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## **A Comparative Study of Vocational Interest of 12th Grade Students in Relation to their Socio Economic Status**

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### **ABSTRACT**

The present study was conducted to find out the significant difference between vocational interest of 12th grade students in relation to their socio economic status. A representative sample of 100 girl students studying in senior secondary school affiliated to UP board in Saharanpur district was selected by using simple random sampling method. Vocational interest of the students was measured by the standardized tool of Dr S.P kulshreshtha and SES was measured by Dr Meenakshi's standardized scale. The obtained data was analyzed by using 't' test. And the major findings of the study depict that mean vocational interest scores of the girls belonging to high SES is greater to their counterpart girls i.e. girls belonging to low SES. The girls belonging to high SES and girls belonging to middle SES do not differ significantly on their vocational interests. And the girls belonging to middle SES differ significantly from the girls belonging to low SES on their vocational interests.

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### **INTRODUCTION**

In this world there is a lot of diversity in the tendencies patterns trends ideas imaginations and thinking of all human beings about the particular thing. These human characteristics are governed by instinct qualities in particular and environmental factors in general. Since genotypes of an individual are by & large fixed it is the surrounding environment only which is going to play an important role in the development of life of a man. Because of this every individual react in different manners in the similar types of situations.

Today a lot of emphasis is placed on education from the children's point of view. The child is considered to be the focal point of all education. The needs and aspirations of students are some of the central points on which learning process is to be based. Since all education is to be based on the needs and aspirations of the Students. Therefore it become imperative the teaching should be an act of help.

The choice of proper vocation starts during school time itself. A vocational choice is an indeterminate indicator of success. And the background of family plays an important role in it. By family background we mean the socio-comic status of a family. It helps the individual in having one or the other vocation. Because interest is both innate and acquired. So the vocation that an individual selects for himself/herself is somewhat guided by his family environment i.e. by his/her socio-economic status.

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### **VOCATIONAL INTEREST**

Vocational interest is defined as one's own pattern of preferences, aptitudes, likes and dislikes preferred in any manner wisely or unwisely by self or by another source for a given vocational area or vocation.

Vocation is a continuous purposeful activity of an individual to satisfy various needs and to solve the problems of life. It is a strong feeling of fitness for a particular career or occupation. Without a vocation an individual is a drag or parasite on others. As a person has to spend most of his time on his work so it becomes imperative for a person to choose the vocation according to his/her interest.

Interests are the favorable attitude towards objects Interest plays a significant role in choosing a vocation. Interests are the motivation which drive people to move ahead. A person will get success in a particular field in which he takes interest.

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### **SOCIO-ECONOMIC STATUS**

Socio-economic status refers of the extent of wealth, prestige and power enjoyed by a student and his/her family. Man is social creature and cannot live alone. He lives in a society is cluster of people living within narrow territorial radius and who share a common way of life.

The group of people with common beings traditions and culture is called society and every person has his own place in his society which is

decided by the social norms of the society this is called social status. Every society has its own social norms. Indian society has also its own social values and criteria by which a person gets his /her place in the society. If he is living according to the social norms and well adjustment, he would have good status in the society and going against the social norms always, is the cause of reducing status in the society.

**Our society may be classified into 3 categories according to their financial conditions-**

1. High class
2. Middle class
3. Lower class

1. High class refers to those who have plenty of money and can afford each and every materialistic efforts means they live a very luxurious and materialistic life.
2. Middle class people live easily and can fulfill their needs. They are neither rich nor poor.
3. Lower class people work hard but earn little which is not sufficient for comfortable living.

This economic status also influences a person or a child in the society. A child from a very well family would be very different from middle class and lower class child in his habits behavior achievement and growth. Similarly middle class children always differ in comparison to high and low class children. A child belonging to a lower class will be quite different from high and middle class child.

