

A COMPARATIVE STUDY OF VACATIONAL INTEREST OF SENIOUR SECONDARY SCHOOL STUDENTS OF CBSE BOARD AND UP BOARD

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Abstract

The field of education might renovate its efforts to engage students in the educational profession if it focuses on the vocational interest of students who are 17 and 18 years old. In India, we have many examination boards with different curricula and circumstances. The study was aimed to perceive and compare the vocational interests of the students of two boards to prepare them for vocational guidance in order to help them choose the right profession for their livelihood. The objective of any education is to make good human beings and sincere. Every year we consider out lakhs of graduates who do not have the special skill sets expected for their livelihood. We are still following the subjects of study introduced in our program which has lost their concern for us today. This is because we do not give due importance to vocational education. Vocational guidance is originally an effort to protect the priceless native abilities of teenagers and the expensive teaching provided for young in the school. Therefore assessing the interest of students is of exalted concern to guidance workers for educational and vocational counseling. Hence there is a need to detect whether the educational board has any effect on the vocational interest of secondary level students.

Keywords

Vocational Education, Vocational Interest, Vocational Choice.

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Introduction

It is accepted in our country that the organization of higher secondary education especially its vocationalisation, is necessary if education has to play a role in national development. Education in India has been for long theoretical and bookish, usually meant for white-collar jobs. There are lakhs of unemployed on the employment registers. There is a long tradition of accepting the principle of vocationalisation and implementing it in practice. In order to cope with the new demands, there is a need for internal restructuring and modification of content in education and for developing strong links between the school and departments, agencies, commerce, agriculture, health, etc. New thinking and consciousness are needed among educationists and leading people in other spheres of life.

Vocational Education

As for as the term ‘ vocation is concerned, It is a continuous purposeful activity of an individual to satisfy various needs and to solve the problem of life. Frequently the terms vocational education, rationalization of education, industrial, art, education, and education for the world of work for used interchangeable, except where special mention is made of a particular type of education in a particular situation or environment.

The Encyclopaedia American 1985 defines Vocational Education as the preparation of young people and adults for skills trades and semipro-fissional careers. It is most frequently offered at the high schools or junior college level and does not normally include the training of professionals such as law and medicine.

Vocational Interest

Choice of vocation represents one of the critical development tasks of adolescents. The contemporary Indian adolescent faces the problem of choosing the right type of vocation which is compatible with his interest, aptitude and socio-economic status.

Parsons 1909 writes that an individual’s vocational choice is his “greatest decision” and that it occurs at that time in his life when he is about to enter the world of work. Vocational education choice has often been defined as what the individual prefers to do. Given a member of vocational alternatives, he expresses his preferences for one or another, and this constitutes his choice. More specifically, he indicates that he has ranked two or more occupations along some continuum of desirability or favourability, usually one of liking-disliking. When students reach the high school age, they gradually begin to think about their future and the kind of vacation they want to make their life work. Whether or not they can plan ahead

depends partly on the economic stability of the family, partly on whether they belong to a social-class group where planning ahead is encouraged and partly on their sex.

Vocational Choice

The choice of vocation is one of the very important decisions a person must take for himself and this choice is a long process rather than a simple incident. Vocational interests and choices do not appear all of a sudden during adolescence, they appear as a result of the development process. A number of processes have been advanced by psychologists and occupational analysts on occupational choice. Ginzberg and others studied the problem of vocation choices by investigating how occupational choices are made. They concluded that an individual never reaches the ultimate decision at a single moment in time, but through a series of decisions over a period of many years. They divided the process of occupational decision-making into three distinct periods-” the period during which individual makes, what can be described as a FANTASY CHOICE, the period which he is making TENTATIVE CHOICE, and the period when he makes a REALISTIC CHOICE. The first period is when he makes a REALISTIC CHOICE. The first period of fantasy choice coincides in general with the latency period, between six and eleven, although residual elements of fantasy choice scantily carry over into pre-adolescence years. The second period of tentative choice coincides, by and large, with early and late adolescence, with few exceptions; realistic choices are in made in early childhood.”

