

# A Comparative Study of Vocational Interests of C.B.S.E. and U.P. Board Students at Secondary Level

<sup>1</sup>Charu Tripathi and <sup>2</sup>Nalini Srivastava

<sup>1</sup>Guest Faculty Department of Education, M.J.P. Rohilkhand University, Bareilly.

<sup>2</sup>Associate Professor Department of Education, M.J.P. Rohilkhand University, Bareilly.

**Abstract:** The field of education might improve its efforts to recruit students for educational careers if it focuses on the vocational interests of students who are 15 and 16 years old. It is important to encourage individuals to set educational and career goals early in life and for this it is imperative to identify the career which is best fit for the person. In India we have many examination boards with different curriculum and environment. The study was aimed to understand and compare the vocational interests of the students of two boards to prepare them for vocational guidance in order to help them choose right career for their livelihood. The present investigation was conducted on a total of 200 students studying in class Xth, of randomly selected secondary schools of C.B.S.E and U.P. Board of education. Out of the total sample 100 students were of C.B.S.E. and 100 students of U.P. Board. The vocational interest record developed by Dr. S.P. Kulshrestha was used to collect data. For analysis and interpretation of data Mean, S.D. and t-test were used. The null hypothesis was framed and tested at 0.01 level of significance. It was observed that students showed very high interest in some areas of vocation and average to very low interest in some vocations. However, there was not much difference in the interests of students of the two examination Boards.

**Index Terms:** Vocational Interest, CBSE, U.P. Board

## I. INTRODUCTION

The purpose of any education is to make good human beings, honest, loyal citizens and, above all, make a person fit for a livelihood. Every year we churn out lakhs of graduates who do not have the specific skill sets required for their livelihood. We are still following the subjects of study introduced in our curriculum which have lost their significance for us today. This is because we do not give due importance to vocational education. As a result there is a mismatch between the skilled manpower required and skilled manpower available which has resulted in the bankruptcy of achievement by our educated children. To change this situation first we need to change our mindset. In India, we are obsessed with attaining a graduation degree and generally look down upon vocational education. This has resulted in a situation where on the one hand there are scores of unemployed graduates and on the other hand there is a huge shortage of skilled workers such as plumbers, electricians etc. The education system should be build up to spread the right type of education and guarantee a basic livelihood to the students, once they come out after completing their education. The young should be in a position to join the mainstream of nation building as soon as they come out of their educational outfit. A Government's policy document (1985) on challenges of education expresses, "Vocational education is essential for providing manpower for economic growth. It provides the link between the production function, employment and educational processes."

The importance of vocational education is reflected in two dimensions in the National Policy on Education (NPE), 1986. One, economic growth and two, educational development and re-organization. When it notes, "Vocationalization through specialized institutions or through the refashioning of secondary education can, at this stage provide valuable manpower for economic growth". Now the steps are being taken in this direction as India, as present, is recognized as one of the youngest nations in the world with over 50% of the population under 30 years. It is estimated that by about 2025, India will have the 25% of the total global workforce. The opportunity to reap the benefits of demographic dividend has to be utilized only with the skilled workforce. Also, apart from meeting its own demand, India has the potential to become the worldwide hub for outsourcing the skilled manpower. The Government of India has set-up a target to impart necessary skills to about 500 million people by 2022, in line with the forecast of requirement for skilled manpower in future. For this purpose, the University Grants Commission is implementing three schemes namely Community Colleges, Bachelor of Vocational Degree Programme, and Deen Dayal Upadhyay Centre for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL). For the successful implementation of these schemes it is important to know the vocational interest of students. The vocational interest can be 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. According to Carter (1987) "The term vocational interest simply signifies the likings, choices and preferences with reference to jobs and occupations". It is defined not as a single choice but as the sum total of many interests that bears in any way upon on occupational career.

