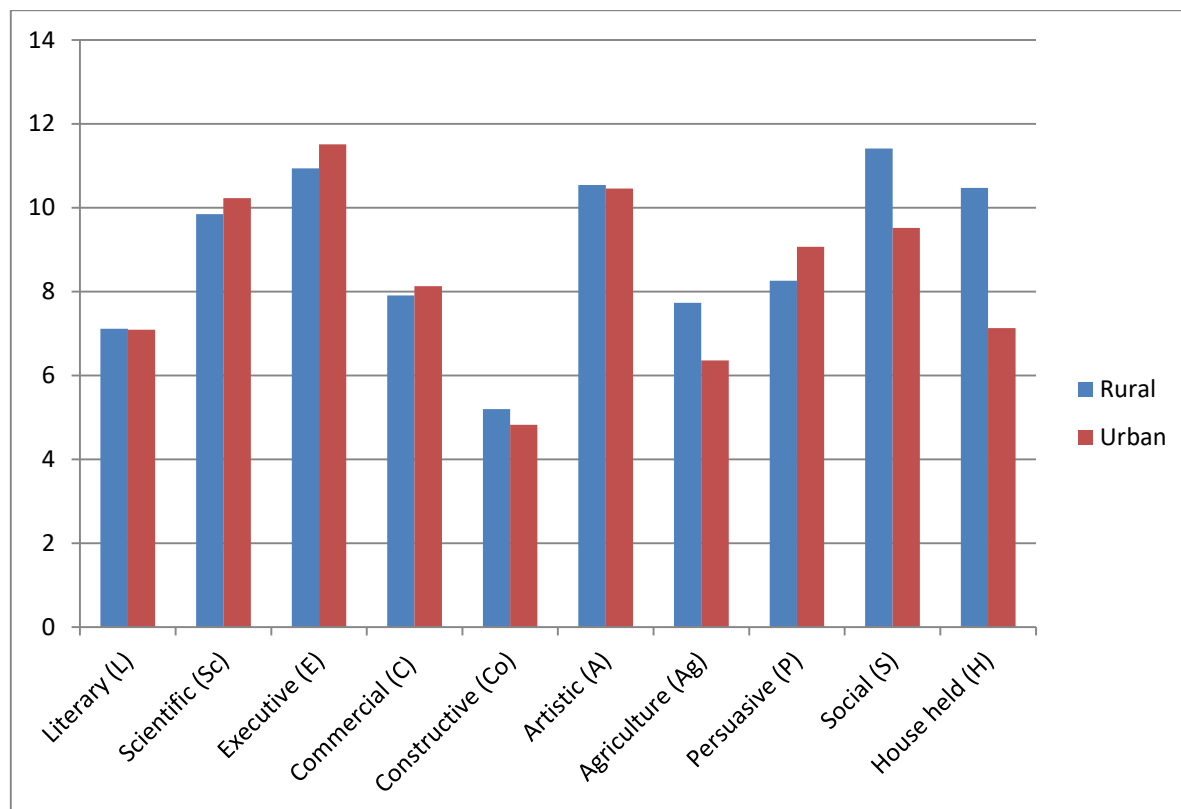
**3.Results:**

In this study mean, standard deviation and critical Ratio were estimated for analysis of the data.

**Table 3.1 Vocational Interest record Score of the students of Higher Secondary School of Rural and Urban area.**

| Group | No. of Student | Mean (M) | Standard deviation | CR   | Df  | Significance              | Interest          |
|-------|----------------|----------|--------------------|------|-----|---------------------------|-------------------|
| Rural | 100            | 7.11     | 4.55               | 0.04 | 198 | Insignificance            | Literary (L)      |
| Urban | 100            | 7.09     | 3.43               |      |     |                           |                   |
| Rural | 100            | 9.85     | 4.26               | 0.64 | 198 | Insignificance            | Scientific (Sc)   |
| Urban | 100            | 10.23    | 4.10               |      |     |                           |                   |
| Rural | 100            | 10.94    | 4.36               | 0.90 | 198 | Insignificance            | Executive (E)     |
| Urban | 100            | 11.51    | 4.71               |      |     |                           |                   |
| Rural | 100            | 7.91     | 3.69               | 0.41 | 198 | Insignificance            | Commercial (C)    |
| Urban | 100            | 8.13     | 3.98               |      |     |                           |                   |
| Rural | 100            | 5.20     | 3.62               | 0.78 | 198 | Insignificance            | Constructive (Co) |
| Urban | 100            | 4.82     | 3.28               |      |     |                           |                   |
| Rural | 100            | 10.54    | 4.60               | 0.12 | 198 | Insignificance            | Artistic (A)      |
| Urban | 100            | 10.46    | 4.57               |      |     |                           |                   |
| Rural | 100            | 7.73     | 4.71               | 2.28 | 198 | Significant at 0.05 level | Agriculture (Ag)  |
| Urban | 100            | 6.36     | 3.68               |      |     |                           |                   |
| Rural | 100            | 8.26     | 3.98               | 1.48 | 198 | Insignificance            | Persuasive (P)    |
| Urban | 100            | 9.07     | 3.83               |      |     |                           |                   |
| Rural | 100            | 11.41    | 4.94               | 2.86 | 198 | Significant at 0.01 level | Social (S)        |
| Urban | 100            | 9.52     | 4.33               |      |     |                           |                   |
| Rural | 100            | 10.47    | 4.47               | 5.06 | 198 | Significant at 0.01 level | House held (H)    |
| Urban | 100            | 7.13     | 4.79               |      |     |                           |                   |