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## REVIEW OF RELATED STUDIES

**Begum Nasrin Parveen (2013)** aimed to examine the vocational interests of secondary school students in relation to their achievement motivation. Rao Achievement Motivation Test by Dr. D. Gopal Rao and Vocational Interest Record by V.P. Bansal and professor D. N. Srivastava were administered on the sample consisted of 100 secondary school students. For the analysis and interpretation of result t-test and Pearson Product Moment Correlation was used. Male and female students were significantly different in vocational interest. Girls were found better in vocational interest than boys. No gender difference was found in achievement motivation. Achievement motivation and vocational interest of the secondary school students are significantly correlated.

**Raj Kumar (2017)** aimed to find and compare the vocational interest of secondary school students on the basis of locality of schools. Vocational Interest Inventory developed by the investigator was administered on the sample of 200 secondary school students randomly selected from 12 secondary schools of Kangra district, 71 Himachal Pradesh. It was observed that vocational interest depends upon the knowledge, attitudes, values, locality and environmental influences. The study produced the result that rural secondary school students have more interest in mechanical, business and agricultural areas. Urban students are more interested to literacy, outdoor, executive and scientific areas than rural students. Rural and urban are not differ in artistic, social, music, clerical and teaching vocational areas.

**Hoque (2018)** tried to find out the relationship between vocational interest and level of aspiration of secondary school students. Vocational Interest Scale by Dr. Parveen Begum and Level of Aspiration developed by Dr. V. P. Bhargava were administered on the sample of 100 secondary school students. Mean, S.D. and Pearson's product moment correlation were applied for interpreting data. The result reveals that there is no significant relationship between vocational interest and level of aspiration of secondary school students. The vocational interest of both male and female students was not correlated to their level of aspiration.

**Mondal (2018)** assessed the vocational interest of secondary school students in relation to their gender. A sample of 200 students from Murshidabad district of West Bengal was drawn through purposive sampling method. Vocational Interest Record developed by Bansal V.P. and Srivastava D.N. was applied for collecting relevant data. The result revealed that there exists a significant difference among male and female students in the vocational areas of Agriculture, Commercial, Household and Social. Girls were more interested to Artistic, Commercial, Household and Social fields than boys. In Agriculture, Executive and Literary fields boys showed high interest than girls.

**Gogoi, Sahoo and Tamuli (2020)** attempted to assess the vocational interest of secondary school students in relation to their gender. The findings of the result reported that girls were more interested in Literary, Commercial, Constructive, Artistic, Social and Household areas than boys. Boy's mean score were found higher in Scientific, Executive, Agriculture and Persuasive areas comparing to girls. But this difference was not significant.

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## OBJECTIVES

The present study has been designed to realize the following objective.

1. To study & compare the vocational interests of 12th grade students of high and low socio-economic status.
2. The study and compare the vocational interests of 12th grade students of high and middle socio-economic status.
3. To study and compare the vocational interest of 12th grade students of middle & low socio-economic status.

### Hypothesis

1. There is no significant difference between the vocational interests of 12th grade students of high and low social economic status.
2. There is no significant difference between the vocational interest of 12th grade students of high and middle socio economic status.
3. There is no significant difference between the vocational interest of 12th grade students of middle and low socio economic status.

## SAMPLE OF THE STUDY

A representative sample of 100 girl students studying in senior secondary schools was randomly selected. The randomization was exercised at two levels, one at the level of selecting representative schools and other at the level of selecting subjects for the study.

However first of all a list of total girls of senior secondary schools affiliated to U.P. Board in Saharanpur district was prepared. It was decided to take 5 schools from all, thinking that these schools will be able to provide the representative sample. For this study, lottery method was used.

## DATA GATHERING INSTRUMENTS

The selection of tools for a particular study depends upon various considerations such as objectives of the study the amount of time at the disposal of researcher availability of suitable test personal competence of the investigator technique of scoring and interpretation etc. Taking all these factors into consideration the following tools have been used to measure the two variables in the study.

1. Vocational Interest Record by **S.P. KULSHRESTHA** has been used to obtain data on vocational interest.
2. Socio- Economic Scale by **Dr. MEENAKSHI** has been used to measure socio-economic status of the students.