## II. REVIEW OF LITERATURE

Rottinghaus, Patrick J. *et al.* (2009) investigated the match between vocational interests and satisfaction which have been emphasized in higher-order dimensions and specific occupational scales. The study examined the capacity of content scales of the 2005 "Strong Interest Inventory," including the general occupational themes and basic interest scales in predicting job satisfaction across 22 samples comprising 9647 working adults. Sequential discriminant function analyses demonstrated that sets of hypothesized basic interest scales significantly distinguished between satisfied and dissatisfied workers beyond the six Holland themes in 17 of the 22 occupational samples. Warwas, Jasmin *et al.* (2009) examined the relationships of vocational interests and mathematical literacy both cross-sectional and longitudinal. Extending previous research, the results of Holland's RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) scale scores were compared with results from a reductionist approach using individual interest profiles. Hirschi Andreas (2009) explored interest differentiation and elevation which are supposed to provide important information about a person's state of interest development, among a group of Swiss adolescents. Study 1 applied a cross-sectional design with 210 students in 11th grade. Study 2 applied a 1-year longitudinal design with 289 students in 7th to 8th grade. Gender, personality traits, and career exploration were significant predictors of state and development of differentiation and elevation. Increase in differentiation predicted increase in career decidedness of above traits. Elevation could not predict increase in exploration behavior over traits. The results provide support for differentiation and elevation as important aspects of adolescents vocational interests. Sanjeev and Kumar (2010) studied socio-economic status as an influential factor for an individual as it determines the vocational preferences interests and choice. It was found that socio economic status could influence the vocational preference of urban students. Urban schools educational and social environment could influence the computational interest of urban students. The reactions of the students reflect that they have a positive attitude towards vocational education. P. Adinarayana Reddy, D. Uma Devi & E. Mahadeva Reddy (2011) investigated to identify the priorities of vocational educational courses and interests of the Indian undergraduate students. Amani (2013) examined the extent to which occupational knowledge and social influence from significant others predict intentions of undergraduate students to join their careers upon completion of their studies in Tanzania. The study found that undergraduate students intentions to join their careers were highly determined by their level of occupational knowledge and social influence from significant individuals such as parents, friends, and lecturers. It was further revealed that there was low but positive correlation between occupational knowledge and career choice intentions. Overall, the study found that majority of students intends to join their careers upon their graduation. Monika et al. (2014) studied the vocational interests of boy and girl students of department of Physical Education of Chaudhary Devi Lal University, Sirsa. They found that the students of department of Physical Education differ significantly in inter-vocational interests. The female students have poor vocational interests. Michael L. Morris (2016) studied vocational interests in the United States in relation to sex, age, ethnicity, and year effects. Raj Kumar (2017) studied the vocational interests of secondary school students in relation to the locality of schools and reported that the urban secondary school students were slightly more interested in literary, outdoor, executive and scientific fields. In case of mechanical, business and agricultural fields, rural secondary school students were slightly more interested than that of urban secondary school students.

The analysis of review of related literature reveals that a number of studies have been done on various aspect of vocational education but the studies related to vocational interest of secondary level students of different boards are really a few so the researcher attempts to compare the students of C.B.S.E. and U.P. Board in relation to their vocational interests.

## III. NEED AND SIGNIFICANCE OF STUDY

To quote Prof. Meyers, "Vocational guidance is fundamentally an effort to conserve the priceless native capacities of youth and the costly training provided for youth in the school. It seeks to conserve these richest of all human resources by aiding the individual to invest and use them where they will bring greatest satisfaction and success to himself and greatest benefit to the society". When does vocational interests of a child begin to rise is still a speculation. Swanson and Peter B. (2009), in a study of the students from 13 to 19 years of age, found that there was a dramatic change in interests between ages 15 and 16. The study strongly suggests that the field of education might improve its efforts to recruit students for vocational careers if it focuses on students who are 15 and 16 years old. It would be a good strategy to encourage the individuals to set up career goals early in life by teaching through direct experiences in the classroom. For, the students of uneducated parents this could be significant in helping them in transition from secondary school to a college by guiding them to choose the vocation of their interest and ability. Therefore there is need to study the vocational interest pattern of secondary students, so that their interests can be matched with their abilities for guidance and opting of subjects in senior secondary class as per their requirement and need.

