ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

VOCATIONAL INTEREST OF SECONDARY SCHOOL STUDENTS IN RELATION THEIR GENDER AND SOCIO-ECONOMIC STATUS

Mrs. Bhagyashree Nayak
M.sc.(zoology), Int.B.Ed-M.Ed, NET(Education)

Article DOI: https://doi.org/10.36713/epra32032
DOI No: 10.36713/epra32032

ABSTRACT

The purpose of study was to determine the vocational interest of secondary school students in relation their gender and socio-economic status. . The Sample was selected from 4 secondary school from Banspal Block Keonjhar district in Odisha .The sample size of the study consists of 120 secondary school students from 4 secondary schools. Out of 120 sample 60 boys and 60 girls will be selected. The sample was selected through stratified randomly and purposefully sampling technique for this study. Vocational Interest Record (VIR) Standardized tools had used for the collection of data for this study. It is a self-administering record and administered individually as well as in group. The result show that there is significant difference between boys and girls on vocational interest. Further the study reveals that the girl's student's shows a bit high on vocational interest compare to boys students. There is no significant difference between boys and girls students on socio-economic status. Further the study reveals that the girl's student's shows a bit high on socio-economic status as compare to boys students. There is significant positive relationship between vocational interest and socio-economic status secondary school students. It implies that vocational interest depends on socio-economic status of the students.

KEY WORDS: *Socio-Economic Status, Vocational Interest*

INTRODUCTION

Education is the key to national development. But today, the education system, in most of the countries of the world hardly suits to the individual and community needs. In India also there is an imbalance between education and the world of work. . As vocational education act as the bridge between education and work, and therefore connect the school going students with varieties of interest in different field such as social, technological, cultural, interpersonal and many more. Therefore, by entering into early adolescence period, they try to find out the most suitable career path for them. Now, the need of vocational preferences seems to be rapidly widened its wings as job satisfaction, lifestyle, mental and physical state are being determined by their wisely chosen career- decision. In the present time, India has undertaken a number of targets through NEP,2020 where vocational interest among undergraduate students will open up educational and occupational opportunities along with the process of skill-development. Vocationalisation of education at the secondary level is one of the most important measures in this direction. Its purpose is to achieve better socio-economic independence of people and to hear up country's development. The researcher had gone through several articles related to this study such as Gupta (2019),Ahammad (2019),Thakur (2013),Thakar (2011),Mohanty (2011),Hoque (2018),Mujumdar (2018),christ (2020),Kumar (2017),Kiari and Masood (2013),Sharma and Gaur (2012). In these studies, researcher found that number of researchers had been conducted on vocational interest in relation to students' gender,socio-economic status, intelligence, social environment, parental factors and so on. But in Banspal block of keonjhar district of Odisha, there had a few numbers of studies conducted on vocational interest. So, researcher found a gap and wanted to find out the **vocational interest of secondary school students varies in relation to their gender and socio-economic status** in Banspal Block of Keonjhar district.

REVIEW AND RELATED LITERATURE

Mathur and Gour (1984) "The Effect of SES on the level of occupational aspiration of the higher secondary school students in Delhi" An Investigation," studied the effect of SES on level of occupational aspiration. Sample consisted of 202 boys and 29 girls' students of 10th class of Delhi. Finding showed that higher SES was significantly related to vocational interests. **Dabir (1986)** "A study of vocational aspirations as a function of aptitudes and motivational patterns among the boys and girls studying in class IX, X, XI grades in Nagpur district" investigated relation between SES and vocational aspirations. Suitable statistics were used to analyse the data gathered through necessary tools. A significant relationship between vocational aspirations and socio-economic status was found. **Daing, (2012)** explored "Career preference in relation to gender and academics". 180 students as a sample of rural and urban area schools of Ramban districts. Quantitative and qualitative analysis were done. There was no significant difference in career preferences of higher secondary school students in relation to gender and academic achievement. Significant difference in academic streams was found between arts, science, and commerce groups. **Hina (2013)** conducted "A study on the

