



VOCATIONAL INTERESTS OF DEPRIVED AND NON- DEPRIVED SECONDARY SCHOOL STUDENTS IN RELATION TO EDUCATIONAL ASPIRATIONS

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The present study attempts to investigate vocational interests of deprived and non- deprived secondary school students in relation to educational aspirations. The sample of 200 secondary school students both deprived and non-deprived from different government and private secondary schools of Amritsar district was studied using Vocational Interest Record by Kulshrestha (1965) and Educational Aspirations Scale by Sharma and Gupta (1987). The results reveal that there exists no significant difference between deprived and non-deprived secondary school students on vocational interests i.e. literary (L), scientific (SC), executive (E), commercial (C), artistic (A), agriculture (AG), and persuasive (P) and household (H) but they show difference on vocational interests i.e. constructive (CO) and social (S). It is further concluded that non -deprived secondary school students are more effective on vocational interests i.e. constructive (CO) and social (S) as compared to deprived secondary school students. It is further found that there exists no significant difference in educational aspirations of deprived and non-deprived secondary school students. There exists significant relationship between the vocational interests and educational aspirations of deprived and non -deprived secondary school students.

There is ethnic diversity in Indian society, leading to the formation of minority groups who differ from majority prototype not only in terms of numerical strength of their members, but also in their access to various resources. Deprivation plays an important role in the unfolding of human behavior in Indian society. Ethnic minorities are most subjected to being at receiving end of social deprivation. The deprived masses described compendiously as scheduled castes and scheduled tribes as 'caste-less', outcastes or untouchables and have been subjected to deprivation and discrimination for centuries.

The deprived section of the Indian society cannot be excluded. It has its own space in the societal aspects such as social, economic, psychological, educational, and occupational. Education is the basic factor in the field of human development. It is the soul of society and human being. In other words, education seems to enhance the productive potentiality of an individual. The vocational success, a part of ability and proficiency depends upon individuals' interest in the work.

Vocational interest is the individuals overall liking/disliking for the type of work he or she has been trained for employed in. Educational aspirations and vocational interest of students plays a crucial role in selecting and studying suitable courses. Vocational interest is defined as one's own pattern of preferences, aptitude wisely or unwisely by itself or by another source for a given vocational area or vocation (S.P. Kulshereshta,1965). Vocational interests are present before training and experience, to gauge these interests and give them proper direction to serve humanity.

Vocations on the basis of different interest areas can be divided into following categories: Literary (L), Scientific (SC), Executive (E), Commercial (C), Constructive (CO), Artistic (A), Agriculture (A), Persuasive (P), Social (S), Household (H). The child should be prepared for the selection of the right type of the vocation, only by making right choice the students to adjust themselves to jobs/carrier/vocations by making wise choices. Students should select such subjects in schools which are according to their interests and preferred vocations.

Aspiration means the goal; the ends set by one for oneself in a task which intense personal significant for one's own self. Aspirations are strong desires to reach something high or great. Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree.

Vocational interest of deprived students should be deeply understood in order to minimize the maladjustment in their vocational spheres because life satisfaction and happiness to a large extent depend upon work satisfaction which is the outcome of interest which one takes in one's vocation in addition with their creativity. Therefore, supporting young in achieving their full potential means improving prospects for young and their society and ultimately country well-being. Vocational interest may help marginalized youth connect disparate phases of their work lives. The present study was investigated the vocational interest of deprived and non-deprived secondary students in relation to educational aspirations to see whether both groups stand at the same place in their level of vocational interest and educational aspirations or they are affected by their immediate environment.

Objectives

1. To study the vocational interests of deprived and non-deprived secondary school students.
2. To study the educational aspirations of deprived and non-deprived secondary school students.

3. To study the relationship between vocational interests and educational aspirations of deprived and non-deprived secondary school students.

Hypotheses

1. There exists no significant difference in the vocational interests of deprived and non-deprived secondary school students.
2. There exists no significant difference in educational aspirations of deprived and non-deprived secondary school students.
3. There exists a significant relationship between vocational interests and educational aspirations of deprived secondary school students.
4. There exists a significant relationship between vocational interests and educational aspirations of non-deprived secondary school students

METHODOLOGY

SAMPLE

A sample of 200 secondary school students, comprising of 100 deprived and 100 non-deprived secondary school students was taken from different secondary schools of Amritsar district using random sampling technique.

METHOD

The descriptive survey method was used to conduct study vocational interests of deprived and non - deprived secondary school students in relation to educational aspirations

TOOLS USED

The following standardized tools were used to collect data.

1. Vocational Interest Record by Kulshrestha (1965)
2. Educational Aspirations Scale by Sharma and Gupta (1987)

STATISTICAL TECHNIQUES USED

Statistical measures such as mean, SD, SE_M and t-tests and product moment coefficient of correlation were used to interpret the obtained data.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis I

There exists no significant difference in vocational interests of deprived and non-deprived secondary school students.