To place the nation on the road of growth, equity and modernization, the educational system and its integration with other sub-systems are needed to provide some systematization and discipline. One of the efforts at systematization would be the provision of a well planned efficiently executed, cost effective and relevant program of vocational education. In India each state has its own board of education, besides other boards like C.B.S.E., I.C.S.E. etc. The curriculum and environment of schools or institutions is different from one another due to the diversity in their culture, economic status, infra structure and also due to the policies and curriculum of the education board they are affiliated with. Therefore, assessing interests of students is of great concern to guidance worker for educational and career counseling. Hence there is need to ascertain whether the Educational Board has any effect on the vocational

interests of secondary level students i.e. to find out whether C.B.S.E. board students and U.P. Board students differ in their areas of vocational interests like persuasive, scientific, social or executive etc. so that more attention may be given in designing and evaluation of instructional materials to be used with interest measures in order to facilitate a student to understand his interest and make career in that field. And it is important to encourage individuals to set educational and career goals early in life. If career counseling with students is done at school level, the students will know more about their own interest, abilities, also gain knowledge about vocational courses and appraise these in terms of job world.

#### IV. STATEMENT OF THE PROBLEM

“A Comparative study of vocational interests of C.B.S.E. (Central Board of Secondary Education) and U.P. Board (Uttar Pradesh Board of high school and Intermediate Education) students at secondary level” was taken up.

#### V. OBJECTIVES OF THE STUDY

The objectives of the present study are:

1. To study the levels of vocational interest of secondary students studying in the selected C.B.S.E. schools.
2. To study the levels vocational interest of secondary students studying in the selected U.P. Board Schools.
3. To compare the vocational interest of secondary students on gender basis.
4. To compare the interest of C.B.S.E. and U.P. Board students in 10 different areas of vocational interest given in vocational interest record, used in the present study.

#### VI. HYPOTHESES OF THE STUDY

To achieve the above objectives the following hypotheses have been framed in null form.

1. There is no significant difference in the vocational interests of the secondary school students on the basis of gender.
2. There is no significant difference in the C.B.S.E and U.P. board students with reference to vocational interest.

#### VII. DELIMITATIONS OF THE STUDY

This study is delimited to the following aspects:

1. The study is delimited to the students of the schools affiliated with Central Board of Secondary Education, New Delhi and with the Board of High School and Intermediate Education, Uttar Pradesh, Allahabad.
2. The study is delimited to students of class X.
3. 200 students both male and female have formed the sample of study.

#### VIII. DESIGN OF THE INVESTIGATION

##### 8.1. METHOD OF STUDY

Keeping in view the nature and objective, the survey method of descriptive research has been chosen by the investigator in this study.

##### 8.2. POPULATION AND SAMPLE

All the students studying in class Xth of C.B.S.E. and U.P. Board Schools formed the population of the study. 100 students both male and female from C.B.S.E. and 100 from U.P. Board i.e total 200 students formed the sample of the study.

##### 8.3. VARIABLES

The variables of the present study were:

- a. C.B.S.E. and U.P. Board of Education
- b. Male and Female students studying in class Xth

##### 8.4. DATA COLLECTION TOOL

To know the vocational interest of the students studying in class Xth of CBSE and U.P. Board, “the Vocational Interest Record” developed by Dr. S.P. Kulshrestha has been used in the present study.

Vocational Interest Record (VIR): The vocational interest record was constructed and standardized by Dr. S.P. Kulshrestha. It is being consistently used for testing practicum and Psychology and Guidance workers have found it very useful as a screening device

for discovering the vocational interest of the person. The present record contains 200 vocations belonging to ten different vocational interest areas i.e Literary (L), Scientific (SC), Executive (E), Commercial (C), Constructive (CO), Artistic (A), Agriculture (G), Persuasive (P), Social (S), Household (H). Thus, this test includes 10 vocational areas. Each of these areas has 20 vocations on the record, 10 in horizontal and 10 on vertical side. The Vocational Interest Record is a reliable and valid tool. The test-retest reliability coefficient is obtained 0.69 with a time interval of 15 days. The co-efficient of correlation among different group of teachers, parents and students has been found 0.81, 0.83 and 0.85 respectively.