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

vocational interest of higher secondary school students in the context of some variables". The outcome of the study is that boys have more interest in explanatory, music and art related interest area, girls have more interest in work from home, open space and technical related interest areas, and girls have low interest in social service, literary and entertainment related interest areas. **Shoaib et al. (2013)** conducted "A study on the vocational aspirations of the high school students". Majority of the students (N = 482) mentioned doctor, army, teacher, lawyer, and engineer as their vocational aspirations. The results provided support for the moderate degree of congruence for the vocational aspirations of doctor and teacher and a state of incongruence for the army, lawyer and engineer once compared with their vocational interests. **Begum (2013)** aimed to examine the "vocational interests of secondary school students in relation to their achievement motivation". Male and female students were significantly different in vocational interest. Girls were found better in vocational interest than boys. No gender difference was found in achievement motivation. Achievement motivation and vocational interest of the secondary school students are significantly correlated. **Agarwal, (2014)** studied "The role of vocational education in the socio-economic background in India". The researcher followed the procedure of qualitative research. The researcher suggested that there was need to totally restructure vocational education and make it feasible for the demands of the industry. **Haider, et al. (2014)** studied "Assessment of Vocational Interest of Adolescents in Relation to Socio-Economic Status". Result shows the insignificant difference between the vocational interest and socio- economic status of male and female adolescents. t-vale of rural and urban adolescents' socio-economic status was also calculated and insignificant difference found in them. t-value of vocational interest of rural and urban adolescents indicate the significant difference on the dimensions of executives, commercial, constructive, artistic and agriculture. **Kaur & Nagpal (2018).** This study investigates "The nature of relationship between socio-economic status and the selection of vocational education courses by adolescents in India". It is observed that states with lower socio-economic standards have higher enrolment for vocational courses. **Smitha & Kumar (2020)** studied to analyse the socio-economic statuses of the students enrolling vocational higher secondary education in Kerala". There is no significant difference in the future plans of vocational higher secondary school students with respect to employment and higher studies from different socio-economic statuses.

Robert (1988) investigated "The socio-economic status and vocational aspirations of the students" and reported that the vocational choices of the higher secondary students were independent of their socio-economic status as well as vocational aspirations of their parents. **Brook, et. al. (1996)** studied "Aspiration levels of and for children: Age, sex, race, socio-economic correlates". Significant difference in the vocational status as a correlate of vocational aspiration was found among upper caste and tribal, tribal and un-tribal, males and females. **Indowu and Dere (2007)** studied "Socio-economic status and occupational aspirations of High school Seniors in Nigeria" carried out research on vocational aspiration in relation to SES. Sample consisted of high school seniors of Nigeria. Higher was the SES, higher was found to be the vocational aspiration of students. **Leve and Deckard. (2008)** studied "Gender Role and Vocational Aspiration. A synthesis of Literature from sociology and psychology". This study investigated relation between vocational interest, and gender role. Both males and females showed significant relation between social status of family and the level of vocational aspiration. **Rhee, (2011)** explored "Family background relation with occupational aspirations". Sample consisted of 1320 junior and senior high school students Korea, Seoul. Results showed that socio-economic status of family was related to the vocational aspirations of girls. **Dunne et al. (2011)** studied sex differences in the Educational and Occupational Aspirations. Data consisted of 971 girls and 850 boys of X, XI, and XII class rural students. Results showed that girls had significantly higher occupational aspirations than the boys. **Hou and Leung (2011)** in the study "Vocational aspirations of Chinese high school students and their parents' expectations" found relatively small gap between parents' expectations and students' aspirations. The result shows difference in parents' expectations toward sons and daughters. Aspirations of male and female students were also found different. The study also highlighted that the status of school and parental educational level affected expectation and aspiration. **Peter and Maria (2012)** attempted to investigate "The variables that influence career choice among secondary school students in Kenya". The study revealed that majority of the respondents (89.5%) choice career by the influence of career guidance and information.17.5% respondents were influenced by their peers in choosing their future career. The study reported that provision of career guidance services prompted students to make better decisions related to their career choice.

OBJECTIVE OF THE STUDY

1. To compare the vocational interest of male and female secondary school students.
2. To compare the socio-economic status among male and female secondary school students.
3. To study the relationship between vocational interest and socio-economic status of secondary school students.

HYPOTHESES OF THE STUDY

1. There is no significance difference between vocational interest of male and female secondary school students.
2. There is no significance difference in socio economic status among male and female secondary school students.
3. There is no significance relationship between vocational interest and socio-economic status of secondary school students.