Table 1

Mean scores of vocational interests of deprived and non-deprived secondary school students

S. No.	Variable	Deprived			Non-Deprived			t-value	Significance
		N	Mean	S.D	N	Mean	S.D		
1	Literary (L)	100	9.17	3.175	100	9.53	2.88	0.840	Not Significant
2	Scientific (SC)	100	10.46	3.708	100	11.07	2.328	1.393	Not Significant
3	Executive (E)	100	10.67	3.453	100	11.43	3.319	1.587	Not Significant
4	Commercial(C)	100	9.79	3.082	100	9.35	2.779	1.060	Not Significant
5	Constructive(CO)	100	6.98	3.075	100	9.20	3.579	4.705**	Significant
6	Artistic(A)	100	9.56	2.794	100	10.21	2.761	1.655	Not Significant
7	Agriculture(AG)	100	9.17	3.361	100	8.55	2.713	1.435	Not Significant
8	Persuasive(P)	100	11.40	8.300	100	11.68	2.585	0.322	Not Significant
9	Social(S)	100	9.28	3.078	100	11.03	3.258	3.904**	Significant
10	Household(H)	100	9.26	3.283	100	8.91	3.032	0.783	Not Significant

**Significant at 0.1 level

Table 1 shows the mean scores of vocational interest of deprived and non-deprived secondary school students along with SD and t-values. It is evident from the results that there exists no significant difference between deprived and non-deprived secondary school students on vocational interests i.e. literary (L), scientific (SC), executive (E), commercial (C), artistic (A), agriculture (AG), and persuasive (P) and household (H) as calculated t-values are less than table values at 1.96 and 2.58 at .05 and .01 levels of confidence. On the other hand, deprived and non-deprived secondary school students differ significantly on vocational interests i.e. constructive (CO) and social (S) as calculated t- values are greater than table values 1.96 and 2.58 at 1.96 and 2.58 levels of confidence.

Hence the hypothesis stating, “there exists no significant difference in vocational interests of deprived and non-deprived secondary school students.” is partially accepted.

The results reveal that deprived and non-deprived secondary school students do not differ significantly on vocational interests i.e. literary (L), scientific (SC), executive (E), commercial (C), artistic (A), agriculture (AG), and persuasive (P) and household (H) but they show difference on vocational interests i.e. constructive (CO) and social (S). It is further concluded that non -deprived secondary school students are more effective on vocation interest i.e. constructive (CO) and social (S) as compared to deprived secondary school students.

Hypothesis II

There exists no significant difference in educational aspirations of deprived and non-deprived secondary school students.

Table 2

Mean scores of educational aspirations of deprived and non-deprived secondary school students

Variable	Group	N	Mean	SD	t	Significance
Educational Aspirations	Deprived	100	19.07	2.847	0.683	Not Significant
	Non-Deprived	100	19.32	2.304		

Table 2 shows the mean scores of educational aspirations of deprived and non-deprived secondary school students along with SD and t-values. The mean scores of educational aspirations of deprived secondary school students are 19.07 with SD 2.847 and non-deprived secondary school students are 19.32 with SD 2.304. The calculated t-value is 0.683 which is less than table value 1.96 and 2.58 at .05 and .01 levels of significance. This indicates that there is no significant difference in mean scores of educational aspirations of deprived and non-deprived secondary school students.

Hence the hypothesis stating, “there exists no significant difference in educational aspirations of deprived and non-deprived secondary school students” stands accepted. The results reveal that deprived and non-deprived secondary school students do not differ significantly on educational aspirations.

Hypothesis III

There exists a significant relationship between vocational interests and educational aspirations of deprived secondary school students.

Table 3

Correlation matrix showing correlation between vocational interests and educational aspirations of deprived secondary school students

S.No.	Variable	Edu. Asp.	L	SC	E	C	CO	A	AG	P	S	H
	Edu. Asp.											
1	Literary (L)	0.252*										
2	Scientific (SC)	0.254*	0.37									
3	Executive (E)	0.040	0.384**	1.268*								
4	Commercial (C)	0.002	0.138	0.179	0.130							
5	Constructive (CO)	0.075	0.250*	0.119	0.169	0.265**						
6	Artistic (A)	0.223*	0.176	0.213*	0.249*	0.084	0.018					
7	Agriculture (AG)	0.229*	0.167	0.062	0.054	0.084	0.146	0.107				
8	Persuasive (P)	0.258*	0.202*	0.034	0.171	0.047	0.032	0.095	0.222*			
9	Social (S)	0.044	0.401**	0.167	0.198	0.222*	0.135	0.123	0.126	0.213*		
10	Household (H)	0.004	0.012	0.059	0.041	0.047	0.158	0.098	0.380**	0.190	0.219*	

**Significant at 0.1 level

*Significant at 0.5 level

Table 3 shows correlation between vocational interests and educational aspirations of deprived secondary school students. The correlation matrix of deprived secondary school students indicates that vocational interests i.e. literary ($r = 0.252^*$), scientific ($r = 0.254^*$), artistic ($r = 0.223^*$), agriculture ($r = 0.292^*$), persuasive ($r = 0.258^*$) are significantly correlated with educational aspirations of deprived secondary school students.

