

A Psychological Study of Vocational Interest among Secondary Students

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ABSTRACT

21st Century is said to be an age of science and technology. Man has made speedy advancements in scientific, technological and industrial field. This has immediately influenced all aspects of man's life. And due to scientific advancement, division of labour and specialization of functions, modern society demands the fullest use of skilled manpower at all levels. Accordingly, there is a need to search talents to increase the productivity level. This necessitates fresh attempt towards search in career orientation with a view to understand the ways in which youth make career choices and multiplicity of factors, which influence their vocational interest.

Keywords: *Vocational Interest, 10th and 12th students*

Everyone is ambitious in this modern age and these ambitions can be completed when one is expert and has interest in that particular area. The work is definitely successful which is done with interest by fully and if the students also select vocational area by their own interest in education then they get proper direction for their career.

Today's students confuse about selection of further study and career after Grade – 10 or 12. There is scope to all according to their own choice. There should be proper action that the students can select their profession according their own choice. Investigators selected the present problem and conduct the study as a try to know students' vocational interest in contemporary time.

Vocational Interest

Vocational interest is defined as one's own pattern of preferences, aptitudes, like dislikes, preferred in any manner, wisely or unwisely by self or by another source for a given vocational

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A Psychological Study of Vocational Interest among Secondary Students

area or vocation. Therefore, the purpose of the present record is to help students to adjust themselves to the careers, jobs and vocations, by making wise choices. Only by making right choice the student will be able to utilize his all the potential to the maximum extent. The choice of vocation is one of the very important decisions a person must make for himself and this choice is a long process rather than a simple incident. Vocational interest and choices do not appear all of a sudden during adolescence. They appear as a result of developmental process. Vocational interest is not as a single choice but as the sum total of many interests that bear in any way upon an occupational career (*Strong 1954*).

Justification of the Problem

Youth of today is disoriented and distracted by materialism. There have been many research studies conducted on youth by eminent scholars in the field of psychology, sociology, education, etc. The present study will be useful for parents and teachers to understand the youth, their interests and values which can prove to be very useful for society and building it towards a better tomorrow.

Statement of the Problem

“A Psychological study of Vocational Interest among Secondary Students”

Operational Definitions of the Study

Vocational Interest: The desire to choose any vocation, views towards a particular job. According to *Strong*, “Vocational Interest is not only a single choice but the sum total of many interests that bear in any way upon an occupational career”.

Secondary Students: All those students who study in 10th and 12th standard are secondary level students.

REVIEW OF LITERATURE

Review of literature has several purposes. Primarily, it is to assist you in attacking your research problem. In any study, your own problem is central. Everything you embark upon is because it helps you to resolve your own problem or answer your research questions. When you know what others have done, you are then in a position to investigate your chosen problem with deeper insight and more complete knowledge (*Leedy, 1997*).

Gowda S. and Jamadar C.(2015) examine The present study aims to find out the prevalence of shyness among adolescents in tribal and rural areas as well as to find out the relationship between of occupational preference among adolescents of tribal and rural areas, influence of shyness levels, gender, and income on job preference among the adolescents. The experience of shyness can occur at any or all of the following levels: cognitive, affective, physiological and behavioural and may be triggered by a wide variety of situational cues. Since shyness could

A Psychological Study of Vocational Interest among Secondary Students

affect any dimension, the present study aims to identify the influence of shyness on occupational preference of the adolescents. The study of adolescent shyness has implications for understanding some of the more extreme examples of adolescent violence as exhibited by recent high school shootings perpetrated by shy, socially isolated, angry adolescents labeled as “cynically shy” (Carducci, 2000) and the development of strategies for reducing the social isolation experienced by such socially disenfranchised adolescents. Finally, severe shyness that continues into the later years of life can result in chronic social isolation that leads to increasingly severe loneliness and related psychopathology, and even to chronic illness and a shorter life span. Lastly, after studying the shyness aspects and relationship with other variables, an attempt will be made to suggest few remedial measures for shyness.

C.T. Logue and J.W. Lounsbury (2007) examined the relationship between satisfaction with major and Holland's vocational interests and with the Big Five and narrow personality traits based on 164 undergraduate business majors in „Vocational Interest themes and personality traits in relation to college major satisfaction of business students.

N. Venkateshwarlu and K. Chandrasekhar (2008) studied the attitude of teachers towards the existing practices of vocationalization of education in paper. ‘A study of altitude of lecturers of vocational education institution in relation to certain personal and demographic values’. On the basis of the teachers /lecturers attitudes, it has been found that the 80% of the lecturers felt that the vocational courses introduced at different levels in different institutions have no proper linkages.

Objectives

1. To find the relation among SSC Boys reference to they have been given preference about vocational interest.
2. To find the relation among HSC Boys reference to they have been given preference about vocational interest.
3. To find the relation among SSC Girls reference to they have been given preference about vocational interest.
4. To find the relation among HSC Girls reference to they have been given preference about vocational interest.