METHODOLOGY

The present study used descriptive Survey research design to investigate the Vocational Interest of Secondary Students in

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

Relation to Their Socio- Economic Status. The entire student at 9th and 10th standards in different secondary schools of banspal block of keonjhar district shall be taken as the Population of the present study. The sample was selected through stratified randomly and purposefully sampling technique for this study .sample was selected from 4 secondary school from Banspal Block Keonjhar district in Odisha .The sample size of the study consists of 120 secondary school students from 4 secondary schools. Out of 120 sample 60 boys and 60 girls will be selected**.** Vocational Interest Record (VIR) Standardized tools had used for the collection of data for this study. , the main purpose of the VR is to measure vocational interests, to enable the pupils to select such subjects in schools which are according to their preferred vocations. It is a self-administering record and administered individually as well as in group. The maximum possible scores under each vocational interest area is 20 and the minimum is zero. Assign 1 mark for each right marked response and count out the total scores under each interest area. The Test re - test reliability coefficient is obtained .69 with a time interval of 15 days. After collection of data analyzed by the help of following statistical techniques such as, mean, SD, t-ratio, were used to find out the difference between two groups on a particular variable of the study.

ANALYSIS AND INTERPRETATION

Table.4.1 ***Percentage analysis of Vocational Interest of secondary school students at different level of SES***

Level of SES	N	Percentage (%)
High	74	61.15%
Medium	22	18.18%
Low	26	21.67%

It reveals that from the Table no. 4.1, that 61.15 percent of students secondary schools having high level of vocational skills where as only 18.18% students had medium level of generic skills and a percentage like 21.67% students reflected low level of vocational interest.

Fig-1 Vocational interest of students at different level of SES

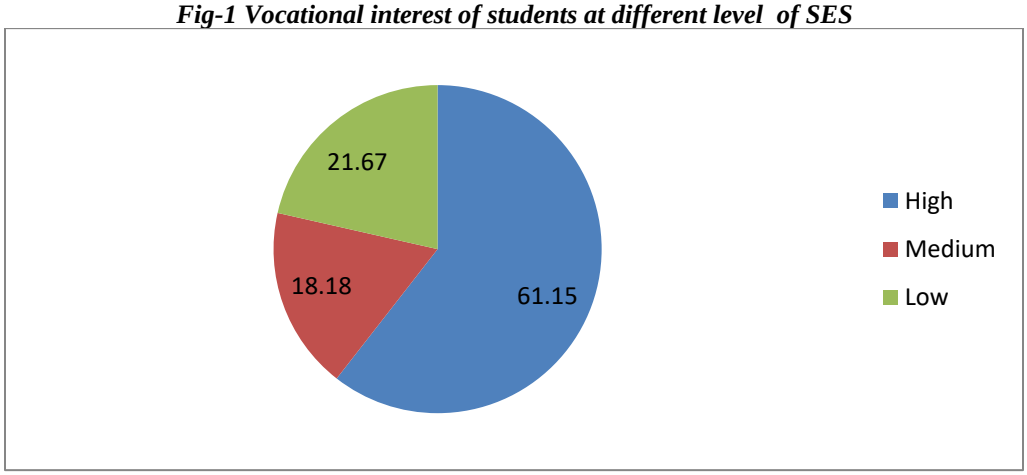


Table.4.2
Significance of Difference between boys and girls students of secondary schools on vocational interest

Group	N	M	SD	t-ratio	Level of Significance
Boys	60	97.22	3.09	2.04	.05
Girls	40	95.00	3.51		

Table value at 0 .1 level is 2.58 and at .05 level 1.96.

It reveals that from the Table no. 4.2 that the mean scores of boys and girls students secondary schools on vocational interest are 97.22 and 95.00 with SDs 3.091 and 3.51 respectively. The t-ratio came out from the above two groups is 2.04 which is significant at .05 level of significance. That means there is significant difference between boys and girls on vocational interest. Further the study reveals that the girl's student's shows a bit high on vocational interest compare to boys students. Thus, the hypothesis- 1, that' there exist no significant difference between boys and girls students of secondary schools' is accepted.