Scoring: The maximum possible score under each vocational interest area is 20 and the minimum is 0. One mark is assigned for each right marked (√) response and total score is counted under each interest area.

The "Vocational Interest Record" was administered on secondary level (class Xth) students of Central Board of Secondary Education and Uttar Pradesh Board of High School and Intermediate as per the instructions given in the manual. The obtained data was scored with the help of scoring keys and organized and tabulated systematically.

8.5. STATISTICAL TOOLS

The collected data was subjected to statistical analysis. Mean, SD, and T-Test were calculated.

IX. ANALYSIS AND INTERPRETATION OF THE STUDY

A. Levels Of Vocational Interest Of C.B.S.E. Students In Different Areas.

As per the objective of the study the data was analysed to find the level of vocational interest of the students of Central Board of Secondary Education and Uttar Pradesh Board of high school and Intermediate Education in the following vocational interest areas i.e. Literary (L), Scientific (Sc), Executive (E), Commercial (C), Constructive (Co), Artistic (A), Agriculture (Ag), Persuasive (P), Social(So), Household(H).

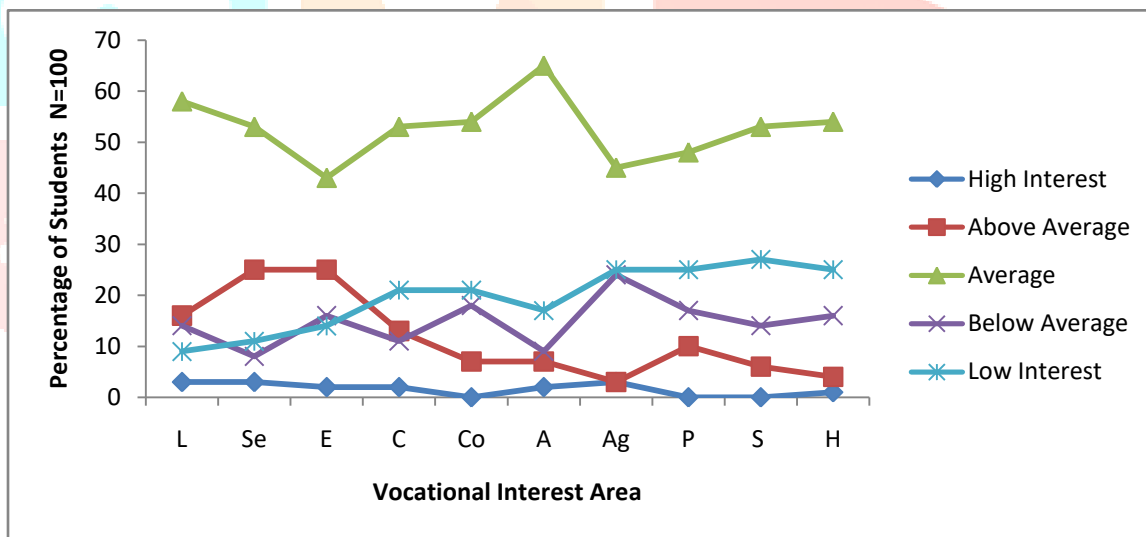


Figure 1: Percentage of students of CBSE showing different levels of vocational interest in different areas (N= 100).

