Educational Quest: An Int. J. of Education and Applied Social Science: Vol. 8, Special Issue, pp. 335-341, June 2017
DOI: 10.5958/2230-7311.2017.00073.3

Study of Interest of Xth class students towards Vocational Courses in relation to their Gender and Locale

Pawan Kumar

Shri Guru Ram Dass College of Education, Halwara, Ludhiana, Punjab, India

Corresponding author: pawankumar197115@gmail.com

ABSTRACT

The present study is related to interest of school students towards vocational courses in relation to their gender and locale. Descriptive Survey Method was used by the investigator. The purposive random sampling technique was used in the study. 10 Govt. Senior Secondary School were selected randomly from that district of Fatehgarh Sahib (Punjab). The samples of the study comprised of 100 Xth class students (50 Boys and 50 Girls) were selected. To analyse the data in terms of statistical techniques-Percentage, Mean, Standard Deviation, and t-test. The major finding of the study revealed that 57% of Xth class students have extremely high interest towards vocational courses, 32% of students have extremely low interest towards vocational courses and only 11% of students have moderate interest towards vocational courses. There is a significant difference in the interest of boys, girls and Rural, Urban of Xth class towards vocational courses.

Keywords: Interest, Vocational Courses

India has the third largest system of education in the world. It is into longer a mere constitutional obligation to provide free and compulsory school education to all the children in India; in fact education, now, is a fundamental right of every child. Simple general education may not be a means of livelihood. Hence, the vocationalization of education at all leaves of knows acquisition has attained importance of specialized skills but also to the development of a positive attitude to work and the dignity of labor. Vocational education and training has been given importance throughout the history of education in India. Even in ancient Gurukula system, the shishya (disciple) was expected to earn his livelihood by way of manual work-work and education were integrated and imparted by the Guru (the preceptor) to his shishyas (disciples).

"Vocational Education", in its broadest sense encompasses education and skill development at all level from post primary to tertiary education both through formal and non-formal programs. The UNESCO in its recommendation of 1974 on Technical and Vocational Education defined it as a "comprehensive term embracing those aspects of the educational process involving. In addition to general education, the study of technologies and sciences the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in the various sectors of economic and social life".

In the beginning the progress of implementation of vocational education was slow because of various reasons such inadequate resources, lack of proper management structure and inadequate teacher preparation. The program got new impetus from the National policy on Education (NPE-1986). Development Government of India launched a Centrally Sponsored Scheme (CSS) of Vocationalization of Secondary Education in 1988 under which substantial financial assistance is given to states and Union Territories for implementation of the program. The CSS provides funds for building infrastructure, development of management system and establishment of linkages which are so vital for the implementation of the program. The following

are the objectives of the Vocational Education programme:

- To fulfill the national goals of development and the removal of unemployment and poverty.
- To impart education relevant to increased production and productivity. Economic development and individual prosperity.
- To meet the need for skilled and middle-level manpower for the growing sectors of economy, both organized and unorganized.
- To attract sizable segment of population to varied vocational courses so as to reduce the rush to general education courses of universities and institutions for higher learning.
- To prepare students for self-reliance and gainful self-employment.

Vocational and technical education contributes development of the country as a whole. The development sustenance or the industrial sector is entirely depended upon the availability of trained manpower to perform the multidimensional activities needed to keep the wheel of industry running. Thus the aim of Vocational and Technical Education Department is to train the vocationally and technically qualified hands to serve the industry and society. Equality of educational opportunities and preparing highly skilled workforce for enterprises widely, with excellence is also the objective of Vocational and Technical Education system thus has to be flexible enough to adapt to rapid change. The precise aim of the system is to develop and transfer of technology to user systems.

For the developing countries, the growth of vocational and technical manpower is extremely important, as it is the practitioners of these professions who create the wealth of the country. For the healthy growth of the profession proper policies are necessary for the growth of vocational and technical education. One of the biggest problems faced is the confusion and faced by the young vocational and technical education aspirants, which may undermine the delicate equilibrium among meritocracy, affordability and equity. The role of high quality teachers, facilities for research and industry-institute interaction need hardly be emphasized. The role of modern technology in the use of efficient delivery systems for the vocational and technical education need to be assessed fully and exploited. It is obvious that no one is happy with what is going on in the name of vocationalization of education in India. This is not very particular to vocational education; it is a case with the education as a whole. Though we are doing a lot and can confidently say that we have achieved so many things, we are yet not in a position to make the people happy with what are going on in the name of education in the country. As education itself is such a subject it is very difficult to satisfy people because the expectations are always multiplying. Though we are struggling hard, we find that it is not possible to satisfy the people, and they are not happy. In the same way vocationalization of education is also such a subject that whenever we share an idea of vocationlization of, people will say: where is it? What have we achieved? When we critically look at our culture and our ancient knowledge, vocationalization of knowledge, vocationalization of education is not different from education is not different from education as such, but may be a different from.