Further the mean score of boys and girls students of secondary school on vocational interest is represented in Figure-2.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

Figure 2

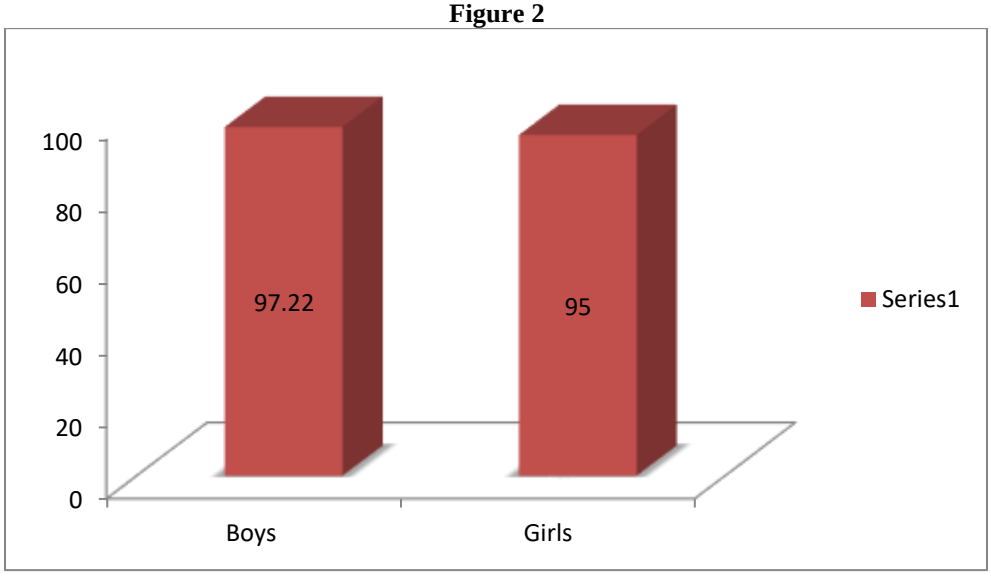


Table-4.3

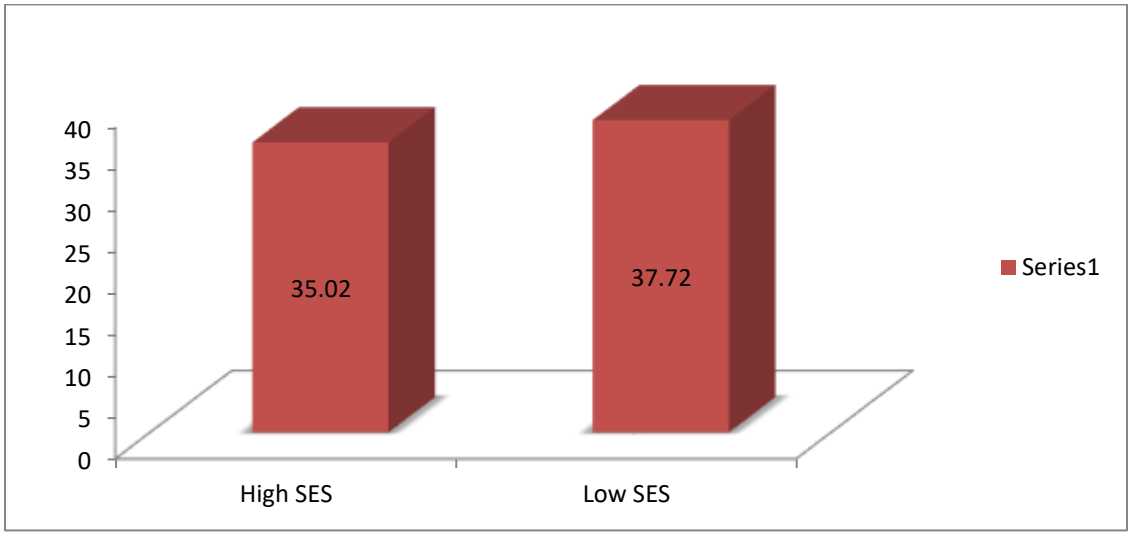
Significance of Difference between male and female students secondary schools on vocational interest

Group	N	M	SD	t-ratio	Level of Significance
Boys	85	35.02	3.29	1.86	Not Significant
Girls	30	37.72	3.45		

Table value at 0.1 level 2.58 and at .05 level 1.96.

