A Study of Vocational Interests of Adolescents on the Basis of Educational Boards
by WASEEM ZAHRA [a]

Abstract
Education holds the key to development, which is an enormously complex process, involving changes in patterns of living, customs and habits. However, the current educational systems do not appear to adequately focus on this aspect. They are under great stress, because of the sheer lack of relevance to the increasing demands for employment. In many instances, children who complete secondary or at least primary level rural areas of India, appear less fit to become creative and constructive members of their communities. Education systems are not generally designed to impart skills need by industry agriculture commerce, business and governmental and non-governmental employers. India is home to multiple boards of education such as CBSE, ICSE and State Board. This diversity has caused a great deal of difficulty and confusion among both students and parents. The anxiety is further compounded when students start seeking admissions in universities for their undergraduate education as the quota for each board varies from state to state and university to university. The purpose of this study was to examine relationships among scores on vocational interests, and educational boards of students. In the present study, Vocational Interest Record (VIR) by Dr. S.P. Kulshrestha (1971), published by National Psychological Corporation, Agra is used. The data were analyzed with the help of ‘percentage’ to study the vocational interest of secondary students. The findings were discussed in light of theoretical and practical considerations.

Keywords: Vocational Interest, Adolescents, Secondary level Students, Vocational Interest Record, Educational board

[a] WASEEM ZAHRA,
Research Scholar, Department of Education,
University of Lucknow, Lucknow
E mail: Waseemzahra85@gmail.com
Mobile: 9919751663

1. Introduction:
“Education is supposed to develop an integrated human being and to prepare young people to perform useful functions for society and to take part in collective life. But when that society is changing from day to day, it is difficult to know how to prepare and what to aim at.”

......... Jawahar Lal Nehru

Different philosophers, social reformers and educationist have formulated different aims of education for individual and society keeping into consideration various needs and ideals, like educational aim, culture development aim, and character development aim, all round development aim, citizenship aim and vocational aim. Some of educationists are of the opinion that only knowledge and culture aims of education are not sufficient to provide for all the needs of the individual and the society. They emphasize that the aim of education should be vocational. According to them, livelihood is a very important problem before every individual today. Such education is useless if it makes the individual a parasite on others even for the fulfillment of the basic needs of life. Hence, in modern times, the chief aim of
education should be to provide vocational education to each child so that he is able to solve his economic problems without any difficulty. Parents also send their children to the schools so that, after receiving education, they become capable to earn their livelihood, maintain themselves and their families. The government has also made suitable provisions for the vocational guidance for the children in all the developed and developing countries for the world. Since vocational aim education emphasizes upon the problem of livelihood ensuring the fulfillment of the economic needs of the individual, the aim is often called as bread butter aim, blue jacket aim and white collar aim also. *Encyclopedia Britannica* (1985) states that vocational Education is, ‘Instructions intended to equip persons for industrial or commercial occupation. It may be obtained either formally in trade schools, technical secondary schools or in the job training programmes or ore in formally by picking up the necessary skills on the job without actual supervision’. The main aim behind vocationalization of education is to provide that education and training to students which allows them to contribute their best to the development of the society around them and to employ the skills so developed to their own satisfaction as well as towards up of the society in which they live.

An education board is a group of experts, trustees in the field of education who help in determining the education policy for the area, region or state that they govern. In our education system there are different education boards and they differ in their structure and functioning. In our country, we have CBSE, ICSE and state board. ICSE (*Indian Certificate of Secondary Education*) is an examination conducted by the Council for the Indian School Certificate Examinations, a private, non-governmental board of school education. Every State Government has its own education board too to determine the policies and curriculum for the schools. Here in our Uttar Pradesh we have U.P. Board. Although the subjects taught in each board are the same, choosing the right board is essential because this can play a significant role in the student’s future. Indians lay a lot of importance on education and knowledge, and the age old debate on choosing the right board of education is bound to crop up in every household sooner or later.

1.1 Significance of the study:
The debate between concerned parents and educators on whether a CBSE, an ICSE or a state board system is better has been going on for years. The current study would provide knowledge about current vocational interests of adolescents and their relationship with educational board. The finding of this research may be helpful for students, teachers, parents and educational administrators in different ways like to understand current trends of vocation in market and to help students in selecting and pursuing career of their choice.

1.2 Statement of the problem:
A Study of Vocational Interests of Adolescents on the Basis of educational Boards.

1.3 Objectives of the study:
To compare vocational interests of adolescents on the basis of their educational boards.
1.4 Definition of technical terms:

1.4.1 Vocation:
In this study vocation was a job or an economic activity which enables a person to earn a livelihood.

1.4.2 Vocational interest:
In this study vocational interest was defined as feeling or liking of adolescents associated to the specific areas of vocation i.e., literary, scientific, executive, artistic, agriculture, persuasive, commercial, constructive, social and household.

