

Adventurous vocational interest among higher secondary school students

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ABSTRACT

The present study aimed to know the adventurous vocational interest among higher secondary school students. It also aimed to check adventurous vocational interest with reference to gender and faculty. The Vocational Interest Inventory by Dr. Ashwin Jansari (2015) was used. The sample constituted total 120 higher secondary school students out of which 60 were from boys students (30 arts faculty and 30 science faculty) and 60 from girl students (30 arts faculty and 30 science faculty). The data was collected from Kapadvanj, Dist. Kheda. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that 1. There is significant difference in the mean score of adventurous vocational interest among the boys and girls higher secondary school students. Therefore it could be said that, the boys higher secondary school students group is having high adventurous vocational interest than girls higher secondary school students group. 2. There is no significant difference in the mean score of adventurous vocational interest among the higher secondary school students of arts and science faculty and 3. There is no significant difference in the interactive effect of the mean scores of adventurous vocational interest with regards to the gender and faculty.

Keywords: *Adventurous vocational interest, boys students and girls students, arts faculty and science faculty.*

Education is the only means for the sustainable growth and development of a country, especially economic development. 21st century is the age of globalization, liberalization and privatization. As the globalization took off in the year of 1991 and free economic policies have been adopted, since then education become job oriented or market oriented. Today's education takes the approach to supply huge numbers of specific and skilled business personnel to make them fit for the particular industrial jobs in the market. This leads to specialization of professional or vocational education. People do not prefer general courses today; rather they take diversion at the certain point of study life. They decide to move for particular job oriented courses; like, MBBS, B.Tech, LLB, ITI, Nursing, MBA, teachers' training courses, different types of games and sports, acting, modelling, architect etc to build

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Adventurous Vocational Interest Among Higher Secondary School Students

their careers. Now-a-days, students are more conscious about their future and aware of different types of professions. Family education, diversification of information, use of technology, wide advertisement helps them in collecting information regarding the professions. They prefer their career according to their interest, capability, aptitude and family status.

“Interest is motivation for the task and an important factor in achievement. It affords pleasure and satisfaction, creates enthusiasm and curiosity and strengthens vocational aspect of mind. It is the source of one's life routine and affects one's behavior. It results in full attention and concentration” (Walia J.S., 1999). The term interest has been defined as a favorable attitude towards objects. It is a tendency to become absorbed in an experience and to continue with it. (Mangat N., 2008). The term ‘vocational interest’ is used with different meanings. It may mean interest in the occupation as a whole. It may mean pleasure in the activities of the occupation or it may even mean satisfaction in the job. (Mohanty G., 2006).

“Millions of the items of the outward order are present to my sense which never properly enter into my experience. Why? Because they have no interest for me. My experience is what I agree to attend to only those items which notice, shape my mind without selective interest, experience is an after chaos. Interest alone gives accent and emphasis, light and shade, background and foreground – intelligible perspective in a world.” (W. James)

Every child has own unique mental ability or interest. Someone is art loving, someone is literature lover, someone has interest in science. Everyone's interests are of different types. We know that one person has an ability to learn one particular type of work and another person has ability to learn other type of work. This type of individual difference is called interest. Interest is direction of present time which have relation with future. This is a group of characteristics of attributes of this direction which is considered as a sign or symbol towards possibilities. “Interest is present quality on which future outcome is considered as future statement.”

Waseem Zahra (2016) has studied of vocational interests of adolescents on the basis of educational boards. The study was to examine relationships among scores on vocational interests, and educational boards of students. In the present study, vocational interest Record (VIR) by Dr. S.P. Kulshrestha (1971), published by National Psychological Corporation, Agra is used. The data were analyzed with the help of ‘percentage’ to study the vocational interest of secondary students. The found that in field of science, students of I.C.S.E. board show more interest in comparison to U.P board students. This is may be due to the fact that in I.C.S.E. board schools, science subject is taught by interesting methods like project method, demonstration etc. In their syllabus lots of scientific activities are given.

Karuna Sharma (2015) had studied the Influence of media exposure on vocational interest among adolescents. The finding was adopted a learning framework within which to review the research literature of the last three decades on the career development of children. It had identified several issues related to children's career development research. The importance of information in the mass media has been highlighted by several authors. Whether young people decide to opt for a particular career because of what they have seen about that career on television was difficult to study.

Adventurous Vocational Interest Among Higher Secondary School Students

Objectives

The objectives :

1. To study of the adventurous vocational interest of the boys and girls higher secondary school students.
2. To study of the adventurous vocational interest with regards to higher secondary school students of arts and science faculty.
3. To study of the interactive effect of adventurous vocational interest with regards to gender and faculty.

METHODOLOGY

Hypothesis

1. There will be no significant difference in the mean score of adventurous vocational interest among the boys and girls higher secondary school students.
2. There will be no significant difference in the mean score of adventurous vocational interest among the higher secondary school students of arts and science faculty.
3. There will be no significant difference in the interactive effect of the mean scores of adventurous vocational interest with regards to the gender and faculty.

Sample

The sample of the present study constituted total 120 higher secondary school students out of which 60 were from boys students (30 arts faculty and 30 science faculty) and 60 from girl students (30 arts faculty and 30 science faculty).

