

# VOCATIONAL INTEREST (LITERARY AREA) OF SECONDARY SCHOOL STUDENTS IN RELATION TO INTELLIGENCE AND CERTAIN DEMOGRAPHIC VARIABLES

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**Abstract :** The present study was targeted at all the students of the 10th class of secondary schools in Himachal Pradesh. Results shows that the male and female secondary school students do not differ significantly from each other on Literary (L) area of vocational interest, irrespective of levels of locality and intelligence. Locality of secondary school students does not have any significant effect on Literary (L) area of vocational interest regardless of levels of gender and intelligence, it means that the secondary school students from rural and urban areas are almost similar on Literary (L) area of vocational interest. Secondary school students with high and low levels of intelligence, irrespective of levels of gender and locality, do not differ significantly from each other on Literary (L) area of vocational interest.

**IndexTerms – Literary, Intelligence, Gender and Locality**

## I. INTRODUCTION

Education is a dynamic process which brings the changes in the behaviour of the pupil and develops him intellectually, socially, culturally and spiritually by developing the attitudes, capabilities, abilities, social ideals and needs of the pupil so that both the individual and the society touch the peaks of the progress.

Every child has his own unique mental ability or interest. Someone is art-loving, someone is literature lover and someone has interest in science. This special ability of child indicates their interest. Everyone's interests are of different types. One person may have ability to learn one particular type of work and in another case a person might have ability for another type of work. These special abilities of individuals are highly fuelled by some inner forces to optimize outcome. Interest can be categorized as a force which motivates anyone to engage in specific work according to his or her ability, if guided or decided properly.

### 1.1 CONCEPT OF VOCATIONAL INTEREST

The term vocation, as advocated by Deighton (1971), is reserved for the occupation chosen and engaged in for a substantial period of time because it is appropriate to the individual's ability, interests, value derives, personality and achievement motivation. Vocation according to Super (1983) is an activity pursued for its own shape with an objective other than monetary gain, although it may incidentally result in gain. Vocation has been regarded as an integral aspect of human life. Life is considered incomplete without any vocation. The foundation for vocation should be laid when one is receiving education.

### 1.2 INTELLIGENCE

Intelligence is overall thinking capacity or mental efficiency of an individual; an ability to carry on abstract thinking. It is general mental adaptability to solve problems of new situation of life. It is the capacity to reorganize one behaviour patterns so as to act more effectively and more appropriately in novel situations. As Stern (1949) viewed "Intelligence is the general adaptability to the new problems and conditions of life". But this definition does not answer what is meant by "adapt". There are some people, who generally, agree that they are not very intelligent and who do not do very well on intelligence tests, yet they adapt very well to their environment. Other people, who score very high in intelligence tests generally agreed to be quite gifted, but would be poor in adjustment. Wechsler (1944) is of the view that "Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment".

## II. REVIEW OF RELATED LITERATURE

Sharma and Sharma (2008) investigated the career preference of senior secondary students in relation to their intelligence and found that there is a significant relationship between the level of intelligence of science and commerce students and their respective career preference.

Kaur (2015) studied career choice conflicts of adolescents in relation to gender and intelligence. A sample of 400 adolescents (200 males and 200 females) of 10th standard was selected from 15-20 schools of Patiala district. Data were analysed by using analysis of variance. The results indicated that male adolescents have highest conflicts in career selection due to personal dimension and female adolescents have highest conflicts in career selection due to parents. She also found that career choice is also influenced by gender and intelligence.

Pabalinas et.al. (2015) conducted a study on career choice: an analysis of multiple intelligences and socio-environmental factors and reported that there is significant relationship between multiple intelligence and career choices. The respondents were 370 first year college students enrolled for School Year, 2013 – 2014.

## III. SAMPLE

The present study was targeted at all the students of the 10<sup>th</sup> class of secondary schools in Himachal Pradesh. However, owing to obvious constraints of the field situation, it was not feasible to encompass the entire accessible population. Hence, it was thought advisable to employ multi-stage random sampling. First of all, district Kangra was selected at random from 12 districts of Himachal Pradesh. Then 25 secondary and senior secondary schools (13 rural and 12urban) of district Kangra were selected randomly. For random sampling, in the selection of district and school, lottery method was used.

## IV. METHOD

The present investigation was aimed at to study the effect of demographic (gender and locality) and intelligence on vocational interest of secondary school students. Hence, to collect the necessary data descriptive survey method of research was used

## V. TOOL USED

1. Vocational Interest Inventory for the secondary school students developed by the investigator himself.
2. “Standard Progressive Matrices” constructed by Raven, et al. (1977)

## VI. OBJECTIVES OF THE STUDY

1. To study the effects of gender, locality and intelligence on vocational interest area namely Literary (L) of secondary school students.
2. To study the two way interactional effects of gender and locality; gender and intelligence and; locality and intelligence on vocational interest area namely Literary (L) of secondary school students.
3. To study the three way interactional effect of gender, locality and intelligence on vocational interest area namely Literary (L) of secondary school students.