1.4.3 Adolescents:
In this study adolescents were defined as students of class 12th aged between 16-18 years.

1.4.4 Educational board:
In this study educational boards were U.P. board and I.C.S.E. board.

1.5 Delimitation of the study:
The present study was delimited as under:

- This study was delimited to Lucknow city only.
- In terms of sample size, the study was delimited to 100 students only.
- In this study sample was consists of class 12th students only.
- In terms of tools used for data collection, the study used Dr S.P. Kulshreshtha’s vocational interest record only.
- In terms of educational board only U.P. board and I.C.S.E. board were taken under study.

2. Review of related literature:
K, Bhatt. (1972) critically compared the status of vocational education in West Germany and India. Secondary as well as primary data were used for the purpose. He discovered that the system was functioning very well in West Germany as observed through attitudes to manual labour, private support, relevance of courses, production of literature, teacher training balance between vocational and general education.

J.C. Sinha (1978) examined the role of the family in terms of parent-child relations, parental values and SES in shaping the vocational interests of students. Thurston’s interest schedule and other tools were used on 460 male higher secondary students of Mathura and Agra cities. The results are quite interesting. A healthy home (amicable parent-child relations) kindled love for scientific and executive fields. Parental avoidance coupled with high economic and social values led to interest in computational, business and persuasive fields. Absence of parental democratic values and non acceptance of children were associated with interest in artistic and musical fields.

Jagat pal singh Tomar (1985) conducted a study to find out the occupational interests of adolescents and their relation with prevalent job trends of employment in eastern U.P. The sample consisted of 600 students in city of Faizabad, Varanasi, and Gorakhpur. The sample were selected by random sampling technique. By using different tools like (1) Chatterji’s non-language preference Record, (2) socio-economic status scale (rural), (3) socio-economic status scale (urban) and occupational aspiration opinionnaire. It was found that in sample
adolescents their highest concentration was on medical area. In sample of boys, their highest concentration was on agriculture and lowest was on household. In sample of girls it was found that their highest concentration was on Fine Arts and lowest was on medical area. In sample of urban students, their highest concentration was on literary area and lowest were on agriculture area. In sample of rural students, their highest concentration was in the agriculture and lowest was on the medical areas.

Arora, P.N. (1988) conducted a study to find out Educational and vocational aspirations of students of Class XII preparation of an interview schedule: A pilot study. Objectives of this study were (i) to develop an interview schedule and then circulate widely the final version along with the tabulation plans, etc. to training colleges for use in research work, and (ii) to assess the educational and vocational aspirations of Class XII students. The interview schedule was tried out in four senior secondary schools of Delhi. Based on the feedback obtained, the interview schedule was circulated among 130 training colleges. For the study, data were collected from 300 students (110 boys and 190 girls). Major findings of this research were (1) the percentage of boys obtaining marks above 75 per cent was greater than that of girls. (2) Out of 19% of the students whose fathers were professional degree or diploma holders about 1.34% students obtained marks above 75%. (3) None of the boys whose fathers were doctors, engineers or teachers obtained marks less than 45%.

Choudhury, Kriti. (1990) conducted a study to find out the vocational aspirations of Standard IX students of English-medium schools in Pune city. Objectives of this study were (i) to find out the vocational aspirations and occupational choices of students, (ii) to find out academic choices for a future academic career, including the subjects liked most and least, and (iii) to find out parental background related to education and occupation. One hundred and ninety-six students of Standard IX formed the sample. Data were collected through a questionnaire. The study used the descriptive survey method. Major findings of this study were: (1) the students belonged to early and late adolescence being in the age-range of 13 to 18 years. (2) Forty per cent of the sample-students wanted to be either doctors or engineers. (3) Eighty per cent decided to select the science stream for their future academic career. (4) While 53% of the total sample wanted to go in for a degree, and 34% aspired to have a diploma, (5) the majority of the students liked subjects from the science stream and disliked those from the arts / humanities stream. (6) No relationship was found between occupation of fathers and the occupational choices of the students.