Research Design

A total sample of 120 higher secondary school students equally distributed between gender and faculty from Kapadvanj, Dist. Kheda selected for the research study.

Showing the table of Sample Distribution

Faculty (B)	Gender (A)		Total
	Boys students (A ₁)	Girls students (A ₂)	
Arts faculty (B ₁)	30	30	60
Science faculty (B ₂)	30	30	60
Total	60	60	120

A= Gender

B= Faculty

A₁ = Boys

B₁ = Arts

A₂ = Girls

B₂ = Science

Variable

Independent Variable

1. **Gender** : Boys and Girls students.
2. **Faculty** : Arts faculty and Science faculty.

Dependent Variable : Adventurous vocational interest Score.

Tools

The Vocational Interest Inventory by Dr. Ashwin Jansari (2015). There are 6 areas in this inventory (1) Objective (2) Instigative (3) Artistic (4) Social (5) Adventurous and (6) Conventional. This test contains 150 items, and this research only one dimension i.e. Adventurous and the research analysis calculation total of one dimension i.e. Adventurous

Adventurous Vocational Interest Among Higher Secondary School Students

statement no.5, 11, 17, 23, 29, 35, 41, 47, 53, 59, 65, 71, 77, 83, 89, 95, 101, 107, 113, 119, 125, 131, 137, 143, 147. Its has test-retest reliability 0.63 and split half reliability 0.72 and the concurrent validity range from 0.58 to 0.62.

Procedure

The permission was granted from various higher secondary school students for data collection in Kapadvanj, Dist. Kheda after the establishment of rapport, personal information and the 'Adventurous vocational interest Inventory' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table : 1 The Table showing sum of variance mean 'F' value and level of significance of gender and faculty.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	2585.41	4.10	0.05*
SS _B	1	2108.41	3.34	N.S.
SS _{A*B}	1	1665.07	2.64	N.S.
SS _{Error}	116	630.93	—	—
SS _{Total}	119	79546.93	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

A = Gender,

A₁ = Boys students

A₂ = Girls students

B = Faculty

B₁ = Arts faculty

B₂ = Science faculty

Table : 2 The Table showing the Mean Score of adventurous vocational interest of boys and girls students.

	A (Gender)		'F' value	Sign.
	A ₁ (Boys students)	A ₂ (Girls students)		
M	496.87	487.58	4.10	0.05
N	60	60		

The above table no.2 shows the mean score of adventurous vocational interest of boys and girls higher secondary school students. The mean score of boy higher secondary school students group is 496.87 and girl higher secondary school students group is 487.58. The 'F' value is 4.10 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to adventurous vocational interest and faculty. It should be remembered here that, according to scoring pattern, higher score indicate higher adventurous vocational interest. Thus from the result it could be said that, the boys higher secondary school students group is having high adventurous vocational interest than girls higher secondary school students group. Therefore the hypothesis no.1 that, "There is no significant difference in the mean score of adventurous vocational interest among the boys and girls higher secondary school students" is rejected. Normally in any society boys have more interest in adventurous activities. Family environment motivate boys to take part in this types of work which is related to adventurous i.e. Administrative Officer, Director of Educational Institution, Businessman, Insurance Agent, Legal expert, Management Consultant.

Adventurous Vocational Interest Among Higher Secondary School Students

Table : 3 The Table showing the Mean Score of adventurous vocational interest of faculty.

	B (Faculty)		'F' value	Sign.
	B ₁ (Arts faculty)	B ₂ (Science faculty)		
M	496.42	488.03	3.34	N.S.
N	60	60		

The above table no.3 shows the mean score of adventurous vocational interest among higher secondary school students of arts and science faculty. The mean score of higher secondary school students of arts faculty group is 496.42 and higher secondary school students of science faculty group is 488.03. The 'F' value is 3.34, which was found to be not-significant level at 0.05. Therefore the hypothesis no.2 that, "There is no significant difference in the mean score of adventurous vocational interest among the higher secondary school students of arts and science faculty" is accepted.

Table : 4 The Table showing the interactive effect of the Mean Score of adventurous vocational interest of gender and faculty.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	497.33	495.50	2.64	N.S.
		B ₂	496.40	479.67		
N			60	60		

The above table shows the interactive effect of the adventurous vocational interest of the gender and faculty. The result was found to be not significant from table no.4 shows that 'F' value 2.64 is not significant at 0.05 level. The mean score is 497.33 for the boy higher secondary school students of arts faculty, the mean score is 496.40 for the girl higher secondary school students of arts faculty, the mean score is 495.50 for the boy higher secondary school students of science faculty, and the mean score is 479.67 for the girl higher secondary school students of science faculty. Therefore the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of adventurous vocational interest with regards to the gender and faculty" is accepted.

CONCLUSION

1. There is significant difference in the mean score of adventurous vocational interest among the boys and girls higher secondary school students. Therefore it could be said that, the boys higher secondary school students group is having high adventurous vocational interest than girls higher secondary school students group.
2. There is no significant difference in the mean score of adventurous vocational interest among the higher secondary school students of arts and science faculty.
3. There is no significant difference in the interactive effect of the mean scores of adventurous vocational interest with regards to the gender and faculty.

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Adventurous Vocational Interest Among Higher Secondary School Students

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Conflict of Interest

The author declared no conflict of interests.

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