

A Comparative Study of Higher Secondary Students Their Vocational Interest, Parental Socio-Economic Status and School Climate

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Abstract:

Vocational Interest is a tendency of a person towards the possible vocational choices and goals. Vocational interest of the student depends upon the knowledge, attitudes, values, physical characteristics and environmental influences. Vocational interest is the most enduring and compelling area of individual differences and the most popular means for characterizing, comparing and matching persons and environment. Through this research work, the researcher has tried to know and acknowledge the vocational interests of secondary students. In the present study, inventory of Vocational Interest developed by investigator himself was used. The data were analyzed with the help of Mean, S.D. and t-test to study the vocational interest of secondary students.

Keywords: Socio-Economic Status, School Climate, Senior Secondary, Vocational Interest.

Introduction

Education is a dynamic process that brings change in the behavior of a student by raising the level of social education and vocational awareness of youth and enabling them to adopt a realistic attitude towards the world of work. Nowadays, students are more conscious of their future and aware of different types of professions. In terms of family education, diversification of information, and the use of technology, wide advertisement plays a vital role in collecting information regarding the professions. They prefer their career according to their interest, capability, aptitude, and family status. The right choice of vocations will give the person more happiness, and there are greater chances of his adjustment. Its effect doesn't stop here. It also has great social and national importance. Youth makes career choice and multiplicities of factors influence their vocational interest. Among them socio-economic status is the most important factor. In today's world parents wish to make their wards doctors, engineers, lawyers etc. So socio-economic status of an individual help him in shaping the career or choosing the vocation. Adolescent is a period when an individual starts thinking about vocations in order to become self reliant. Therefore, it is necessary to explore the vocational interest at this stage. The vocational interests have been studied in relation to many variables by different researches from time to time. An interesting area for research in vocational education is development of vocational interest among the students. This is of value for educational planners, curriculum designers, career guidance personnel and educational administrators. Vocational interest influence vocational maturity and vocational choices in later life which in turn, effect job satisfaction and optimization of job performances. The secondary school students during the course of their studies have some plans to pursue a career after their studies. It is most important to evaluate the vocational interest of adolescent, in relation to their socio-economic status. Because socio-economic status is one of the most important factor in knowing the vocational interest of adolescent. So the choice of vocation has to be done very carefully. The parents as well as students may aspire for jobs, irrespective of their competence and economic conditions. Socio-economic status also influences the thinking attitudes, interests and behavior of an individual. When a child reaches the age of adolescent he starts thinking about his future career. So there is needed to know the vocational interest of adolescents so that they may

be better helped and guided in the right selection of their vocations in their later times. In our country great revolution is taking place in socio-economic and educational field. These revolutionary changes make it imperative to provide proper guidance to adolescent to take decision about their future career. So, there is an urgent need to investigate the vocational interests of students in relation to their socio-economic status.

Vocational Interest: Concept and Meaning

Vocational interest can be identified by an individual's preferences for a number of vocations and are often stable through adulthood. Vocational interests are primarily a development task that typically occurs during adolescence. Interest, aptitude, personality characteristics, family background, social skill, and vocational needs have been considered to be an important factor that determines one's occupational choice. There are some environmental factors that influence the vocational interest of the students. Vocational guidance should be provided to the child at a very early stage when the child enters school and continue even after a suitable choice has been made. In this regard, students need a great variety of guidance activities and opportunities to explore their personal characteristics and vocational options. Secondary school is a good time to begin encouraging students to participate in a range of experiences. Students who have explored all of their educational and career options make more informed career decisions and thus are happy with their professions. Education and occupation should, therefore, be related to the interest of students. Only education without occupation and occupation without education is of no use. The education should relate to them and help students achieve their goals in life, be successful, satisfied, and, after all, enjoy a fruitful life. A system must be developed to protect human resources at any cost by way of early identification, encouragement, and providing opportunities for their upward mobility.

School climate

The school climate construct is complex and multi-dimensional. It has been described as the unwritten personality and atmosphere of a school, including its norms, values, and expectations (Brookover et al., 1978; Haynes et al., 1997; Petrie, 2014). Further, it has been described as the "quality and character of school life" (Cohen et al., 2009, p. 182). Importantly, rather than concerning administrative or physical attributes of the school (e.g., teachers' salary or schools' physical resources), school climate research hones in on the psychosocial school atmosphere, and the inter-group interactions that affect student learning and school functioning (Johnson and Stevens, 2006; Lubienski et al., 2008; Reyes et al., 2012).

School climate is a leading predictor of students' emotional and behavioral outcomes. It affects students' adaptive psychosocial adjustment (Brand et al., 2008), mental health outcomes (Roeser et al., 2000; Brand et al., 2003) and self-esteem (Way et al., 2007). School climate also influences students' behavior, such as rates of bullying and aggression (Espelage et al., 2014; Turner et al., 2014), student delinquency (Gottfredson et al., 2005), and alcohol and drug use (Brand et al., 2003). Finally, and of particular relevance to this research, school climate perception has also been found to affect students' academic achievement (Brookover et al., 1978; Brand et al., 2008)

Review of Literature

Bharti (2002) found that there exist a significant difference in vocational interest in relation to location and gender of school students. It was further revealed that vocational interest of students studying science and art streams differ significantly.

Musahid (2002) conducted a study to compare the vocational interest of Muslim male and female students at secondary level in relation to achievement-Motivation. The sample of the study comprised of 100 students (50 male and 50 female from school of A.M.U. in relation to achievement motivation. The present study found that generally,

The Muslim male students were significantly different from Muslim female students in their vocational interest as well as in achievement motivation at the secondary level. The Muslim female students showed more vocational interest.