Javed, Abdul. Kureshi. (1990) made a critical study of the vocational interests of the students of arts, science and commerce studying at graduation level in senior colleges in the rural areas. The study probes into the vocational interests of students (arts, science and commerce) at graduate level, and makes a comparative study of the interests of male and female students. All students studying in colleges in the rural areas formed the population for the study, and the sample comprised 600 students (324 male and 276 female). The Vocational Interest Inventory by Kulshrestha (Hindi version) was used. It was found that rural students were disinterested in agriculture and more interested in vocations connected with science. While, students from arts and commerce faculties expressed high interest in persuasive and executive vocations. Students of all the three faculties showed low and little interest in social vocations. White collar vocations were preferred by students; they showed low-interest in vocations requiring physical labour.
Bhargava, R. (1991). Conducted a study on the interest and difficulties faced by the students studying in the vocational education stream. Objectives of this study were (i) to ascertain the selection procedure and criteria for admission to vocational courses, (ii) to list the efforts made by the schools to enroll students in the vocational stream, (iii) to judge the interest of students in vocational education, (iv) to evaluate the efficacy of the vocational education programme, and (v) to know the physical resources available in vocational schools and offer suggestions for further improvement. Thirty-four schools having the vocational stream were randomly selected from Rajasthan. Major findings of this study were: (1) Eighty-three per cent of the students chose vocational education out of their own interest, while a smaller section joined it as they could not get admission in the academic stream. (2) The majority of the parents opined that their wards were interested in vocational education and that it was better than academic education as it prepared them for employment and self-dependence. (3) Only 35% of schools had trained staff. (4) The number of students in the vocational stream was decreasing progressively because of non-availability of trained teachers, lack of proper guidance and inadequate physical facilities. (5) The criterion of admission was the interest of students and their parents. (6) In most of the schools, there was lack of space, teaching aids and subject teachers.

Saraswathi, L. (1992) conducted a study to find out the relationship between personality dimensions and vocational interests of pupils of Standard X. Objectives of this study were (i) to assess the various dimensions of the personality of Standard X students, (ii) to assess their vocational interests; (iii) to find out the relationship between the personality dimensions and the vocational interests of Standard X students, and (iv) to find out whether the vocational interests of these students are related to their academic achievement. The sample consisted of 400 students of Standard X drawn from various high schools in and around Madurai City. Data were collected by administering Tamil versions of the Multidimensional Personality Inventory by Manu Rani Agarwal and the Vocational Interest Record by Kamal Trivedi. Major findings of this study were (1) The personality dimensions and the vocational interests of Standard X students were not related. (2) The vocational interests of Standard X students and their academic achievement were not related either.

Santosh kumari (1996-97) made a study of value patterns occupational choices of secondary school students. The sample consisted of 200 students from Lucknow city. Data were collected by Personal Value Questionnaire by G.P. Sherry & R.P. Verma and Vocational Interest Record by S.P. Kulshreshtha. It was found that Boys and Girls do not differ in their choices of religious, social, aesthetic, family prestige, health, economic and knowledge value but differ significantly with respect to power and democratic value.

3. Methodology:
3.1 Type of the study:  
This study was descriptive in nature as it dealt with present condition of vocational interest among adolescents. In this study researcher will not manipulate independent variable i.e. vocational interest of adolescents but will study variable in as it is form. In this study researcher find out the relationship between independent variable and dependent variable i.e., educational board in natural setting.
This study had a quantitative approach as it dealt with data in numerical form to find out the present scenario of vocational interest of adolescents on the basis of their educational board. In this study, the researcher used statistical methods in finding the relationship between vocational interest of adolescents and educational board.

3.2 Variables of the study:

3.2.1 Dependent variable:
Vocational interest

3.2.2 Independent variable:
Educational boards

3.3 Population:
In this study, the population refers to students of class XII in Lucknow city.

3.4 Sample:
In this study, the sample consists of 100 students of class XII from four colleges of Lucknow City.

3.5 Sampling:
In this study, the sample was collected by random sampling. The researcher has collected the list of various colleges related to U.P. Board and I.C.S.E. Board from District Inspector of School (DIOS). After getting the list, the researcher used the lottery technique to select the required number of colleges. After the lottery system, the researcher selected the following Co-Ed Colleges for her research:

- Mahatma Memorial Inter College
- Oxford Public College
- APS Academy
- St. Joseph Inter College

After selecting the colleges, the researcher got the attendance records of the students from the colleges and selected every third student. The sample of this study included 100 students from four colleges, out of which two were U.P board and two were I.C.S.E. board colleges. A total of 25 students were selected from each college.

3.6 Tool:
Tool used in this study is Dr S.P. Kulshrestha’s vocational interest record. This test contains 200 vocations belonging to the different vocational areas. The interest areas covered by the test are literary (L), scientific (SC), executive (E), commercial (C), constructive (CO), artistic (A), agriculture (AG), persuasive (P), social (S) and household (H). Each vocation area has 20 occupations on record, 10 on horizontal and 10 on vertical side. The test is equally useful in measuring the vocational interest of age group delta to young adults.