Figure 1 Shows the percentage of students of C.B.S.E. showing different levels of interest in different interest areas i.e Literary (L), Scientific (Sc), Executive (E), Commercial (C), Constructive (Co), Artistic (A), Agriculture (Ag), Persuasive (P), Social (So), Household (H). It is observed that the majority of students ranging from 45% to 65% show average interest in all the areas of vocational interest. The above average interest was shown more in scientific, executive, literary and commercial areas as 25%, 25%, 16% and 13% respectively. Only 3% and 4% students showed above average interest in agricultural and household areas. Maximum 24% and 25% students of CBSE showed below average and low interest in agriculture as vocation. Low interest is also seen in persuasive (25%), social (27%) and household (25%).

B. Levels Of Vocational Interest Of U.P.Board Students In Different Areas.

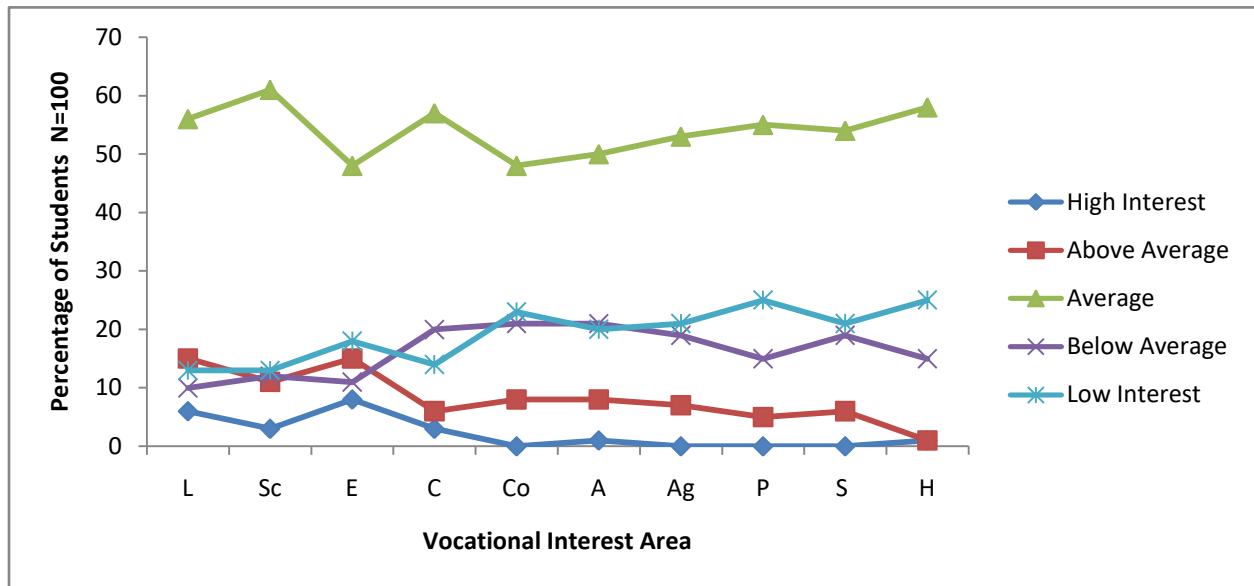


Figure 2: Percentage of students of U.P. Board showing different levels of vocational interest in different areas (N= 100).

Figure 2 Shows the percentage of students of U.P. Board showing different levels of interest in different areas *i.e* (L)Literary, (Sc)Scientific, (E)Executive, (C)Commercial, (Co)Constructive, (A)Artistic, (Ag) Agriculture, (P) Persuasive, (So) Social, (H) Household. It is observed that the majority of students ranging from 48% to 61% show average interest in all the areas of vocational interest. The above average interest was shown more in scientific, executive, literary areas as 11%, 15%, 15% respectively. Only 7% students in agricultural and 1% students showed above average interest in household areas. Maximum 21% and 23% students of U.P. Board showed below average and low interest in agriculture as vocation. Low interest is also seen in persuasive (25%), social (21%) and household (25%).

This result indicates that students are more interested in Scientific, Executive and literary areas however they show little or low interest in agricultural, persuasive, social and household areas.

