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Research Paper

Vocational Interests of Tribal Secondary School Students in Relation to their Socio-Economic Status

*** Mr. Subhasish Mohanta**

Faculty, School of Education

Maharaja Sriram Chandra Bhanjdeo University, Baripada

Email- drrkparua@gmail.com, Mob.- 7749862021

Key words: Vocational interest, socio-economic status, secondary school students etc.

Abstract

The aim of the present study is to find out the relationship between vocational interest and socio-economic status among tribal students. To serve this objective a sample of 100 students were selected by purposively across the school of Baripada town of Mayurbhanj district of Odisha. Purposive sampling technique was used to draw the sample from the schools. Socioeconomic status scale (SES), Kakkar, (1993) was used to measure the Socio-economic status of tribal students and Vocational Interest Record (VIR), Kulshrestha, (1965) was used to measure the vocational interests of tribal students. The findings revealed that there is a significant difference between high and low socio-economic status on vocational interest among tribal students. Further, there is a significant positive relationship between vocational interest and socio-economic status among secondary school tribal students.

Introduction

To meet the present need, the education should be changed from the world of school to the world of life for young ones in general and students belonging to tribal community in particular. School programme should be based on the need of the society and interest of the students according to their potentialities. Making a vocational choice is a difficult task for

tribal students, though they are socially isolated. Their knowledge of the work world is gained through unsystematic reading observation being around business establishments, and other kind of haphazard opportunities to learn (Vos, 2006). From their meager knowledge and work experience, they are expected to make choice out of the multitude of jobs and career plans available in a complex society. So the present research work is undertaken to find out the societal factor which impact on choosing career. Vocational interest of the students depends upon knowledge, attitude, values, physical characteristics, and environmental influence (Foud, 2002). Lack of awareness of personal characteristics, meager knowledge, and limited experience combine to produce a confused interest configuration for many tribal students (Vos, 2005). The school has a responsibility to assist tribal students with their vocational problems in several ways. As today's competitive world stresses on vocationalization, the study of vocational interests is considered important in today's educational system to prepare the students to tackle this cut-throat competition.

Cunningham (2006) found that the student belonging to the high socio-economic status were more vocational interested than the low socio-economic status students. Salami(2008) found that socio-economic status of the disabled students were significantly related to the student' educational aspirations. Diener (2008) stressed vocational interests correlate with poverty among high school students. Students belong to poor family paid limited attention towards career development. Rottinghaus et al. (2009) found that there is a significant positive relationship between vocational interests and socio-economic of students with special needs. Kelly (2009) revealed that socio-economic status of the students was related with their vocational interest. Silinskas et al. (2010) found the there is a positive impact of socio-economic status on the vocational interest of the tribal students.

Objectives of the Study

1. To study the relationship between vocational interests and socio-economic status of tribalsecondary school students.
2. To compare the vocational interests of high and low socio-economic status groups tribal secondary school students on vocational interest.

Hypotheses of the Study

1. There exists significant positive relationship between vocational interest and socio-economic status of tribal secondary school students.

2. There exist significant differences between high and low socio economic status tribal secondary school students on vocational interests.

Methodology

The present study was a descriptive survey type of research. A sample of 100 tribal students studying different secondary school of Mayurbhanj district of Odisha constituted of the sample. Purposive sampling technique was used to draw the sample from the schools. Socioeconomic status scale (SES), Kakkar, (1993) was used to measure the Socio-economic status of tribal students and Vocational Interest Record (VIR), Kulshrestha,(1965) was used to measure the vocational interests of tribal students. Statistical technique likes Mean, S.D. t-ratio and product moment of coefficient of correlation was used for analyzing the data.

Analysis and Interpretation of the Data

TABLE - 1

Coefficient of correlation between vocational iitem;in and socio-economic status of tribalsecondary school students

Variables	N	df	Coefficient of correlation	Level of significance
Vocational Interests	100	98	0.47	0.01
Socio-Economic Status				

T.V of 98 df at 0.05 = 0.195

0.01 = 0.254

It is revealed from the table-1 that the coefficient of correlation between vocational interests and socio-economic status of tribalsecondary school students is 0.47 which is significant at .01 level of significance. That means there is significant positive relationship between vocational interests and socio-economic status of tribalsecondary school students. It implies that vocational interest depends on socio-economic status of the students. Thus, the hypothesis (Hp-1) that 'there exists significant positive relationship between socioeconomic status and vocational interest of tribalsecondary school students is retained.