Need of the Study

In our country, which is a developing one, the problem of unemployment is very serious. The supply and demand for personnel at various levels need to be controlled directed and regulated by the government and other agencies. Personal for specific jobs have to avoid imbalance in the employment market. The right person for the right jobs should be the guiding principle for educational planning in the country. The problem of unemployment is increasing day today. But even in the vast ocean of unemployed people, we do not get the right type of personnel for doing the right jobs. We find that there is such much surplus of manpower as there is storage. There are a number of jobs going vacant due to the storage of the right personnel.

The research had felt the study to be much help for today’s educational programs, as we need to know the aspiration, choices and interests of our upcoming generations, in order to provide a suitable atmosphere consisting of the required facilities. This is a study of the future society and may be fruitful in joining the desired outcomes.

Statement of the Problem

“A Comparative Study of Vocational Interest of Senior Secondary School Students of CBSE Board and UP Board”

Objectives of the Study

1. To ascertain the vocational interest of senior secondary school students of C.B.S.E. and U.P. Board.
2. To ascertain the different areas of vocational interest of senior secondary school students of C.B.S.E. Board.
3. To ascertain the different areas of vocational interest of senior secondary school students of U.P. Board.

Hypotheses of the Study

1. There is no significant difference between the vocational interest of senior secondary school students of C.B.S.E. and U.P. Board.
2. There is no significant difference in different areas of vocational interest of senior secondary school students of the C.B.S.E. Board.
3. There is no significant difference in different areas of vocational interest of senior secondary school students of the U.P. Board.

Delimitation of the Study

The delimitations of the current study are as follows.

1. The study was delimited to C.B.S.E. Board and U.P. Board Senior Secondary School students only.
2. The study was delimited to students of 12th standard of U.P. Board and C.B.S.E. Board Students.
3. The sample came from only four schools, the group was more or less homogenous.
4. Data could have been analyzed with the help of many statistical techniques

Variable of the Study

The following Variables will be taken for the present study.

Independent Variable

Vocational Interest

Dependent Variable

U.P. Board and C.B.S.E. Board Students

Method of Study

Normative survey has been chosen by the investigator in this study. The entire study is dependent on Field Experimental Method.

Population and Sample

The researcher selected the Purposive Sampling Technique for the sake of collecting of data. Systematic sampling involves a specific system of collecting samples such as every 5th student in a class. The purpose of the study was to select the sample of students of the 12th class from both the U.P. Board and C.B.S.E. Board. The total number of students of 200 with 100 students from the U.P. Board and 100 students from the C.B.S.E. Board of Aligarh district.

Construction of Tools

The researcher selected the fixed response questionnaire Vocational Interest Record constructed and recorded by Dr. S.P. Kulshreshth.

Reliability and Validity

The reliability of the test reported by the author is .76 and the validity coefficient is found .79. The test is highly valid and reliable for the population as well.

Analysis and Interpretation of the Study

Analysis has been done on the basis of the mean of two group 100 U.P. Board students and 100 C.B.S.E. Board students at .05 level of significant the value of C.R. is 1.96 and .01 level significant the value of C.R. of 2.98 .

Table 1

The vocational interest of senior secondary school students of U.P. Board.and C.B.S.E. Board.

Group	Mean	S.D.	C.R.	Significance
U.P. Board	47.97	4.18	7.81	Significant at 0.01
C.B.S.E. Board	45.96	4.22		

Table no. 1 shows that the mean score of U.P. board students is 168.06 which is lower than C.B..S.E. board students which are 171.28. The t-value is 7.81 which is greater than both levels at 0.01 and 0.05. The first null hypothesis is rejected that There is a significant difference between the Vocational Interest of U.P. board and C.B.S.E. board students. Thus we can say the students of the C.B.S.E. Board are more vocationally interested than students of the U.P. Board.

