INTRODUCTION

Characteristic likes or dislikes a person has regarding different occupations or types of work, usually conceptualized as a small set of basic dimensions, such as Artistic, Social, Enterprising, and Conventional vocational interests.

In an effort to help people find the careers that will make them the happiest, many high schools now administer some form of vocational interest inventory. A vocational interest inventory is a test used to help people identify their interests and the fields that match them. In some cases, they can also help outline a path to getting there, including desirable college majors or required work experience.

The goal is to help everyone answer that one question we've asked ourselves longer than nearly any other: What do I want to be?

The right choice of the vocations will bring in the best in the individual consequent to which he will be happier within himself as well as with the sole he is pursuing an individual can be helped to choose a proper vocation in relation to his interest and ability only when the person helping him has sufficient data pertaining to the vocational preferences and factors influencing them. The main reason for such an assumption is that a vocation involves a collection of task to be performed in the organize way. The term occupation and career are used in a synonymous sense. This however is not true whereas occupation involves the performances of activities leading to some concrete products, career embrace a sequence of occupations engaging an individual throughout his life span. However, if an occupation commensurate to an individual's abilities interest, values and desires and keep him engaged for a substantial period of time it tends to be designated as vocation. There are many characteristics of people that affect the choices they make in life. The stable characteristics that determine how people differ from each other are what we call personality. Many studies explore the impact of broad traits like the Big Five (extraversion, agreeableness, conscientiousness, extraversion, and neuroticism) as well as narrower traits (like narcissism and need for cognition) on the decisions people make about their lives.

What about people’s interests in the work they will do? If you think about the people around you, some gravitate to academic careers, while others are interested in artistic pursuits. Still others want to start their own businesses. These differences are focused on motivations related to how people want to focus
their work and personal lives. Going back to the research of John Holland in the 1950s, there has been a focus on differences in people's preferences for different vocations. Holland argued that there are six broad types of interests.

**Realistic interests**: People who are concerned with money, status, and power.

**Investigative interests**: People who are interested in science and scholarship.

**Artistic interests**: People interested in self-expression and aesthetic achievements. These individuals tend to be uninterested in systematic activities.

**Social interests**: People who are interested in engaging with others to teach, cure, train, or inform others.

**Enterprising interests**: People who have ambition for a high-powered career with economic success and prestige.

**Conventional interests**: People interested in an orderly and systematic career. These individuals tend to be quite conscientious.

Previous research has focused on the influence of these interests on the careers people choose. There is evidence that people are happiest when they choose careers that mesh with their vocational interests.

Unsurprisingly, work outcomes were better predicted by vocational outcomes than by Big Five personality characteristics. People with a Realistic or Enterprising interest were more likely to be employed and made more money ten years later than those with other orientations. People with an Artistic or Social interest were less likely to be employed and made less money ten years later.

Yadav & Yadav, 2011 did a study to find out the value patterns and adjustment level of B.Ed. students of Rewari district, Haryana in the journal of “Educational and Psychological Research” Vol. 1, in “A comparative study of the adjustment and values of B.Ed., Arts and science students of Rewari District (Haryana)”.


**Secondary Students**

All those students who study in 10th standard are secondary level students in Bhaderwa, Doda and Jammu Districts of Jammu & Kashmir.

**Objectives of the Study**

To study the vocational interests of Pahadi & Bakarwal school students.

**Hypothesis of the Study**

There will be no significant difference in vocational interests of secondary school of Pahadi & Bakarwal school students from Bhaderwa, Doda and Jammu Districts of Jammu & Kashmir in relation to their gender.

**Method**

Descriptive survey method of research was used in the present study.

**Sample**

The practical design of the study included total 80 sample (male 40 and female 40) studying in the 10th class of different government secondary and senior secondary school of Bhaderwa, Doda and Jammu Districts of Jammu & Kashmir.

**Tool Used**

Vocational-Interest Inventory (Modified)

Intended for the use high school upperclassmen and college students, the Vocational-Interest Inventory (VII) aids in career exploration and predicting college-majors.

Participants must respond to two sections. The first section including item pairs of occupational titles in which he or she will pick the one that interests them more. The second section includes 56 items with a choice between two activities, instead of occupational titles. Approximately 20 to 25 minutes is required for completion.

**Author**

Patricia W. Lunneborg

Reliability and Validity

Support for reliability and validity is contained in the test manual. A poor internal-consistency alpha coefficient of 0.40 was technically calculated for the eight scales. Over a 6-month time interval, the test-retest coefficient ranged from 0.66 to 0.85. Some of the VIIIR scales correlated strongly with the Holland’s Vocational Preference Inventory and the Strong-Campbell Interest Inventory. Content validity has also been supported through factoriul studies of theoretical structure for the scales.