Hence the hypothesis stating, “there exists a significant relationship between vocational interests and educational aspirations of deprived secondary school students” stands partially accepted.

The results reveal that there is significant relationship between the vocational interests and educational aspirations of deprived secondary school students.

Hypothesis IV

There exists a significant relationship between vocational interests and educational aspirations of non-deprived secondary school students.

Table 4

Correlation matrix showing correlation between vocational interests and educational aspirations of non-deprived secondary school students

S.No.	Variable	Edu. Asp.	L	SC	E	C	CO	A	AG	P	S	H
	Edu. Asp.											
1	Literary (L)	0.295**										
2	Scientific (SC)	0.233*	0.062									
3	Executive (E)	0.222*	0.094	0.131								
4	Commercial (C)	0.076	0.229*	0.077	0.171							
5	Constructive (CO)	0.262*	0.283*	0.258*	0.105	0.519**						
6	Artistic (A)	0.286**	0.070	0.024	0.252	0.060	0.060					
7	Agriculture	0.019	0.023	0.170	0.126*	0.093	0.173	0.105				

	(AG)											
8	Persuaive (P)	0.237*	0.194	0.032	0.087	0.001	0.016	0.186	0.025			
9	Social (S)	0.226*	0.197*	0.024	0.145	0.195	0.034	0.091	0.003	0.457**		
10	Household (H)	0.191	0.207*	0.282**	0.087	0.012	0.156	0.223*	0.055	0.409**	0.392**	

**Significant at 0.1 level

*Significant at 0.5 level

Table 4 shows correlation between vocational interests and educational aspirations of non-deprived secondary school students. The correlation matrix of non- deprived secondary school students indicates that vocational interests i.e. literary ($r = 0.295^{**}$), scientific ($r = 0.233^{*}$), executive ($r = 0.222^{*}$), constructive ($r = 0.262^{*}$), artistic ($r = 0.286^{*}$), persuasive ($r = 0.237^{*}$) and social ($r = 0.226^{*}$) are significantly correlated with educational aspirations of non -deprived secondary school students.

Hence the hypothesis stating, “there exists a significant relationship between vocational interests and educational aspirations of non- deprived secondary school students” stands partially accepted.

The results reveal that there is significant relationship between the vocational interests and educational aspirations of non-deprived secondary school students.

FINDINGS AND CONCLUSIONS

1. There exists no significant difference between deprived and non-deprived secondary school students on vocational interests i.e. literary (L), scientific (SC), executive (E), commercial (C), artistic (A), agriculture (AG), and persuasive (P) and household (H) but they show difference on vocational interests i.e. constructive (CO) and social (S). It is further concluded that non -deprived secondary school students are more effective on vocational interests i.e. constructive (CO) and social (S) as compared to deprived secondary school students.
2. There exists no significant difference in educational aspirations of deprived and non-deprived secondary school students.
3. There exists significant relationship between the vocational interests and educational aspirations of deprived secondary school students. The correlation matrix further indicates that vocational interests i.e. literary (L), scientific (SC), artistic (A), agriculture (AG), persuasive (P) are significantly correlated with educational aspirations of deprived secondary school students.

4. There exists significant relationship between the vocational interests and educational aspirations of non-deprived secondary school students. The correlation matrix further indicates that vocational interests i.e. literary (L), scientific (SC), executive (E), constructive (CO), artistic (A), persuasive (P) and social (S) are significantly correlated with educational aspirations of non-deprived secondary school students.

EDUCATIONAL IMPLICATIONS

1. The leading NGOs should come forward in providing awareness camps and contact programs on various government schemes and benefits. The basic necessities of life- food, clothing, shelter should be provided to the deprived students in cities, villages and towns.

2. Government should initiate different educational programs for the upliftment of the deprived students and give more privileges to deprived students. There should be more free schools and equal educational opportunities for deprived students.

3. Essential for education policy, planners, curriculum experts, administrators and teachers of the school education system to examine thoroughly whether the vocational education is effectively and efficiently carried on or not. In commercial, constructive area, there should be provision of proper practical work and learning by doing methods.

4. There should be provision for tests and seminars for the students to increase their level of vocational interests. There should be provision of accurate guidance of counseling by the experts to increase their level of vocational choices and vocational interests.

5. The school teacher should give special attention to students with high educational aspiration and academic achievement to enhance performance. The school teachers should be oriented to take care of students' characteristics especially with regard to educational aspiration in order to make teaching learning process more interesting and effective.

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