Table 2
Comparison between C.B.S.E. Board Students and U.P. Boards Students in different areas.

S. No.	Vocational Interest Areas	Mean	S.D.	Mean	S.D.	C.R.	Significant
1.	Literary	9.65	4.21	9.73	4.45	0.935	NS
2.	scientific	10.11	4.65	9.36	4.13	0.285	NS
3.	Executive	9.46	4.95	9.18	5.08	0.737	NS
4.	Constructive	8.64	4.68	8.42	4.28	0.727	NS
5.	Commercial	7.47	4.07	7.23	4.27	0.638	NS
6.	Artistic	8.56	4.32	36.7	7.76	0.221	NS
7.	Agriculture	7.01	4.46	7.41	4.16	0.507	NS
8.	Persuasive	7.43	4.41	7.35	4.23	0.932	NS
9.	Social	7.05	4.15	7.21	3.92	0.808	NS
10.	Household	7.31	4.41	6.91	3.91	0.491	NS

The comparison of vocational interests of students of C.B.S.E. and U.P. Board shows that the C.R. of the different interest areas. The C.R. for Literary area of vocational interest is 0.935 which is non significant at 0.01 level the mean value of C.B.S.E. students is 9.65 and UP Board students is 9.73. The C.R. of Scientific area of vocational interest is 0.286 which is non-significant at 0.01 level the mean value of C.B.S.E. students is 10.11 and U.P. Board students is 9.36. The C.R. for Executive area of vocational interest is 0.737 which is non significant at 0.01 level the mean value of C.B.S.E. students is 9.46 and U.P. Board students is 9.18. The C.R. for Constructive area of vocational interest is 0.727 which is non significant at 0.01 level the mean value of C.B.S.E. students is 8.64 and U.P. Board students is 8.42. The C.R. for Commercial area of vocational interest is 0.638 which is non significant at 0.01 level the mean value of C.B.S.E. students is 8.64 and U.P. Board students is 8.42. The C.R. for Artistic area of vocational interest is 0.221 which is non significant at 0.01 level the mean value of C.B.S.E. students is 8.56 and U.P. Board students is 36.7. The C.R. for Agriculture area of vocational interest is 0.507 which is non significant at 0.01 level the mean value of C.B.S.E. students is 7.01 and U.P. Board students is 7.41. The C.R. for Persuasive area of vocational interest is 0.932 which is non significant at 0.01 level the mean value of C.B.S.E. students is 7.43 and U.P. Board students is 7.35. The C.R. for Social area of vocational interest is 0.808 which is non significant at 0.01 level the mean value of C.B.S.E. students is 7.05 and U.P. Board students is 7.21. The C.R. for Household area of vocational interest is 0.491 which is non significant at 0.01 level the mean value of C.B.S.E. students is 7.31 and U.P. Board students is 6.91.

Conclusion

The data show that the Vocational interests of students on the basis of the U.P. Board and C.B.S.E. Board are not significant at 0.01 level for all vocational areas. Thus the null hypothesis is accepted and it may be concluded that there is no significant difference in the vocational interest areas of the secondary school students of C.B.S.E. and U.P. board. The reason that boys today have a good unveiling of different vocation options is due to enhanced media connection. Also, the girls and boys have a similar chance. However, the result of the level of vocational interest in different areas, indicates that students are more interested in scientific, executive and literary areas and they show little or low interest in agricultural, persuasive, social and household areas. India being an agricultural nation it is in a horrible condition and therefore vocational guidance and planning are essential to developing a steady interest among students in all vocations.

The findings of the current study also have some important implications for teacher-learner, organizers and policymakers. Besides, informing knowledge and information to the students the teacher is expected to develop all the aspects of the student's personality in an educational reference. The students without help can easily get confused in a sea of choices, many of them are highly unreasonable and conceptual thus counselors can develop to the world of work as a whole, especially in the field of vocational choice.

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