Reliability:
The test retest reliability coefficient is obtained 0.69 with a time interval of 15 days.

Validity:
Initially only highly valid items were selected from Thurston’s interest schedule, Strong’s vocational interest blank, Kuder’s preference record form C etc. The scores on the record were correlated with parents, teachers, and friends’ opinion about the interests of the pupils and coefficient of validity was found 0.81, 0.83, and 0.85 respectively.
3.7 Administration of tool:
The data was collected from four inter college out of which two were U.P. board & two were I.C.S.E. board. Before collecting the data in any school a personal contact was made to the principal to assign a particular day and time to administer the test. At that instance, the students on which the test was to be conducted were assembled in school hall or classroom. They were provided with vocational interest record. Students were asked to choose the vocations keeping in view their interest.

3.8 Scoring:
In vocational interest record, there are two hundred vocations in ten vocational areas. In each area ten vocations are given on horizontal side (area 2) and ten on vertical side (area 1). The respondents were asked to tick in the box against the vocation of his choice. One mark was given for each right response. Raw scores for each vocation were calculated by adding scores obtained in area 1 and area 2. For example, to know the interest in Literary (L) area, sum the total for L1 and L2. For L1 sum up all the right marked responses vertically for first figure in first column and for L2 add all the right marked responses horizontally for second figure in first (horizontal) column. Thus both the sum for L1 and L2 provide a total score for L which indicates the interest in literary field. Then raw scores were converted into stanine scores.

3.9 Statistic:
After obtaining the relevant data from above mentioned tool, the vocational interest of students were calculated in form of percentage.

4. Analysis of Data:
The objective of this study was to compare the vocational interest of adolescents belongs to U.P. Board and I.C.S.E. Board.

4.1 Findings:
In case of comparison of vocational interest among students of U.P. Board and students of I.C.S.E. Board investigator found following points:

**U.P. Board:**
- Highest preferred vocations: Executive (44%)
- Second preferred vocation: Artistic (24%)
- Third preferred vocations: Science and Persuasive (14%)
- Least preferred vocations: Literary and Social (2%)

**I.C.S.E. Board:**
- Highest preferred vocation: Executive (38%)
- Second preferred vocation: Science (36%)
- Third preferred vocation: Artistic (26%)
- Least preferred vocation: Constructive (0%)

4.2 Discussion:
The objective of this study was to compare the vocational interest of students of U.P board and I.C.S.E. board. Students of both board show highest interest in field of executive jobs. They prefer executive jobs because of its social prestige and monitory gain. Generally, the subjects have been found, interested to choose those occupations which they believe to
provide them material gains as well as the authority in their hands. In field of artists, students of both boards show equal interests. This is may be because of field of artistic is related with creativity and attitude. It has no relation with any particular board. In field of agriculture, students of both boards show average interest or below average interest. This is may be due to the job related to agriculture is less paying.

5. Conclusion:

In this study it is found that in field of science, students of I.C.S.E. board show more interest in comparison to U.P board students. This is may be due to the fact that in I.C.S.E. board schools, science subject is taught by interesting methods like project method, demonstration etc. In their syllabus lots of scientific activities are given. They learn science with the help of activities and project work. May be due to this the I.C.S.E. board students develop positive attitude towards scientific subjects. In field of literary, students of I.C.S.E. board show more interest in comparison to U.P board students. This is mainly because of increase in demand in jobs in the field of literary. The author feels confident that students should teach with innovative techniques to develop their interests in different subjects and they should provide information about various vocations from time to time to develop their interest in various vocations.

6. Suggestions for further researches:

- Studies need to be conducted which will measures the impact of other psycho-social variable such as socio-economic status, rural-urban etc, not covered under the present investigation.
- Studies related with the impact parental attitudes on vocational preferences of the adolescents are needed.

7. References:


### A Table Showing Comparison among Students of U.P. Board and I.C.S.E. Board

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"Aano bhadraa krathavo yanthu vishwathaha" - Let the noble thoughts come to all from all directions. Page No.10

Acme Intellects Research Center- A wing of Help to Help Charitable Trust
A Graph Showing Comparison of Vocational Interest Among Students of U.P. Board & I.C.S.E. Board in the field of Scientific
A Graph Showing Comparison of Vocational Interest Among Students of U.P. Board & I.C.S.E. Board in the field of Executive

"Aano bhadraa krathavo yanthu vishwathaha"* - Let the noble thoughts come to all from all directions. Page No.12

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