C. Comparison Of Vocational Interests Of Students On The Basis Of Gender.

Table 1: Comparison of Vocational Interests of Secondary Students on the basis of Gender. (N= 200)

Vocational Interest -Area	Male Students N=100			Female Students N=100			t-value
	Mean	S.D.	±S.E.M.	Mean	S.D.	±S.E.M.	
Literary	9.61	4.04	0.404	9.76	4.60	0.460	0.768
Scientific	10.3	4.29	0.429	9.19	4.72	0.472	0.087
Executive	10.15	5.11	0.511	8.49	4.75	0.475	0.014
Constructive	9.23	4.51	0.451	7.83	4.37	0.437	0.016
Commercial	7.01	4.46	0.446	6.79	3.72	0.372	0.039
Artistic	8.84	4.40	0.440	7.48	4.13	0.413	0.037
Agricultural	7.82	4.40	0.440	6.63	4.14	0.414	0.065
Persuasive	8.04	4.27	0.427	6.73	4.32	0.432	0.047
Social	8.20	3.87	0.387	6.07	3.93	0.393	0.003
Household	7.55	4.30	0.430	6.70	3.99	0.399	0.145



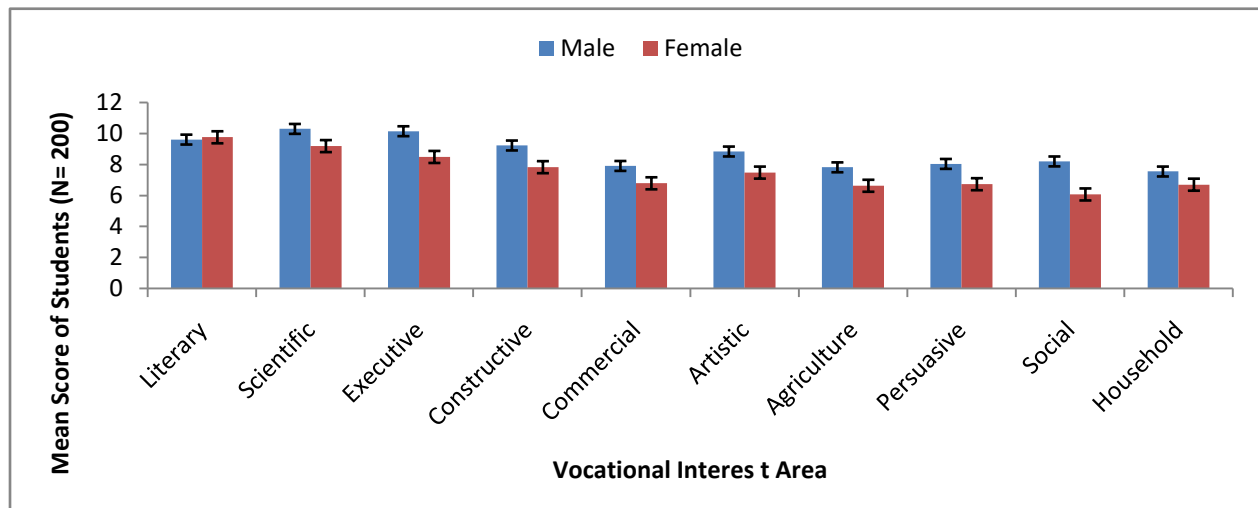


Figure 3: Comparison of Vocational Interest of secondary school students on the basis of gender (Mean values) N= 200