Hypothesis

- H₀1. There is significant relation among SSC Boys reference to they have been given preference about vocational interest.
- H₀2. There is significant relation among HSC Boys reference to they have been given preference about vocational interest.
- H₀3. There is significant relation among SSC Girls reference to they have been given preference about vocational interest.
- H₀4. There is significant relation among HSC Girls reference to they have been given preference about vocational interest.

A Psychological Study of Vocational Interest among Secondary Students

Variables

(A) Independent Variables

1. Education Level:
 - (i) SSC (Std. 10th)
 - (ii) HSC (Std. 12th)
2. Gender:
 - (i) Boys
 - (ii) Girls

(B) Dependent Variable

1. to gets score on vocation interest among SSC Boys and girls students.
2. to gets score on vocation interest among HSC Boys and girls students.

METHODOLOGY

Sample

In this study we have chosen Stratified random sample. The sample of the present study of total 60, among them 30 Boys and 30 Girls is in 15 SSC and HSC students. They were selected at random from various schools in Jetpur city, Gujarat.

Tool

Subject was administered Dr. J. H. Shan and Dr. Surekha Amin (1994) “Occupational Interest Inventory” (OII). The scale consists of 120 items and divided into 10 interest field by Kudar, here is the information about the test.

The scale consists of 120 items, each to be rated on the Five-point scale. Out of 120 items, 120 are ‘true keyed’. The items relate to almost all relevant components of the Vocational Interest in various fields. Like a...

1. Out Door
2. Mechanical
3. Computational
4. Scientific
5. Persuasive
6. Artistic
7. Literary
8. Musical
9. Clerical Service
10. Social Service

Reliability The test-retest reliability was found to be 0.74 and By Kuder Richardson method was found to be 0.86 both which was not only high but also statistically significant.

A Psychological Study of Vocational Interest among Secondary Students

Validity Hear was found internally and externally validity. The inventory was correlation 0.69 which was significant one providing evidence for sufficient concurrent reliability of the test.

Research Design

2 X 2 Research Design was used as per below

	Boys	Girls	Total
10 th	15	15	30
12 th	15	15	30
TOTAL	30	30	60

Procedure

In this research used the scale of “Occupational Interest Inventory”. The inventory of made of five option. Option was in “Very like”, “Like”, “Neutral”, “Don’t like” and “Never like”. This inventory considered 120 sentences. The response category has been provided each question. Response “Very like” mark – ‘4’, “Like” mark – ‘3’, “Neutral” mark – ‘2’, “Don’t like” mark – ‘1’ and “Never like” mark – ‘0’. The maximum possible score in each interest is ‘60’ and the minimum possible score is ‘0’. High score is to be interpreted as very like that interest field and low score of as never like that field.

Statistical Treatment of Data Summary

In present research, information will be evaluated by scoring ‘key’ to get result. Following method will be used to explain the information. **Kendall’s Coefficient of Concordance** method was used.

RESULT AND DISCUSSION

Ho1: There is significant relation among SSC Boys reference to they have been given preference about vocational interest.

Table 1 ‘W’ ratio of std. 10th (SSC) boy’s students; give the preference to vocation interest.

Sr. No.	Independent Variable	N	K	df	‘W’	Level of Significant
1	Std. 10 th (SSC) Boys	10	15	9	0.48	0.01

According to table-1, std-10th’s boys gave their own view about vocational interest; there is a significant difference between their own views, so that hypothesis is rejected. Value of ‘W’ is 0.48 and df=9. Here at the 0.05 orbit the value of ‘W’ 16.92 and 0.01 orbit the value of ‘W’ is 21.67. So, that there is significant difference between the average of persons. Which indicate that there is a difference between vocational interests of std.10th’s boys?

Ho2: There is significant relation among HSC Boys reference to they have been given preference about vocational interest.

A Psychological Study of Vocational Interest among Secondary Students

Table 2 ‘W’ ratios of std. 12th (HSC) boy’s students; give the preference to vocation interest.

Sr. No.	Independent Variable	N	K	df	‘W’	Level of Significant
1	Std. 12 th (HSC) Boys	10	15	9	0.71	0.01

According to table-2, std-12th’s boys gave their own view about vocational interest; there is a significant difference between their own views, so that hypothesis is rejected. Value of ‘W’ is 0.71 and df=9. Here at the 0.05 orbit the value of ‘W’ 16.92 and 0.01 orbit the value of ‘W’ is 21.67. So, that there is significant difference between the average of persons. Which indicate that there is a difference between vocational interests of std.12th’s boys?

Ho3: There is significant relation among SSC Girls reference to they have been given preference about vocational interest.

Table 3 ‘W’ ratio of Std. 10th (SSC) Girls Students, give the preference to Vocation Interest.

