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A Comparative study of various vocational interests of senior secondary students in relation to different academic stream

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Abstract
The aim of this study was to evaluate senior secondary students' vocational interests across various types of academic disciplines. A random sample of 300 students enrolled in different senior secondary institutions in the Saharanpur district of Uttar Pradesh was used in this investigation. The Random Sampling approach was used to choose the sample. Primary data was gathered using a standardized instrument called the "Vocational Interest Record," created by Dr. S.P. Kulashreshta. Mean, SD, and t-Test were used to examine the data. The findings indicated that senior secondary school pupils' vocational interests varied across a range of vocational interest areas. The outcome showed that students from different academic streams have significantly distinct career domains.

Keywords: Different academic streams [science, commerce, Arts], vocational interest, senior secondary level

Introduction

In today's society, everyone has goals, and these goals can be realized if one is knowledgeable and enthusiastic about the matter at hand. When work is done with complete dedication, it is absolutely effective. If students adopt a professional path based on their own educational interests, they will also receive the right orientation for their professional lives. Interests in one's career are significant throughout one's life because they largely influence one's actions and performance levels. Pursuing one's own interests can lead to both personal and societal fulfillment and resources. It transcends the individual's talents, needs, and preferences; in contrast, a poor career decision results in both wasted labor and vocational maladjustment. Certain characteristics and capabilities are needed for different vocations or careers. As a result, it is crucial to assist students in obtaining the experiences and opportunities required to pursue any occupation.

Significance of the research

An attempt was made to determine an individual's vocational interest in present investigation. These measures can be used to explore a few important key points considered in the study.

1. The current study will help to understand the many areas of interest that students have.
2. This study would be helpful in determining the students' vocational interests in the district Of Saharanpur.
3. Parents can use this study to help their wards with job development advice.
4. The current study suggests that teachers can be useful in the career decision process.
5. Educational counselors will come to consider the current study useful in improving the Precision of their guidance and counseling

OBjectives of the study

Following objectives were formulated

1. To study the vocational interest of students studying in Science, Arts and Commerce stream at senior secondary level.
2. To compare the vocational interest of students studying science and arts stream.
3. To compare the vocational interest of students studying science and commerce stream.
4. To compare the vocational interest of students studying arts and commerce stream.

Hypotheses of the study

Following null hypothesis were tested under present study

1. There is no significant difference between science and arts students studying at senior secondary level on various vocational interests.
2. There is no significant difference between science and commerce students studying at senior secondary level on various vocational interests.
3. There is no significant difference between arts and commerce students studying at senior secondary level on various vocational interests.

Research methodology

Population and Sample: Senior Secondary School Students of Saharanpur district were identified as population of the present study. 300 students were chosen as a sample of the study.

Sampling Procedure: Simple random sampling technique and descriptive survey method were exercised to collect data in the present study.

Tool Used: Vocational Interest Record (VIR) standardized by S.P. Kulshrestha was used for data collection.

Variables

Independent variables: Science, Arts and Commerce as different academic streams were treated as independent variables.

Dependent variables: Vocational interests were used as dependent variable.

Analysis & interpretation: Statistical analysis of null hypotheses and their interpretation are presented in the following tables.

Table 1

Interest	Literary	scientific	executive	commercial	constructive	artistic	agriculture	persuasive	social	house hold
SCIENCE Mean	6	14	13	9	6.5	8	7	6	6.5	4.5
Arts Mean	11.5	9	10.5	6.5	4	6	6	9.5	9.5	8.5
Commerce Mean	8.5	9	12	10.5	4.5	15	5	8.5	10	8