The comparison of vocational interest of students on the basis of gender shows the t-values of the various interest areas. The t-value for Literary area of vocational interest is 0.768 which is non significant at 0.01 level the mean values of male students is 9.61 and of female is 9.76. The t-value for Scientific area of vocational interest is 0.087 which is non significant at 0.01 level the mean values of male students is 10.3 and of female students is 9.19. The t-value for Executive area of vocational interest is 0.014 which is non significant at 0.01 level the mean values of male students is 10.15 and female students is 8.49. The t-value for Constructive area of vocational interest is 0.016 which is non significant at 0.01 level the mean values of male students is 9.23 and female students is 7.83. The t-value for Commercial area of vocational interest is 0.039 which is non significant at 0.01 level the mean values of male students is 7.48 and female students is 6.79. The t-value for Artistic area of vocational interest is 0.037 which is non significant at 0.01 level the mean values of male students is 8.84 and female students is 7.48. The t-value for Agricultural area of vocational interest is 0.065 which is non significant at 0.01 level the mean values for male students is 7.55 and female students is 6.63. The t-value for Persuasive area of vocational interest is 0.047 which is non significant at 0.01 level the mean values of male students is 8.04 and female students is 6.73. The t-value for Social area of vocational interest is 0.003 which is non significant at 0.01 level the mean values of male students is 8.20 and female students is 6.07. The t-value for household area of vocational interest is 0.145 which is non significant at 0.01 level the mean values of male students is 7.55 and female students is 6.07.

#### D. Comparison Of Vocational Interests Of Students Of C.B.S.E. and U.P. Board.

Table 2: Comparison of Vocational Interest of students of C.B.S.E. and U.P. Board (Mean values) N= 200

.Vocational Interest Area	C.B.S.E. Board Students N=100			U. P. Board Students N=100			t-value
	Mean	S.D.	±S.E.M.	Mean	S.D.	±S.E.M.	
Literary	9.66	4.20	0.42	9.71	4.46	0.44	0.934
Scientific	10.12	4.64	0.46	9.37	4.42	0.44	0.286
Executive	9.45	4.94	0.49	9.19	5.07	0.50	0.738
Constructive	8.65	4.69	0.47	8.41	4.29	0.43	0.726
Commercial	7.48	4.01	0.41	7.22	4.26	0.42	0.639
Artistic	8.54	4.31	0.43	7.78	4.30	0.43	0.200
Agricultural	7.03	4.45	0.45	7.42	4.17	0.417	0.508
Persuasive	7.41	4.45	0.45	7.36	4.24	0.424	0.933
Social	7.07	4.16	0.42	7.20	3.93	0.393	0.809
Household	7.33	4.40	0.44	6.92	3.92	0.392	0.492