## METHOD OF THE STUDY

The present study intends to determine the effect of SES on students vocational interest. Various research strategies are available for conducting research study as historical, philosophical, case study etc. But the choice of method of research is controlled by considerations like purpose of study, objectives, hypothesis of the study and resources on the part of researcher. According to the nature of the study the investigator used the Normative Survey Method for her research.

## STATISTICAL TECHNIQUE USED IN STUDY

The choice of Statistical techniques depended upon the nature of the distribution of scores and the hypothesis to be tested. After collecting data hypothesis wise, it was subjected to appropriate statistical treatment.

As the present study aims at studying the effect of SES on the vocational interest's 't' test was thought of as the most appropriate statistical technique. Which has been used to analyses the data.

## ANALYSIS AND INTERPRETATION OF THE DATA

The raw score have got their no value without their interpretation and generalization. The detailed description of the statistical analysis and description are given below:

### Hypothesis 1

Hypothesis No. 1 States that, there is no significant difference between the vocational interest of 12th grade students of high & low socio-economic status.

TABLE 4.1

Name of the group	No of the Students (N)	Mean	SD	't' value	Significance level
High SES	33	67.34	9.58	3.65	Significant
Low SES	30	58.83	8.96		

Table No 4.1 Shows that obtained (t) value is 3.65 and table value of (t) for D.F. 61 at 0.05 level is 2 & 0.01 level is 2.65. So the (t) value is greater on both the level of significance. Thus hypothesis no 1 is rejected. It means two groups of the girls namely girls belonging to high SES and girls belonging to low SES differ significantly on their vocational interests. Mean vocational interest scores of the girls belonging to high SES is greater to their counterpart girls.

### Hypothesis 2

Hypothesis No 2 States that, there is no significant difference between the vocational interests of 12th grade students of high & middle socio-economic status.

TABLE 4.2

Name of the group	No of the Students (N)	Mean	SD	't' value	Significance level
High SES	33	67.34	9.58	0.75	Ins.
Middle SES	37	65.57	9.8		

Table No 4.2 shows that obtained "t" value is .75. And table value of 't' for D.F. 68 at 0.05 level is 2 & at 0.01 level is 2.63. So the 't' value is lesser on both the level of significance. Thus hypothesis No 2 is accepted. It means two groups of the girls namely girls belonging to high SES and girls belonging to middle SES do not differ significantly on their vocational Interest.

### Hypothesis 3

Hypothesis 3 states that, there is no significant difference between the vocational interests of 12th grade students of middle & low socio-economic status.

TABLE 4.3

Name of the group	No of the Students (N)	Mean	SD	't' value	Significance level
Middle SES	37	65.57	9.8	2.94	Significant
Low SES	30	58.83	8.96		

Table No 4.3 Shows that obtained "t" value is 2.94 And table value of 't' for D.F. 65 at 0.05 level is 2 and at 0.01 level is 2.63. So the 't' value is greater at both the level of significance. Thus hypothesis 3.0 is rejected. It means two groups of the girls namely girls belonging to middle SES & Low SES differs significantly on their vocational interest. Mean vocational interest scores of the girls belonging to middle SES is greater to their counterpart girls.

## IMPLICATION OF THE STUDY

The present study has its implication for the adolescent students; Adolescents are the future of the nation. And efforts should be made to develop them into well adjusted & less frustrated people. By this study the result has come out that students coming from different family background of the society having different vocational interests. And it is the outgrowth of numerous interacting factors & conditions. Every strata has its own environment and it is believed widely that environment variables have a great effect on human being which plays a vital role in the making of persons personality that is ones attitude interest & many other traits. The socio-economic status is a key determinant of students education & vocational achievement and that teachers, schools & education systems have a responsibility for ameliorating the disadvantage that may arise from low socio-economic status is a matter of great concern hence this study was undertaken. It has yielded certain results which seem to have several implications in the field of education.

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