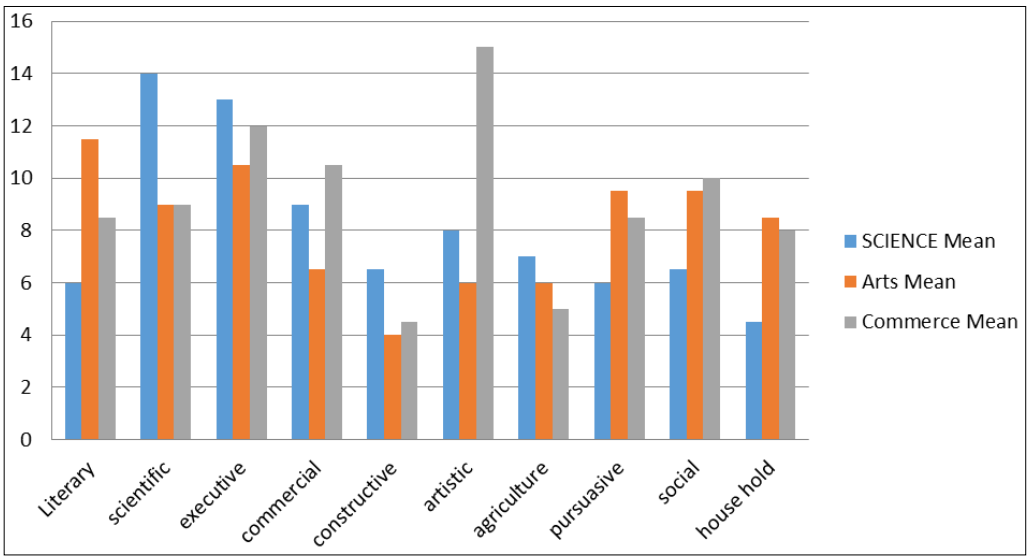

Fig 1: Mean of Various Vocational Interest of Science, Arts and Commerce Stream Senior Secondary Students

Interpretation: Mean value of arts stream students is high on literary field. Science students have high mean value on scientific areas on vocational interest record. Mean of executive abilities are more in science students. Commerce stream students have high mean on commercial activities. Science students have high mean on constructive activities as well as artistic abilities. Mean on agriculture field is high for science students. Mean values for persuasiveness and house hold activities are high for arts stream students. Commerce stream students have high mean value in social areas of vocational interest record.

Testing of Null Hypothesis $H_0$1

$H_0$1: There is no significant difference between science and arts students studying at senior secondary level on various vocational interests.

Table 2: Presenting significance of difference on various vocational interest of science and arts stream senior secondary students

Stream	No. of students	Vocational Interest	Mean	SD	df	t-Value	Level of Significance at .05 and .01
Science	100	Literary	6	0	198	1.63	Not Significant
Arts	100		11.5	4.94			
Science	100	Scientific	14	7.07	198	9.38	Significant
Arts	100		9	0			
Science	100	Executive	13	1.41	198	0.38	Not Significant
Arts	100		10.5	3.53			
Science	100	Commercial	9	2.82	198	2.2	Significant at .01 level
Arts	100		6.5	4.94			
Science	100	Constructive	6.5	0.7	198	0	Not Significant
Arts	100		4	2.82			
Science	100	Artistic	8	0	198	0.33	Not Significant
Arts	100		6	1.41			
Science	100	Agriculture	7	5.65	198	0.05	Not Significant
Arts	100		6	2.82			
Science	100	Persuasive	6	4.24	198	8.79	Significant
Arts	100		9.5	3.53			
Science	100	Social	6.5	2.12	198	0	Not Significant
Arts	100		9.5	2.12			
Science	100	House Hold	4.5	4.94	198	7.38	Significant
Arts	100		8.5	0.7			

Interpretation

It is calculated from the above table that the t- value for scientific vocational interest area is 9.38, which is significant at both levels of confidence interval. It is interpreted that significant difference exists between science and arts students in scientific areas. Table value shows the mean value 14 for science students are higher than mean value of 9 for arts students. Similarly, significant difference at .01 levels exists for commercial areas on vocational interest record. Mean value is also high for science students. There is a significant difference between science and arts students on persuasive area as well as house hold areas on vocational interest, Arts students have higher mean than science students at these dimensions.

Testing of Null Hypothesis $H_0$2

$H_0$2: There is no significant difference between science and commerce students studying at senior secondary level on various vocational interests.

Table 3: Significance of difference on various vocational interests of science and commerce stream senior secondary students

Stream	No. of Students	Vocational Interest	Mean	SD	df	t-Value	Level of Significance at .05 and .01
Science	100	Literary	6	0	198	0.02	Not Significant
Commerce	100		8.5	2.12			
Science	100	Scientific	14	7.07	198	7.16	Significant
Commerce	100		9	5.65			
Science	100	Executive	13	1.41	198	0.15	Not Significant
Commerce	100		12	5.65			
Science	100	Commercial	9	2.82	198	1.88	Not Significant
Commerce	100		10.5	2.12			
Science	100	Constructive	6.5	0.7	198	0	Not Significant
Commerce	100		4.5	0.7			
Science	100	Artistic	8	0	198	0.32	Not Significant
Commerce	100		15	0			
Science	100	Agriculture	7	5.65	198	7.02	Significant
Commerce	100		5	2.82			
Science	100	Persuasive	6	4.24	198	0.72	Significant
Commerce	100		8.5	0.7			
Science	100	Social	6.5	2.12	198	0.27	Not Significant
Commerce	100		10	5.65			
Science	100	House Hold	4.5	4.94	198	0.06	Not Significant
Commerce	100		8	1.41			