In Gurukul system of education, the disciples were expected to go around the villages and get something, including for their own teacher, to eat; that itself was something with which they used to earn their bread. When we examine the growth of knowledge in India, we find that at no time vocationalization of education was excluded from the case in the western countries plato's Repulic drew a line between knowledge and action. The knowledge is for the rules; the action is the work for artisan. Only the philosophers are expected to rules but never did he expect that the artisans would rule. So they have drawn a clear line between knowledge and action. But it is different in the Indian context.

We do not know what made our educationists, planners and practitioners isolate or distinguish vocationalization from the mainstream of education. There is something wrong, maybe we are crazy to adopt the western models even in the West, vocationlization of education is not excluded. But in India, for reasons best known to the planners, vocationalization of education is excluded. Confusion reigns in the administration of this particular aspect of education because we do not know for certain whether it is vocationalization of education or vocational training; whether it is the

subject matter of education or the subject matter of employment and labor of health education or agriculture, etc.

So even after 70 years of Independence, we have failed to define what exactly the responsibility of education is vis-à-vis vocationalization of education. What do we do? We seem to be confined to the vocational Education but not to vocational training. This has been taken into consideration in Kothari commission and subsequent National policy on Education. Vocational Education is confined to +2 levels. That does not mean that the vocation is excluded from the school education. We love and adore Gandhi day in and day out, but when it comes to the implementation of Gandhi's ideas on education, we fail Gandhi made it clear that education and vocation are to be integrated but we have excluded the vocational from education. Ultimately we have created a situation where vocational education is something for the people who are not deemed good general education or it is for the people who come from the downtrodden secretions of this society.

Nowhere did Gandhi Ji point out that vocational Education is for any particular section of the society or that it is only a bread- winning activity. He made it clear that education is to be integrated and one should learn only through vocation. Not only Gandhi ji, even Tagore emphatically stated that the focus may be on art but at the same time art should also facilitate the individual to earn his livelihood. However, he overemphasized art and explained the role of art the human development or man-making process with a caution that craft should not be excluded. With such a strong cultural and philosophical basis of vocational Education, the question remains: why have we failed? Even in the western countries vocationalization is an inherent mechanism of their education. The western education system has integrated successfully whereas we even while adopting and incorporate vocationalization into system. Vocational training need not necessarily be for the sake of earning a living.

It is not merely a means to solve the unemployment problem; it as a sort of confidence-boosting mechanism that gives meaning to life. Bread winning is not the purpose of life. Man will not live by bread alone. Indian thought clearly and categorically states that the purpose of life is of two dimensions i.e., existential dimension. The existential dimension has something to do with our bread-winning exercise. That is not end of life. The end of life is something like a quest to realize the essence. So here also the integration of vocation and means of fulfillment should be the important dimensions of education. Therefore unless we exist we can't ensure the realization of the essence. First for all, we have to ensure existence i.e., make it possible by way of creating some skill or by way of creating some confidence in the individual; then she can proceed further in order to realize the essence of life.

Justification of the Study

Vocational Education, also called Career and Technical Education (CTE), is a type of learning that involves practical aspects of learning and thus prepares learners for jobs. The training in vocational education helps the students to acquire such work related experiences. In this the students pursues a course that is practical in nature through which one gains skills and experience directly linked to a career in future. As a result of this, students turn out to be skilled and in turn, and equipped for better employment opportunities because with the advancement of scientific knowledge and gradual development of materialistic outlook it is believed that education should enable the individual to earn his living. Life is meaningless without competency to earn one's livelihood. While selecting an occupation or a course, a young man/woman should not be taken in merely by its extraneous considerations or its standing and lucre or the ambitions of the parents but its suitability to his/her (interests, inclinations and aptitudes).