FIGURE 3.1 Shows the difference of mean score of rural and urban students of different areas of Vocational Interest



In case of **Literary area** of vocational interest record the “means”, of rural and urban students were 7.11, and 7.09 and critical ratio was 0.04. Then in case of **Scientific area** of vocational interest record the “means”, of rural and urban students were 9.85 and 10.23 and critical ratio was 0.64. Next, in case of **Executive area** of vocational interest record the “means”, of rural and urban students were 10.94 and 11.51 and critical ratio was 0.90. In case of **Commercial area** of vocational interest record the “means”, of rural and urban students were 7.91 and 8.13 and critical ratio was 0.41. Then in case of **Constructive area** of vocational interest record the “means”, of rural and urban students were 5.20 and 4.82 and critical ratio was 0.78. In **Artistic area** of vocational interest record the “means”, of rural and urban students were 10.54 and 10.46 and critical ratio was 0.12. In **Agriculture area** of vocational interest record the “means”, of rural and urban students were 7.73 and 6.36 and critical ratio was 2.28. **Persuasive areas of vocational interest record the “means”, of rural and urban students were 8.26 and 9.07 and critical ratio was 1.48. Social areas of vocational interest record the “means”, of rural and urban students were 11.41 and 9.52 and critical ratio was 2.86. Household area of vocational interest record the “means”, of rural and urban students were 10.47 and 7.13 and critical ratio was 5.06.**

#### 4. Discussion:

Ho1. There is no significant difference in the mean scores of rural and urban background students in the area of Literary (L) interest

The null hypothesis was accepted as the critical ratio of rural and urban students was 0.04 which was not significant at any level. So, in case of literary interest there was no difference between rural and urban students.

Ho2. There is no significant difference in the mean scores of rural and urban background students in the area of Scientific (Sc) interest

The null hypothesis was accepted as the critical ratio of rural and urban students was **0.64** which was not significant at any level. So, in this interest area there was no difference between rural and urban students.

Ho 3. There is no significant difference in the mean scores of rural and urban background students in the area of Executive (E) interest

The null hypothesis was accepted as the critical ratio of rural and urban students was **0.90** which was not significant at any level. So, in this interest area there was no difference between rural and urban students.

Ho 4. There is no significant difference in the mean scores of rural and urban background students in the area of Commercial (C) interest.

The null hypothesis was accepted as the critical ratio of rural and urban students was **0.41** which was not significant at any level. So, in this interest area there was no difference between rural and urban students.

Ho 5. There is no significant difference in the mean scores of rural and urban background students in the area of Constructive (Co) interest

The null hypothesis was accepted as the critical ratio of rural and urban students was **0.78** which was not significant at any level. So, in this interest area there was no difference between rural and urban students.

Ho 6. There is no significant difference in the mean scores of rural and urban background students in the area of Artistic (A) interest

The null hypothesis was accepted as the critical ratio of rural and urban students was **0.12** which was not significant at any level. So, in this interest area there was no difference between rural and urban students.

Ho 7. There is no significant difference in the mean scores of rural and urban background students in the area of Agriculture (Ag) interest

The null hypothesis was rejected as the critical ratio of rural and urban students was **2.28** which was not significant at 0.05 level. So, in this interest area there was significant difference between rural and urban students.

Ho 8. There is no significant difference in the mean scores of rural and urban background students in the area of Persuasive (P) interest

The null hypothesis was accepted as the critical ratio of rural and urban students was **1.48** which was not significant at any level. So, in this interest area there was no difference between rural and urban students.

Ho 9. There is no significant difference in the mean scores of rural and urban background students in the area of Social (S) interest



The null hypothesis was accepted as the critical ratio of rural and urban students was **2.86** which was not significant at 0.01 level. So, in this interest area there was significant difference between rural and urban students.

Ho10. There is no significant difference in the mean scores of rural and urban background students in the area of Household (H) interest

The null hypothesis was accepted as the critical ratio of rural and urban students was 5.06 which was significant at 0.01 level. So, in this interest area there was significant difference between rural and urban students.

## 5. Conclusion:

It is evident that almost all the areas of vocational interest were preferred by both the rural and urban students. But only Agriculture, social and house held were such areas preferred more by rural students as compared to urban students as found in this research.

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