It reveals that from the Table no.4.3, that the mean scores of boys and girls students on socio-economic status are 35.02 and 37.72 with SDs 3.29 and 3.45 respectively. The t-ratio came out from the above two groups is 1.86, which is not significant at both the level of significance. That means there is no significant difference between boys and girls students on vocational interest. Thus the hypothesis-2, that there exist no significant difference between boys and girls students on socio-economic status' is accepted.

Further the mean score of boys and girls on SES is presented in Figure-3



ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

Table-4.4

Coefficient of correlation between vocational interest and socio-economic status of secondary school students

Variables	N	Df	Coefficient of correlation	Level of significance
Vocational Interest	120	118	.60	.01
Socio-economic status				

Table Value of 118 df at .05 level = .195 and .01 level=.255

It is revealed from the table-1 that the coefficient of correlation between vocational interest and Socio-economic status students is 0.60 which is significant at .01 level of significance. That means there is significant positive relationship between vocational interest and socio-economic status secondary school students. It implies that vocational interest depends on socio-economic status of the students.

MAIN FINDINGS

It reveals that that 61.15 percent of students secondary schools having high level of vocational skills where as only 18.18% students had medium level of generic skills and a percentage like 21.67% students reflected low level of vocational interest. There is significant difference between boys and girls on vocational interest. Further the study reveals that the girl's student's shows a bit high on vocational interest compare to boys students. There is no significant difference between boys and girls students on socio-economic status. Further the study reveals that the girl's student's shows a bit high on socio-economic status as compare to boys students. There is significant positive relationship between vocational interest and socio-economic status secondary school students. It implies that vocational interest depends on socio-economic status of the students.

CONCLUSION

The findings of study are likely to prove of immense importance to educational thinkers, teachers, psychologists, parents and others who are concerned with the sphere of education. The teacher educators, teachers and parents should provide guidance for students and children on the basis of their interests, potentialities and try to develop them to maximum. 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 modelled 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. The most important factor that helps in high academic achievement is need for achievement or the extent of motivation. It is therefore, most important for teachers as well as parents that they should infuse the spirit of motivation according to their interest. So that they can achieve high in the academic field.

REFERENCE

1. *Ackerman, P. L., &Heggestad, E. D. (1997). Intelligence, personality and interests: Evidence for overlapping traits. Psychological Bulletin, 121, 219–245.*
2. *Amundson, N. E. (1995). An interactive model of career decisionmaking. Journal of Employment Counseling, 32, 11–21.*
3. *Armstrong, P. I., Smith, T. J., Donnay, D. A. C., & Rounds, J. B. (2004). The Strong ring: A basic interest model of occupational structure. Journal of Counseling Psychology, 51, 229–313.*
4. *Arnold, J. (2004). The congruence problem in John Holland's theory of Gender Dimensions of Vocational Interest 268 vocational decisions. Journal of Occupational and OrganizationalPsychology.England - The British Psychological Society.*
5. *Bansal, B.P., &Shrivastva, D.N. (1998). Manual for vocational interest record. Agra: National Psychology Corporation.*
6. *Bloye, E.J. (2007). Vocational interest and other non-cognitive factors as predictors of academic performance in high school. Unpublished. A minor dissertationof M.Sc. in Psychology, Johannesburg : University of Johannesburg.*
7. *Chander, P. (1987). A study of the educational and vocational interest patterns of tribal high school students and their relationship with intelligence, socio-economic status and educational achievement. Unpublished. Ph.D. thesis.Shimla, Himachal Pradesh University. Cliffs, NJ: Prentice Hall. doi:10.1007/s10775-009-9171-2.*
8. *Das, D.G. (1991). A study of the educational and vocational aspiration levels of the south Gujarat region- A cultural study. In Fifth Survey of Educational Research (1988-92) NCERT: New Delhi.*
9. *G. T., & Paul, G. J. (1971). New approach to the prediction of medical specialization: Student-based Strong Vocational Interest Blank scales. Journal of Applied Psychology,55 80–86.*
10. *Hirschi, A. (2010). Individual predictors of adolescents' vocational interest stabilities. International Journal for Educational and Vocational Guidance, 10(1), 5-19.*
11. *Holland, J.L. (1973). Making vocational choices: A theory of careers. Englewood MacMillan Company and Press. Shalini Gautam, (2013).Gender dimensions of Vocational interest among school children in Tribal Area, Journal of Educational Studies, Trends & Practices November 2013, Vol. 3, No. 2 pp. 261-269.*