**Delimitations of the study**

The study was delimited only government school students of 10th class of different government secondary and senior secondary school of Bhaderwa, Doda and Jammu Districts of Jammu & Kashmir.

**Analysis and Interpretation**

The data were analyzed with the help of Mean, S.D, and “t” test to study the vocational interest of Pahadi & Bakarwal school students from Bhaderwa, Doda and Jammu Districts of Jammu & Kashmir in relation to their gender.

**Table 1** Showing difference in mean scores of vocational interest of boy and girl students of Pahadi & Bakarwal school students from Bhaderwa, Doda and Jammu Districts of Jammu & Kashmir

<table>
<thead>
<tr>
<th>Dimensions of vocational interest</th>
<th>Classification</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Area</td>
<td>Male</td>
<td>40</td>
<td>9.37</td>
<td>2.03</td>
<td>1.01</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>40</td>
<td>8.11</td>
<td>2.79</td>
<td></td>
</tr>
<tr>
<td>Mechanical Area</td>
<td>Male</td>
<td>40</td>
<td>8.45</td>
<td>2.94</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>40</td>
<td>7.31</td>
<td>3.02</td>
<td>0.98</td>
</tr>
<tr>
<td>Outdoor Area</td>
<td>Male</td>
<td>40</td>
<td>10.32</td>
<td>3.55</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>40</td>
<td>9.01</td>
<td>2.87</td>
<td>1.08</td>
</tr>
<tr>
<td>Business Area</td>
<td>Male</td>
<td>40</td>
<td>8.73</td>
<td>2.07</td>
<td>1.22</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>40</td>
<td>7.61</td>
<td>2.98</td>
<td></td>
</tr>
<tr>
<td>Sports Area</td>
<td>Male</td>
<td>40</td>
<td>10.97</td>
<td>3.56</td>
<td>1.58</td>
</tr>
</tbody>
</table>
From the above hypothesis, the following data are obtained. The mean scores of male and female in literary area is 9.37 and 8.11. Their t-value is 1.05. On seeing the degree of freedom 78 at 0.01 and 0.05 levels, their t-value is lesser than the table value. In mechanical area of vocational interest the mean score of male and female is 8.45 and 7.31, their t-value is 0.98, which is lesser than the table value. In outdoor area, the mean scores of male and female is 10.32 and 9.01, their t-value is 1.20 which is lesser than the table value. In business area of vocational interest, mean scores of male and female is 8.73 and 7.61, their t-value is 1.22 which is lesser than the table value. In sports, the mean of male and female is 10.97 and 9.33, their t-value is 1.58 which is lesser than the table value. In social area of vocational interest, the mean score of male and female is 8.52 and 7.47, their t-value is 1.14, which is lesser than the table value. In music area of vocational interest, the mean of male and female is 9.75 and 7.12, their t-value is 2.95, which is more than the table value. In executive area of vocational interest, the mean score of male and female is 10.42 and 8.44, their t-value is 0.75 which is lesser than the table value. In executive area of vocational interest the mean score of male and female is 9.75 and 7.12, their t-value is 2.95, which is more than the table value. In teaching area, the mean score of male 6.02 and female is 8.88 and their t-value is 3.19, which is greater than the table value. In the scientific area of vocational interest the mean scores of male and female is 7.36 and 7.97 respectively, their t-value is 0.38, which is lesser than the table value. Thus on seeing the total, the t-value of most of the vocational interests is lesser than the table value. So the hypothesis is selected and there is no significant difference in vocational interests of secondary school students in relation to their gender except the interest in Executive and teaching area.

Findings of the Study

The mean of the girls was a little more than the mean of the boys in some fields, so the girls were slightly more interested in literary, commercial, constructive, teaching, social and household fields. In case of scientific, executive mainly in police and persuasive fields, boys were slightly more interested than that of girls.

Conclusions of the Study

One of the important implications of the present conclusion for parents, teachers and teacher educator is that the curricula, syllabi, text books etc. should be modeled in such a fashion that they can utilize their energies in the right direction.

Proper vocational guidance can be provided to the students on the basis of their interest for a particular vocation. This will increase their efficiency.

Suggestions for Further Study

Study can be conducted on a larger sample in order to get better understanding of the relationship of the variables of vocational interest and values secondary students belong to Pahadi & Bakarwal community.

The study may be repeated by involving more secondary students from other districts of the state. The study can be conducted on other variables to see their relationship with vocational interest.

The study can be conducted on other variables also like personality, locus of control, level of aspiration, and intelligence etc.

References


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