Career is one of the primary concerns of every student passing 10th or 10+2 understandably; career choice at this stage is a crucial factor as it gives direction to one's future. Barring a small percentage of students who are able to determine their future course of action, the rest are generally in a quandary as to what career they can get, and the kind of jobs they want. Decision regarding the right kind of career becomes all the more difficult in view of tough competition for admission, competitive examinations and jobs. Decision-making has one dominant issue and that is how to select the most

appropriate option from the range of alternatives discovered to date. The need to study the vocational interests of the xth class students is more important today than it was ever before so that the choice of vocation for an individual after completion of education may be voluntary and not thrust upon him. Hence, the present study is selected by the investigator.

Statement of the Problem

Study of Interest of xth class students towards Vocational courses in relation to their Gender and Locale

OPERATIONAL DEFINITIONS

Vocational Courses

Vocational Courses are that course which prepare an individual for a particular vocation by developing a particular skill or provides practical experience in a particular occupational field, as agriculture, home economics or industry.

Interest

It is a motivational construct involving concern and curiosity that promotes attention and concentration towards the subject of interest.

Objectives of the Study

1. To study the interest of xth class students towards vocational courses.
2. To study the difference in interest of boys and girls of xth class towards vocational courses.
3. To study the difference in interest of rural and urban xth class students towards vocational courses.

Hypotheses of the Study

1. Xth class students have high interest towards vocational courses.
2. There is no significant difference in the interest of boys and girls of Xth class towards vocational courses.
3. There is no significant difference in the interest of rural and urban xth class students towards vocational courses.

Delimitations of the Study

1. The study was confined to Govt. Senior Secondary School students of xth class only.
2. The study was confined of Fatehgarh Sahib District of Punjab.

METHODS

The present investigation has adopted Descriptive Survey method.

Sample of the Study

The present study, out of 22 districts in Punjab, district Fatehgarh Sahib was selected randomly. From that district, 10 senior secondary schools were selected randomly. Further, from each school 10 students (5 boys and 5 girls) were selected randomly. The sample was comprised of total 100 students.

Tool Used

A self-prepared questionnaire was used by the investigator.

Statistical Techniques Used

To analyse the data in terms of statistical techniques- Percentage, Mean, Standard Deviation, and t-test was used.

Analysis and Interpretation of Data

Hypothesis –I 'Xth class students have high interest towards vocational courses'.

Table 1: Frequency and Percentage of Xth class students with different levels of interest towards vocational courses

Class Interval	Frequency (f)	Percentage
35-40	15	57% Extremely High
30-35	42	32% Moderate
25-30	32	11% Extremely Low
20-25	10	
15-20	1	
	N =100	

It is quite clear from the table 1 that 57% of Xth class students have extremely high interest towards vocational courses while 11% of students have extremely low interest towards vocational courses.

Only 32 % of students have moderate interest towards vocational courses.

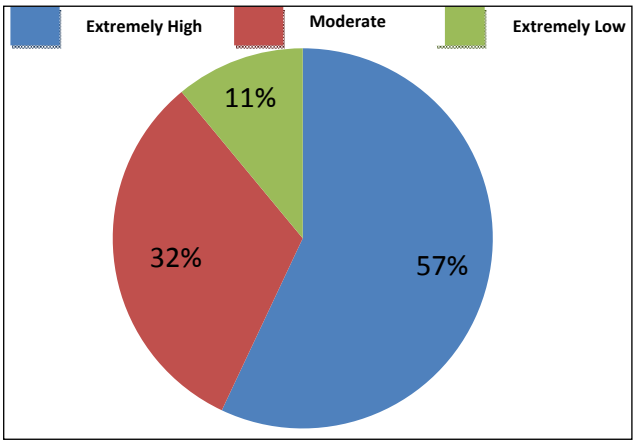

Fig. 1: Pie chart showing percentage of X^th class students with different levels of interest towards vocational courses

Thus, the hypothesis which states that there 'X^th class students have high interest towards vocational courses', stands accepted.

Hypothesis – II 'There is no significant different in the interest of boys and girls of X^th class towards vocational courses'.