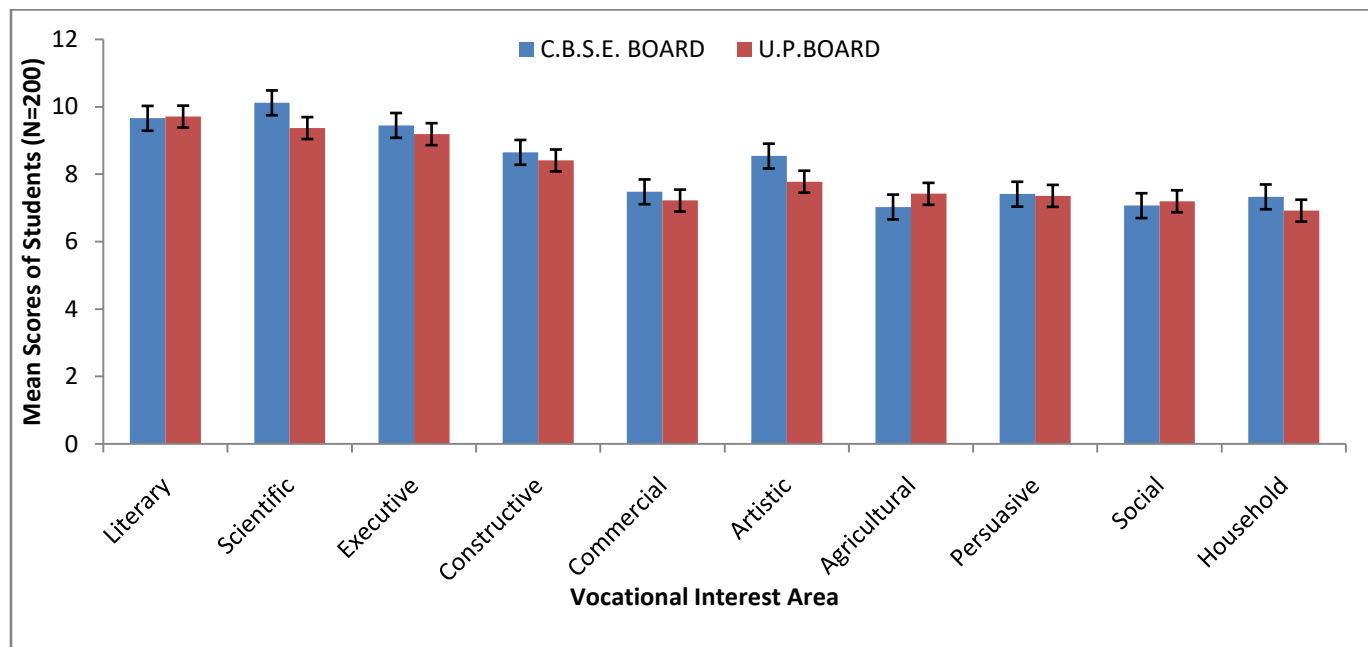


Figure 4: Comparison of Vocational Interest of students of C.B.S.E. and U.P.Board (Mean values) N= 200

The Comparison of vocational interests of students of CBSE and U.P. Board shows the t-values of the various interest areas. The t-value for Literary area of vocational interest is 0.934 which is non significant at 0.01 level the mean values of C.B.S.E. students is 9.66 and U.P. Board students is 9.71. . The t- value for Scientific area of vocational interest is 0.286 which is non significant at 0.01 level the mean values of C.B.S.E. students is 10.12 and U.P. Board students is 9.37. . The t- value for Executive area of vocational interest is 0.738 which is non significant at 0.01 level the mean values of C.B.S.E. students is 9.45 and U.P. Board students is 9.19. . The t- value for Constructive area of vocational interest is 0.726 which is non significant at 0.01 level the mean values of C.B.S.E. students is 8.65 and U.P. Board students is 8.41. . The t- value for Commercial area of vocational interest is 0.639 which is non significant at 0.01 level the mean values of C.B.S.E. students is 7.48 and U.P. Board students is 7.22. The t- value for Artistic area of vocational interest is 0.2 which is non significant at 0.01 level the mean values of C.B.S.E. students is 8.54 and U.P. Board students is 7.78. The t- value for Agricultural area of vocational interest is 0.508 which is non significant at 0.01 level the mean values of C.B.S.E. students is 7.03 and U.P. Board students is 7.42. The t- value for Persuasive area of vocational interest is 0.933 which is non significant at 0.01 level the mean values of C.B.S.E. students is 7.41 and U.P. Board students is 7.36. The t- value for Social area of vocational interest is 0.809 which is non significant at 0.01 level the mean values of C.B.S.E. students is 7.07 and U.P. Board students is 7.2. The t- value for household area of vocational interest is 0.492 which is non significant at 0.01 level the mean values of C.B.S.E. students is 7.33 and U.P. Board students is 6.92.

## X. CONCLUSION

The data shows that the vocational interest of students on the basis of gender and on the basis of C.B.S.E. and U.P. Board are statistically not different ( $P > 0.01$ ) for all vocational areas. Hence the null hypothesis is accepted and it may be concluded that there is no significant difference in the vocational interest pattern of the secondary school students of C.B.S.E. and U.P. Board of education. The reason may be that students today have better exposure to various career options due to increased media communication. Also the girls and boys have equal opportunities. However the result of the levels of vocational interests 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 agricultural country it is an alarming situation and therefore vocational guidance and planning is required to develop a balanced interest among students towards all vocations.

The findings of the present study also have some important implications for teachers, teacher educators, administrators and policy makers. Besides imparting knowledge and information to the students the teacher is expected to develop all the aspects of student's personality in an educational context. The students without help can easily get confused in a sea of choices, many of them are highly unrealistic and theoretical thus counselor can develop insight to the world of work as a whole, especially in the field of vocational choice.

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