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A Study of Vocational Interests of Higher Secondary Students in Relation to Their Gender

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ABSTRACT

It is the simple reality that every people in the world have to choose any profession or work in their respective fields for sustaining their livelihoods. If the chosen profession is of their own choice and interest, then they can excel in their field of work and the productivity will be greater. Vocational schools and institutions provide vocational education to students who have the desire to learn skills that would enable them to pursue careers in specific trades.Education is the backbone for every country for its progress. Needless to say all the developed economies today around the globe have invested immense amount of resources in their education sector for which they are securing the benefits. Present study investigated the vocational choices of male and female students of higher secondary students in Hazaribag district if Jharkhand state. Jharkhand has tribal population, so in the study we have included all the youth (tribals and non-tribals). This study will help the state government to make a policy regarding vocational courses.For this we have used RIASEC vocational interests tool developed by Holland for the investigation.John Holland. theory has often been referred to as a "personality model," it refers explicitly to interests and departs from typical personality taxonomies to assess not only the person but also the environment.The RIASEC orientations not only reflect preferences for specific activities but also comprise information about individuals' goals and values.The present study is limited to the students of Grade – 11 and 12 of higher secondary students of Hazaribag district, Jharkhand state.

Keywords- Higher secondary students, RIASEC model, gender

INTRODUCTION

According to the Daker Framework for Action (UNESCO 2000),

"Education is a fundamental human right. It is a key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization."

It is the simple reality that every people in the world have to choose any profession or work in their respective fields for sustaining their livelihoods. If the chosen profession is of their own choice and interest, then they can excel in their field of work and the productivity will be greater()Vocational schools and institutions provide vocational education to students who have the desire to learn skills that would enable them to pursue careers in specific trades.For a long time, vocational education has paved the way for students to give them hands-on experience to prepare them for skill-based careers.The importance of Vocational education is that it provides an alternative to the traditional method. A vocational education program also termed technical education, enables students to select a career in a specific craft or skill. Through vocational education, one can learn skills through basic training related to the domain and can also improve existing skills or reskill for a new occupation.

Education is the backbone for every country for its progress. Needless to say all the developed economies today around the globe have invested immense amount of resources in their education sector for which they are securing the benefits. We all know that we (India) is aiming to become a trillion dollar economy in couple of year to come. This needs an active role of education sector, as it provides the future work force from academic and vocational streams that contribute to the economy of this country.

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 higher secondary schools along with the general education according to the vocational interests of the students.

Research is the core in education field. The authentic and fact information can have by research in any field. There is try to know vocational interest in present study. Some important points can study by these efforts.

1. The present study will useful to know different interest area of students.
2. This study will useful to know vocational interest of students of Hazaribag district.
3. This study will be useful to parents to give guidance to their wards for career development.
4. The teachers can also be helpful in career selection by the present study.
5. The present study will also be helpful to educational counselor to make their guidance and counseling more precise.

Need and Significance of the Study:

The problem of unemployment in our country is one of the serious problems. One of the important reason of unemployment in our country is the mismatch between, 'what is available' and 'what is needed' or what is demanded by the students.This is a burning issue in time present time. Though large numbers of work has done already related to the topic, but the investigator takes a new dimension with *„Vocational Interest"* and *„gender "* as there is research gap in this field.

Objective of the Study

To study relationship between vocational interest of higher secondary school students and their gender.In order to examine the relationship between higher secondary school students and gender, following null hypothesis was formulated.

Hypothesis 1: There is no significant relationship between male and female students of higher secondary school students.

METHODOLOGY

A sample of 400students (200 Boys and 200 Girls) reading in various schools in the district of Hazaribag, in Jharkhand state was selected by purposive sampling method for the study. Data collection is based on survey method. We have collected the data by random selection procedure and purposive method. It is a descripitive research in which we investigated the vocational interest of higher secondary students. Jharkhand have number of tribals and Hazaribag in the centre of the state. In Hazaribag district many tribal people are enrolled in the higher secondary.

So by the present investigation we can also find the vocational interest of tribals and other than tribal people.RIASEC vocational interests tool developed by Holland was used for the investigation.The RIASEC orientations not only reflect preferences for specific activities but also comprise information about individuals' goals and values (Holland, 1997; see also Stoll &Trautwein, 2017).

RESULTS

Table- 1 analysis of data distribution among male and female students of higher secondary students

	Realistic	investigative	artistic	social	enterprising	conventional	mean	SD	Total	t value	P value	Level of significance
No of male student	60	26	14	12	52	36	33.33	19.75	200	0.0011	0.49	Not significant
No of female student	45	13	63	40	24	15	33.33	19.48	200			
Total	105	39	77	52	76	59			400			

Following results are obtained

1. From the data investigator investigated that mean of boys and girls are 33.33 and standard deviation is 19.75 and 19.48 respectively. T and p value is 0.0011 and 0.49. The result is not significant at the level of $p < .05$ and at $p < 0.01$. Analysis explain that among higher secondary students the choices not differ according to gender. P value greater than 0.05 means no effect.
2. Male students are more interested in realistic field i.e. 60, followed by enterprising i.e. 52 and least interested in social field i.e.12.
3. Female students interesting field are artistic followed by realistic and social i.e. 63, 45, 40 respectively. Females are least interested in investigative field.
4. Out of 400 students 105 had selected realistic field.
5. Area was chosen in the hierarchy realistic> artistic> enterprising> conventional> social> investigative.
6. Boys are interested in realistic> enterprising> conventional> investigative >artistic> social.
7. Girls are interested in artistic> realistic> social > enterprising> conventional> investigative

DISCUSSION

Hollands RIASEC model are specific. Holland's (1973, 1985) theory is based on six personality types-realistic (R), investigative (I), artistic (A), social (S), enterprising (E), an d conventional (C).More importantly, the representation or form of Holland's model suggests what statistical test is most appropriate and how to apply the test.The students interest was high in education, science and technical interest areas. While natural and open space related vocation interest was very low (Parikh J.C. 1972) .

CONCLUSION

Analysis explain that among higher secondary students the choices not differ according to gender.

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