Table 2: Significance of difference between the mean scores of interest of X^th class boys and girls towards vocational courses

Variables	N	Mean	S. D	't' value	Inference
Boys	50	29.5	19.97	6.8	Significant at 0.05 level
Girls	50	18.142	26.60		

Table 2 reveals that mean and S.D of X^th class boys is 29.5 and 19.97 and the mean and S.D of girls is 18.142 and 26.60. The 't' value is 6.8 which is greater than the corresponding table value at 0.05 level. From this, it is inferred that the gender variation exist in the interest of X^th class students towards vocational courses. Hence, the hypothesis which states that there is no significant difference in the interest of boys and girls of X^th class towards vocational courses stands rejected.

Table 3 reveals that the mean scores of rural X^th class students is 1.27 and S.D. is 27.40. Further the mean scores of urban X^th class students are 29.86 and S.D. is 11.88. The 't' value is 2.41 which is greater than the corresponding table value at 0.05 level. From this, it is inferred that area wise variation exists in the interest of rural and urban X^th class students towards vocational courses.

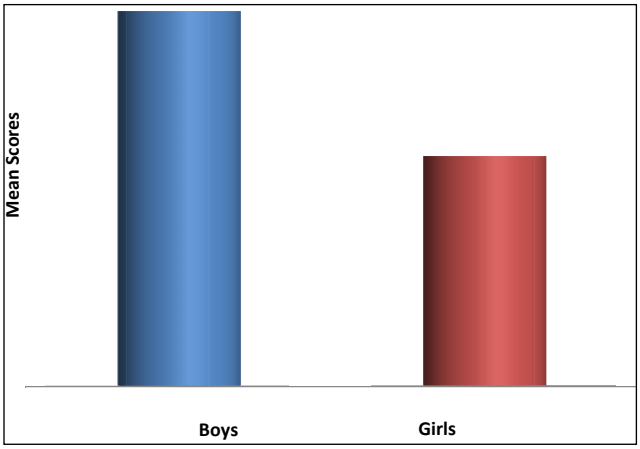

Fig. 2: Graph showing mean scores of interest of X^th class boys and girls towards vocational courses

Hypothesis –III 'There is no significant difference in the interest of rural and urban X^th class students towards vocational courses'.

Table 3: Significance of difference between the mean scores of interest of X^th class rural and urban students towards vocational courses

Variables	N	Mean	Standard Deviation	't' Value	Inference
Rural	50	1.27	27.40	2.41	Significant at 0.05 level
Urban	50	29.86	11.88		

Hence, the hypothesis which states that there is no difference in the interest of rural and urban X^th class students towards vocational courses stands rejected.

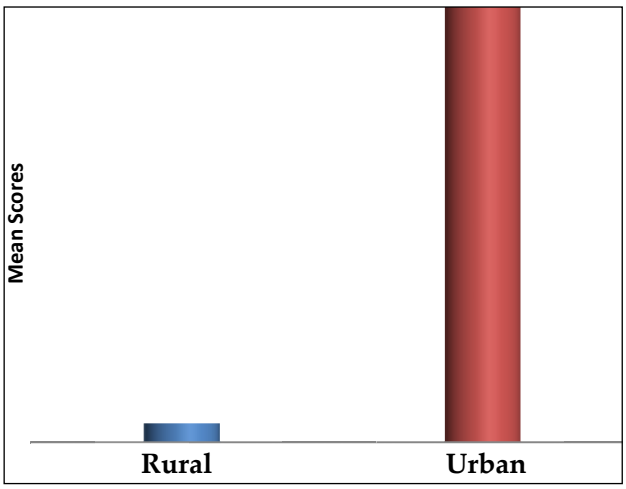

Fig. 3: Graph showing mean scores of interest of rural and urban X^th class students towards vocational courses

Main Findings

After having analyzed and interpreted data, the investigator is in the position to reach at some main findings on the strength of the analysis and interpretation. A number of worthwhile find is which have emerged from the study are given as under:

1. 57% of Xth class students have extremely high interest towards vocational courses, 32% of students have extremely low interest towards vocational courses and only 11% of students have moderate interest towards vocational courses.
2. Majority of the Xth class students have high interest towards vocational courses.
3. There is a significant difference in the interest of boys and girls of Xth class towards vocational courses.
4. There is a significant difference in the interest of rural and urban Xth class students towards vocational courses.

Educational Implications

An interesting area for research in vocational education is development of vocational interest among students. This is of value for educational planning, curriculum designers, career guidance personnel and educational administrators. Vocational interest influence vocational maturity and vocational choices in later life which interns affect job satisfaction and optimization of job performance. The study of interest towards vocational courses seems to have attracted the attention of educators more than a psychologists.