TABLE-2

Coefficient of correlation between vocational interests (Dimension wise) and socio-economic status of tribal students

N=100

Sl. No.	Dimensions	Co-efficient of correlation	Level of significance
1	Literary (L)	0.31	.01
2	Scientific (Sc)	0.32	.01
3	Executive(E)	0.31	.01
4	Commercial(C)	0.18	.05
5	Constructive(Co)	0.17	.05
6	Artistic(A)	0.16	.05
7	Agriculture(Ag	0.18	.05
8	Persuasive(P)	0.34	.01
9	Social(S)	0.26	.01
10	Household (H)	0.29	.01

T.V of 98 df at .05 level = .195

.01 level = .254

It is shown from the Table-2 that the coefficient of correlation between the dimension 'Literary (L)', scientific (Sc), Executive (E), persuasive (P), Social (S) and household (1-I) of vocational interest and socio-economic status of tribal students is 0,31, 0,32, 0,31, 0,34, 0,26, 0,29 respectively. Above mentioned all the dimensions are significant at 0.01 level of significance. Moreover, from the same table it reveals that the coefficient of correlation Commercial (C), Constructive (Co), Artistic (A) and Agriculture (Ag) of vocational interest and socio-economic status of tribal students are 0.18, 0.17, 0.16, 0.18 respectively, which are significant at .05 Level of significance. From the above analysis, it is observed that, there is significant relationship between all the dimensions of vocational interest and socio-economic

status of secondary school tribal students. That means socio-economic status of tribal student is related with their vocational interest. Thus, the hypothesis (Hp-1) "there exists significant positive relationship between socioeconomic Status and vocational interest of tribalsecondary school students" with respect to Literary (E), Commercial (C), Constructive (Co), Artistic (A), Agriculture (Ag), Persuasive (I), Social (S), Household (H) is retained.

TABLE-2

Significance of differences between High and Low Socio-economic Status Tribal Secondary School students on vocational Interest

Variables	Groups	N	Mean	S.D.	SED	t - ratio	Level of Significance
Vocational Interest	High SES	42	102.55	5.25	1.24	2.82	.01
	Low SES	33	99.05	5.12			

T.V of 73 df at .05 level = 2.00

.01 level = 2.65

It is revealed from the Table-2 that the mean vocational interest scores of high and low socio-economic status students with visual impairment are 102.55 and 99.05 with S.D's 5.25 and 5.12 respectively. The t-ratio came out to be 2.82 which is significant at .01 level of significance. That means there is significant difference between high and low socio-economic status students of visually impairment on vocational interests. However, the mean scores of high socio-economic status are higher than the low socio-economic status students. It implies that the students those are belonging to high socio-economic status group had more vocational interests than their low socioeconomic status counterpart. Thus, the hypothesis (Hp-2) that 'that there exist significant differences between high and low socioeconomic status tribalsecondary school students on vocational interests.' retained.

Educational Implications

The findings discuss above have significant implications for teachers, headmaster parents, community members and administrators. Implications of the finding along with the suggestions are presented below.

Findings of the present study reveal that there is significant positive relationship between vocational interest and socio-economic status tribal secondary school student. It is suggested that parents should get appropriate guidance and counseling about dealing with the tribal students to develop interest for the vocation education.

Following educational implications are recommended for the above study:

- There are student with low socio-economic status in the student and their vocational interest also low. So the school curriculum should be based on different vocational interest among students.
- Teachers also play an important role to develop vocational interests. They should give work according to the needs of students. If some students have low and average socio-economic status they should try to enhancing their vocational interest through vocational interest through vocational education.
- Student's vocational interest more depend upon their personal needs and also high, low, average socio-economy status of family. For enhancing vocational interest curriculum should make according to their needs of the society. Principal , teachers should also take interest to develop their interest.
- This study has significant for the teachers to understand and identify child's vocational interest to guide them for choosing a suitable vocation.
- This study has significant for guidance worker and counselor to enhance the level of vocational interest among low and average socio-economic status tribalsecondary school students.

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*** Corresponding Author**
Subhasish Mohanta

Faculty, School of Education
Maharaja Sriram Chandra Bhanjadeso University, Baripada
Email- drrkparua@gmail.com, Mob.- 7749862021