## VII. HYPOTHESES OF THE STUDY

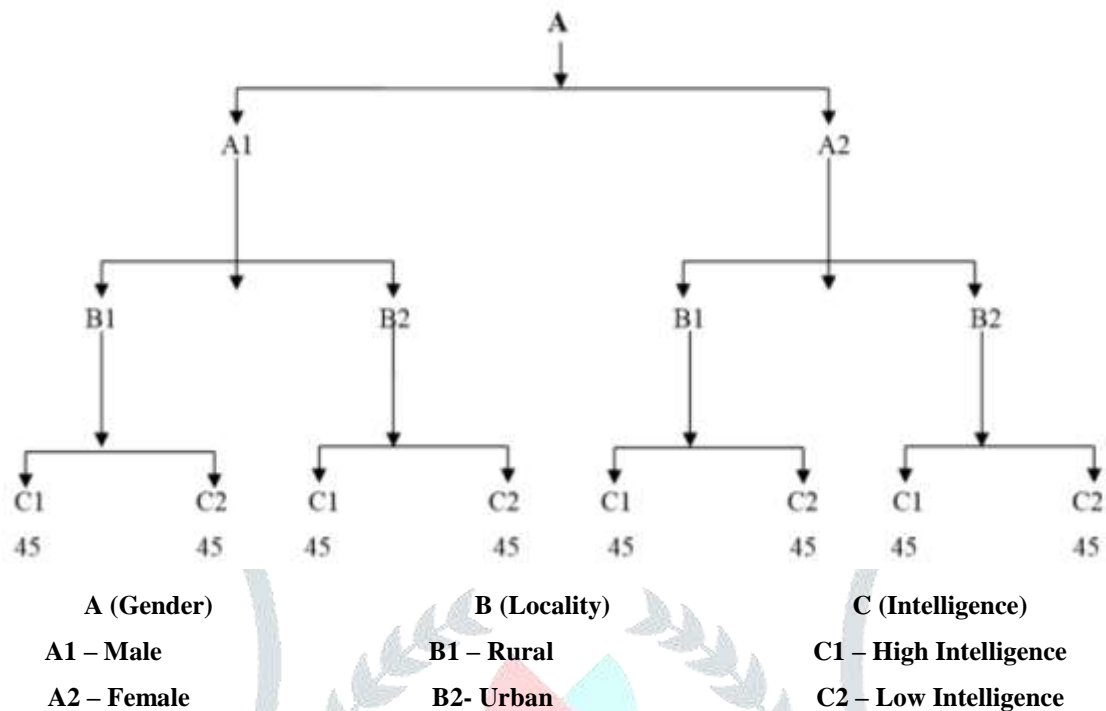
1. There will be no significant effect of gender, locality and intelligence on literary area of vocational interests of secondary school students.
2. There will be no significant interactional effects of gender and locality; gender and intelligence and; locality and intelligence on literary area of vocational interests of secondary school students.
3. There will be no significant interactional effect of gender, locality and intelligence on literary area of vocational interests of secondary school students.

### 7.1 DELIMITATIONS OF THE STUDY

- 1 The study was delimited to district Kangra of Himachal Pradesh only.
- 2 The study was restricted to the students of government schools studying in 10<sup>th</sup> class only.

**VIII. DESIGN OF THE STUDY**

2x2x2 factorial designs involving two types of gender (male and female), locality (rural and urban) and two levels of the intelligence were used in the present study. The layout of the design are given in Figure 1.1.



**Figure 1.1 Layout of the Design for Gender, Locality and Intelligence N=360**

**IX. EFFECTS OF GENDER, LOCALITY AND INTELLIGENCE ON VOCATIONAL INTEREST AREA NAMEDLY LITERARY (L) OF SECONDARY SCHOOL STUDENTS.**

**Literary (L) Area**

The mean scores and standard deviations of secondary school students on literary area of vocational interests at various levels in 2x2x2 ANOVA are given in Table 1.1.

**Table 1.1**

**Means and Standard Deviations at Various Levels in 2x2x2 ANOVA for Literary Area of Vocational Interests (N= 360)**

| Intelligence           | Measures | A (Gender)             |                         | Combined Means         |                        |      |
|------------------------|----------|------------------------|-------------------------|------------------------|------------------------|------|
|                        |          | A <sub>1</sub> (Male)  | A <sub>2</sub> (Female) | B <sub>1</sub> (Rural) | B <sub>2</sub> (Urban) |      |
|                        |          | B <sub>1</sub> (Rural) | B <sub>2</sub> (Urban)  |                        |                        |      |
| C <sub>1</sub><br>High | M        | 6.69                   | 6.71                    | 7.16                   | 6.60                   | 6.79 |
|                        | σ        | 2.71                   | 2.63                    | 2.57                   | 2.65                   |      |
| C <sub>2</sub><br>Low  | M        | 6.36                   | 6.44                    | 6.71                   | 7.40                   | 6.73 |
|                        | σ        | 2.25                   | 2.52                    | 2.18                   | 2.26                   |      |
| Combined Means         |          | 6.53                   | 6.58                    | 6.94                   | 7.00                   |      |

The summary of results of analysis of variance for studying the independent and interactional effects of A (gender), B (locality) and C (intelligence) on literary area of vocational interests of secondary school students is given in Table 1.1.