The students' time, effort and money could be better utilized, if the guidance is provided to them at an early stage. Parents should be more understanding and realistic of their students' abilities and potential for excelling in a field which they desire him/her to enter. The students have the major responsibility for getting information about the occupations. Co-operative efforts of the students, the parents and the teachers are required to realistically appraise the students' potential to succeed in specific vocations. Though much is about guidance and counseling in the schools, the fact remains that the schools do not have guidance centers. The counseling work is not attended by any teacher in the schools. Immediate steps have to be taken up by the Government to establish guidance services in every school.

The research may contribute to a better understanding of different dimensions related to students of schools representing large segment of society in the country. The findings may be valuable in the field of career counseling as well as for policy makers in the field of education. This is especially important in an educational context in which students have to make an early decision to circumscribe their career development and choices. The results of the present study will also help the teachers to develop new plans and strategies to enhance the interest of the students in vocational courses, for this time to time seminars, extension lectures, and conferences should be organized. To develop the interest of the students in vocational courses in commercial and constructive areas, there should be provision of proper practical work.

REFERENCES

Abrol, D.N. 1977. A study of achievement motivation in relation to intelligence, vocational interest, achievement, sex and socio-economic status. In Buch, M.B. *Third Survey of Research in Education,* New Delhi: N.C.E.R.T.

Bhojak, B.L. and Mehta, P. 1969. An Investigation into interest of tenth class students. *Journal of Regional College of Education,* **2**(19): 22-29.

D'souza, G.A. 2012.Vocational Aspirations of standard X Students in Relation to Stress and Academic Achievement. *EDUTRACKS*, **12**(2): 29-34.

Flum, H. and Blustein, D.L. 2000. Re-invigorating the study of vocational exploration: A framework for research. *Journal of vocational Behavior*, **56**(1): 380-404.

Garrett, H.E. 2004. *Statistics in Psychology and Education*. New Delhi: Paragon International Publishers.

Ginzberg, E. 1952. Toward a theory of occupational choice. *Personnel and Guidance Journal*, **30**(2): 8-494.

Holland, J.L. 1985. *Making vocational choices: A theory of vocational personalities and work environments*. Englewood Cliffs, N J: Prentice-Hall.

Kaur, R. and Santosh 2009. Socio-Economic Status as a Correlate of Vocational Interests of Secondary School Students. *EDUTRACKS*, **8**(6): 35-37.

Kini, S., Hassan, S.M. and Irfan, S. 2013. Vocational aspirations of high school students. *ARPN Journal of Science and Technology*, **3**(12): 1189-1193.

Koul, L. 2006. *Methodology of Educational Research*. New Delhi: Vikas Publications.

Kumar, A. and Kumar, S. 2010. Socio-economic status and vocational preferences of school students. *Journal of Community Guidance & Research*, **27**(1): 32-46.

Nandwana, S. and Asawa, N. 2007. Vocational Interest of High and Low creative adolescents. *Journal of Social Sciences*, **14**(2): 185-189.

Proyer, R.T. and Hausler, J. 2007. Gender Differences in Vocational Interests and their Stability across Different Assessment Methods. *Swiss Journal of Psychology*, **66**(4): 243-247.

Shailja, H.M. and Bamagong, A.V. 2009. Vocational Aspiration of Secondary School students in relation to psycho-social variables. *Journal of Educational Studies*, **7**(1): 14-17.

Sultana 2001. A comparative study of vocational interest of the students of IXth standard of Urdu and Marathi medium school. In M.B Buch, *Fifth survey of Research in Education*, **2**. New Delhi: NCERT.

Tak, J. 2004. Structure of vocational interests for Korean college students. *Journal of Career Assessment*, **12**(3): 298-311.

Tali, D.B. and Rosy 2012. Vocational aspirations of +2 students in realtion to their achievement motivation and demographic variables. *ACADEMICA: An International Multidisciplinary Research Journal*, **2**(2): 46-54.

Vardhini, S., Veeraiah, P. and Ghanta, R. 2011. Vocational Education in India: Problems and Prospects. *EDUTRACKS*, **11**(2): 3-7.

Yadav, R. 2010. A study of vocational choice of adolescents in relation to their acadamic achievement. *Ambikeya Journal of Education*, **1**(1): 66-69.