Kaur (2006) reported that no-significant difference exists in vocational interest in relation to gender and location and also perceived that no significant relationship exists between vocational interests and study habits of students.

Sharma and Kumar (2007) reported that there is a significant difference between the students of rural and urban areas on scientific; executive; persuasive and household vocational interest areas where as no significant difference was found between rural and urban senior secondary school on literary, commercial, constructive, artistic, agriculture and social vocational interest areas.

Santosh (2009) in her study revealed vocational interests of high and average socio-economic status students do not differ significantly. It was further reported that average and low socioeconomic status students do not differ significantly in the area of vocational interests.

Kumar & Kumar (2010) found that urban 'school' education and socio environment could not influence the vocational interest of urban students. The reaction of the students reflects that they had a positive attitude towards vocational education. It was further revealed that rural school educational and socio environment also could not influence the persuasive interest of students.

Need and Significance of the Study

The present education system provides basic education at various levels without focusing on students' innate capacities and interests, leading to mismatch for the jobs in the market, resulting in a loss of manpower, unemployment, low economic productivity, and vocational maladjustment. 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 secondary schools along with the general education according to the vocational interests of the students.

Statement of the Problem

A Comparative Study of Higher Secondary Students Their Vocational Interest, Parental Socio-Economic Status and School Climate.

Objectives of the Study

The present study has the following objectives:

1. To investigate the difference between parental socio-economic status and school climate of the higher secondary level students on literary dimensions of vocational interest.
2. To investigate the difference between parental socio-economic status and school climate of the higher secondary level students on scientific dimensions of vocational interest.

Hypothesis of the Study

Hypothesis is an announcement temporarily accredited as real within the mild of what is identified in regards to the involved phenomena at the graduation of the learning.

1. There exists no significant difference between parental socio-economic status and school climate of the higher secondary level students on literary dimensions of vocational interest.
2. There exists no significant difference between parental socio-economic status and school climate of the higher secondary level students on scientific dimensions of vocational interest.

Delimitations of the study-

Following delimitations were formulated for the present study:

1. The area of this study is delimited to the Meerut Region.
2. The study is restricted to the Higher Secondary Schools affiliated to U.P.Board.
3. The study is delimited to 300 students of Arts, Science and Commerce groups.

The study confined to vocational interest, parental socio-economic status and school climate of higher Secondary Schools.

Tools Used

Vocational Interest Record-

Vocational Interest Record developed by S. P. Kulshrestha has been used to measure the vocational interest of the students studying at +2 level

Parental Socioeconomic Status Scale-

A modified Kuppuswamy's Socio-economic Status (Kuppuswamy's, Revised 2012) Scale was used to assess the socio-economic status of the students.

School Organization Climate

For present study the investigator selected the School organizational climate questionnaire, constructed by Dr. Motilal Sharma (1978).

Statistical techniques used-

The following statistical calculations are got done with the help of computer-

- 1- **Mean and Standard Deviations.**
- 2- **'t' - values** to find variables.

Showing significance of difference between Parental Socio-economic status and school climate of the higher secondary level students on literary vocational interest area

Area	Variable	N	M	S.D	t- value
Literary vocational interest	Parental Socio-economic status	300	18.26	6.25	3.741**
	School climate	300	16.62	4.31	

* Significant at 0.05 level.

** Significant at 0.01 level.

After analyzed the data researcher found that Parental Socio-economic status affects and motivate literary vocational interest of the students than the school climate. This result suggests that the difference between the Parental Socio-economic status and school climate of higher secondary level students on literary vocational area differ significantly at 0.01 level of confidence.

It shows that the null hypothesis (H₀1) ‘There is no significance of difference between Parental Socio-economic status and school climate of the higher secondary level students on literary vocational interest area’ is rejected.

Showing significance of difference between Parental Socio-economic status and school climate of the higher secondary level students on scientific vocational interest area

Area	Variable	N	M	S.D	t- value
Scientific vocational interest	Parental Socio-economic status	300	12.39	4.39	6.296**
	School climate	300	14.76	4.82	

* Significant at 0.05 level.

** Significant at 0.01 level.

After analyzed the data researcher found that Parental Socio-economic status affects and motivate scientific vocational interest of the students than the school climate. This result suggests that the difference between the Parental Socio-economic status and school climate of higher secondary level students on scientific vocational area differ significantly at 0.01 level of confidence.

It shows that the null hypothesis (H₀2) ‘There is no significance of difference between Parental Socio-economic status and school climate of the higher secondary level students on scientific vocational interest area’ is rejected.

Findings & Conclusions

Hypothesis 1

Discussion-

In view of the above conclusion it may be explained that Parental Socio-economic status is directly affect the student’s literary vocational interest area as compare to the school climate. In secondary level of education students

read the Hindi, English, Sanskrit that subjects are provide the literary ideas and literary activities which develop interest in literary field.

Conclusion-

Parental socio-economic status contributes more towards developing literary vocational interest as compared to school climate of the students because parents those economic status is better they provide their child a better quality and resources for learning.

Hypothesis 2

Discussion-

In view of the above conclusion it may be explained that Parental Socio-economic status is directly affect the student's scientific vocational interest area as compare to the school climate. In secondary level of education students adopting scientific approach and rational outlook for selecting the projects, collection of data, calculation, reporting of results and interpretation of data. Parents those have a high economic status provide the scientific resources and activities which develop interest in scientific field.

Conclusion-

Parental socio-economic status contributes more towards developing scientific vocational interest as compared to school climate of the students because parents those economic status is better they provide their child a better quality and resources for learning a scientific facts.

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