Table 1.1

## Summary of Results of 2x2x2 Analysis of Variance for Literary Area of Vocational Interests

| Sr. No. | Source of variation | Sum of squares (S.S.) | df  | Mean Squares | F    |
|---------|---------------------|-----------------------|-----|--------------|------|
| 1       | A (Gender)          | 15.63                 | 1   | 15.63        | 2.55 |
| 2       | B (Locality)        | 0.33                  | 1   | 0.33         | 0.06 |
| 3       | C (Intelligence)    | 0.33                  | 1   | 0.33         | 0.06 |
| 4       | AXB                 | 0.00                  | 1   | 0.00         | 0.00 |
| 5       | AXC                 | 5.14                  | 1   | 5.14         | 0.84 |
| 6       | BXC                 | 9.67                  | 1   | 9.67         | 1.58 |
| 7       | AXBXC               | 7.80                  | 1   | 7.80         | 1.27 |
| 9       | With in             | 2161.07               | 352 | 6.14         |      |
| 10      | Total               | 2199.98               | 359 |              |      |

## X. INDEPENDENT EFFECTS

## A (Gender)

Table 1.1 shows that the value of F for the independent effect of A (gender) on literary area of vocational interests is 2.55. This value is not significant at 0.05 level of significance for 1/352 df. In other words, it may be said that there is no significant difference between boys and girls on literary area of vocational interests. Therefore, the hypothesis stated as, "There will be no significant effect of gender on literary area of vocational interests of secondary school students", was accepted.

From the above analysis, it may be interpreted that regardless of the levels of locality and intelligence, secondary school boys do not differ significantly from girls on literary area of vocational interests.

## B (Locality)

Table 1.1 reveals that F- value for the independent effect of B (locality) on literary area of vocational interests has come out to be 0.06 which is not significant at 0.05 level of significance for 1/352 df. It shows that there is no significant difference in the literary area of vocational interests of rural and urban secondary school students. Hence, the hypothesis stated as, "There will be no significant effect of locality on literary area of vocational interests of secondary school students", was accepted.

From this analysis, it may be inferred that rural and urban secondary school students do not differ significantly from each other on literary area of vocational interests, regardless of levels of gender and intelligence.

## C (Intelligence)

It is evident from Table 1.1 that the value of F for the independent effect of C (intelligence) on literary area of vocational interests has come out to be 0.06. This value is not significant at 0.05 level of significance for 1/352 df. This means that there is no significant difference between high intelligent and low intelligent students on literary area of vocational interests. In the light of this, the hypothesis stated as, "There will be no significant effect of intelligence on literary area of vocational interests of secondary school students", was accepted.

The above analysis leads to interpret that the secondary school students with high and low levels of intelligence do not differ significantly from each other on literary area of vocational interests, irrespective of levels of gender and locality.

## XI. Two- Factor Interactional Effects

### AXB (Gender and Locality), AXC (Gender and Intelligence) and BXC (Locality and Intelligence)

From Table 4.2, it can be seen that none of the F- values for AXB (0.00), AXC (0.84) and BXC (1.58) on literary area of vocational interests is significant at 0.05 level of significance for 1/352 df. This is indicative of the fact that gender and locality; gender and intelligence and; locality and intelligence have no significant interactional effects on literary area of vocational interests. Therefore, the respective hypotheses stated as, “There will be no significant interactional effects of gender and locality; gender and intelligence and; locality and intelligence on literary area of vocational interests of secondary school students”, were accepted.

From the above, it may be inferred that literary area of vocational interests of secondary school students is not affected significantly by the interactional effects of gender and locality; gender and intelligence and; locality and intelligence, respectively.

## XII. Three - Factor Interactional Effect

### AXBXC (Gender, Locality and Intelligence)

Table 1.1 indicates that F- value for the interactional effect of AXBXC (gender, locality and intelligence) on literary area of vocational interests is 1.27 which is not significant at 0.05 level of significance for 1/352 df. In other words, the gender, locality and intelligence do not interact significantly to affect the literary area of vocational interests. In view of this, the hypothesis stated as, “There will be no significant interactional effect of gender, locality and intelligence on literary area of vocational interests of secondary school students”, was accepted.

It leads to interpret that gender, locality and intelligence do not have significant interactional effect on literary area of vocational interests of secondary school students.

## XIII. CONCLUSIONS

1. The male and female secondary school students do not differ significantly from each other on Literary (L) area of vocational interest, irrespective of levels of locality and intelligence.
2. Locality of secondary school students does not have any significant effect on Literary (L) area of vocational interest regardless of levels of gender and intelligence, it means that the secondary school students from rural and urban areas are almost similar on Literary (L) area of vocational interest.
3. Secondary school students with high and low levels of intelligence, irrespective of levels of gender and locality, do not differ significantly from each other on Literary (L) area of vocational interest.

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