Interpretation

It is estimated from the table that the t- value for scientific vocational interest area is 7.16, which is significant at both levels of confidence interval. It is interpreted that significant difference exists between science and arts students in scientific areas. Table value shows the mean value 14 for science students are higher than mean value of 9 for commerce students. Similarly, significant difference at exists for agriculture areas on vocational interest record. Mean value is also high for science students. There is a significant difference between science and commerce students on persuasive area on vocational interest, commerce students have higher mean than science students at this dimension.

Testing of Null Hypothesis $H_0$3

$H_0$3: There is no significant difference between arts and commerce students studying at senior secondary level on various vocational interests.

Table 4: Showing significance of difference on various vocational interests of arts and commerce stream senior secondary students

STREAM	No. of Students	Vocational Interest	Mean	SD	df	t-Value	Level of Significance at .05 and .01
Arts	100	Literary	11.9	4.94	198	2.18	Significant at .01 level
Commerce	100		8.5	2.12			
Arts	100	Scientific	9	0	198	0.22	Not Significant
Commerce	100		9	5.65			
Arts	100	Executive	10.5	3.53	198	0.04	Not Significant
Commerce	100		12	5.65			
Arts	100	Commercial	6.5	4.94	198	8.04	Significant
Commerce	100		10.5	2.12			
Arts	100	Constructive	4	2.82	198	0.28	Not Significant
Commerce	100		4.5	0.7			
Arts	100	Artistic	6	1.41	198	0.9	Not Significant
Commerce	100		15	0			
Arts	100	Agriculture	6	2.82	198	0.01	Not Significant
Commerce	100		5	2.82			
Arts	100	Persuasive	9.5	3.53	198	1.6	Not Significant
Commerce	100		8.5	0.7			
Arts	100	Social	9.5	2.12	198	0.02	Not Significant
Commerce	100		10	5.65			
Arts	100	House Hold	8.5	0.7	198	0.003	Not Significant
Commerce	100		8	1.41			

Interpretation

It is calculated from the above table that the t- value for literary vocational interest area is 2.18, which is significant at .01 levels of confidence interval. It is interpreted that significant difference exists between science and arts students in literary areas. Table value shows the mean value 11.9 for arts students is higher than mean value of 8.5 for commerce students. Similarly, significant difference at exists for commercial areas on vocational interest record. Mean value is also high for commerce students in commercial interest.

Findings of the study

The findings of the present study as follows

1. Arts students reveal high literacy, persuasive and house hold interests, while science students have high scientific, executive and agricultural interests. Commerce students have high level of inclination in the areas of commercial, artistic and social activities in vocational interest areas at senior secondary level.
2. There is no significant difference between science and arts students at senior secondary level on various vocational interests except in the field of Scientific, Commercial, Persuasive and House Hold interests. Science students have high mean scores on scientific and commercial interest areas, while arts students have high mean scores on persuasive and house hold interests.
3. There is no significant difference between science and commerce students at senior secondary level on various vocational interests except Scientific, Agricultural and Persuasive interests. Science students have high mean scores on scientific and agricultural interest areas, while commerce students have high mean scores on persuasive interest areas.
4. There is no significant difference between arts and commerce students at senior secondary level on various vocational interests except in the field of Commercial interests. Commerce students have high mean scores on commercial interest areas.

Implications for education

In educational research, educational outcomes are essential. The following are some educational implications based on the findings.

1. The study's conclusions will help parents give their wards appropriate guidance.
2. Students can choose their career path with the help of their teachers.
3. The current study will help counselors provide more accurate advice.
4. After Grade 10, guidance might be given regarding the career one should choose.

Recommendations

1. Extra-curricular activities ought to be planned in accordance with students' areas of interest.
2. By creating interest inventories and administering them to students for help, the school's students plan guidance seminars for parents and students following Grade 10.

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