Sr. No.	Independent Variable	N	K	df	‘W’	Level of Significant
1	Std. 10 th (SSC) Girls	10	15	9	0.75	0.01

According to table-3, std-10th’s girls gave their own view about vocational interest; there is a significant difference between their own views, so that hypothesis is rejected. Value of ‘W’ is 0.75 and df=9. Here at the 0.05 orbit the value of ‘W’ 16.92 and 0.01 orbit the value of ‘W’ is 21.67. So, that there is significant difference between the average of persons. Which indicate that there is a difference between vocational interests of std.12th’s girls?

Ho4: There is significant relation among HSC Girls reference to they have been given preference about vocational interest.

Table 4 ‘W’ ratio of Std. 12th (HSC) Girls Students, give the preference to Vocation Interest.

Sr. No.	Independent Variable	N	K	df	‘W’	Level of Significant
1	Std. 12 th (HSC) Girls	10	15	9	0.98	0.01

According to table-4, std-12th’s girls gave their own view about vocational interest; there is a significant difference between their own views, so that hypothesis is rejected. Value of ‘W’ is 0.98 and df=9. Here at the 0.05 orbit the value of ‘W’ 16.92 and 0.01 orbit the value of ‘W’ is 21.67. So, that there is significant difference between the average of persons. Which indicate that there is a difference between vocational interests of std.12th’s girls?

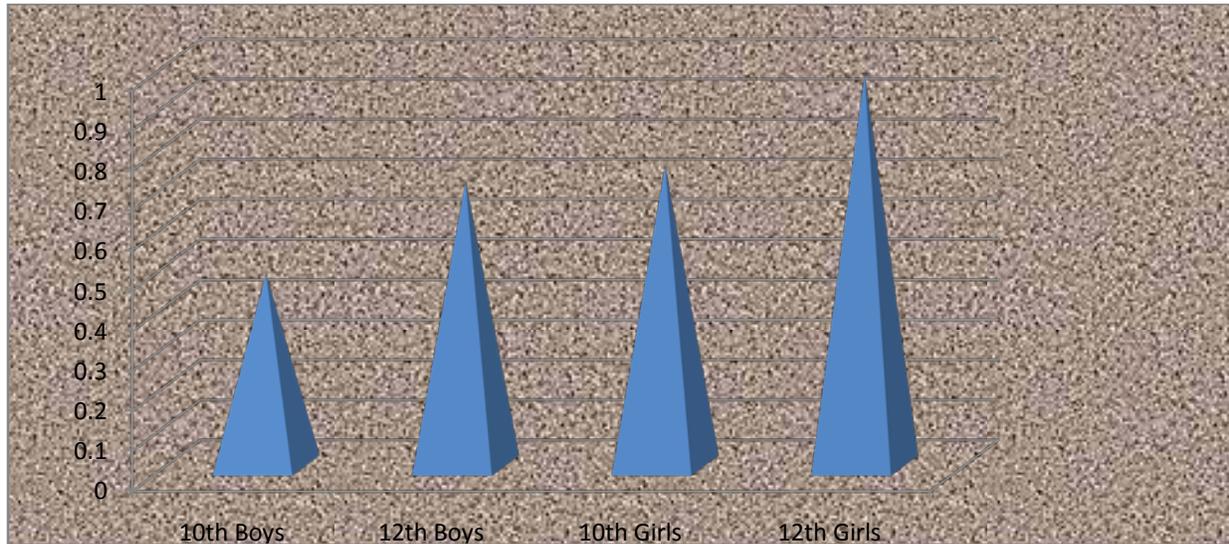
Overall result of std-10th and std-12th students about vocation interest

Table 5 ‘W’ ratio of Std.10th and 12th Students Opinion about vocation interest.

Sr. No.	Independent variable	N	K	df	‘W’	Level of Sig.
1	Std.10 th Boys	10	15	9	0.48	0.01
2	Std.12 th Boys	10	15	9	0.71	0.01
3	Std.10 th Girls	10	15	9	0.75	0.01
4	Std.12 th Girls	10	15	9	0.98	0.01

A Psychological Study of Vocational Interest among Secondary Students

Figure 1 Std.10th and 12th Students Opinion about vocation interest



CONCLUSION

The sample students were categorized into two groups, viz., boy and women and based on their mean interest scores; they were again classified into various vocational interest groups. As per this classification, among the men, majority of them possessed science field interest and where as in the case of women, they have more interest in art vocational courses. However, the calculated 'W'-test value shows that there is significant relation between sex and vocational education interests. Hence, the hypothesis framed is unaccepted.

As per the education level, the students were classified into two groups i.e., SSC and HSC and their respective interests in vocational education were calculated. As per the distribution, majority of the std-10th students possessed in outdoor, scientific, mechanical, literary, and artistic vocational field interest. In the case of std-12th students, majority of them possessed more interest. Among the students with more outdoor, social service, literary, artist, musical in vocational field interest, the std-10th students occupied the first position. The calculated 'W'-value shows that the education level does have influence on the vocational interests of the students. Hence, the hypothesis is unaccepted.

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A Psychological Study of Vocational Interest among Secondary Students

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