

A Comparative Study of Values, Interests and Occupational Attitude of Male and Female Students of Higher Secondary Levels

Shubhra Ojha

Post Doctoral Fellow (ICSSR), New Delhi, India

Abstract

The present paper is a comparative study of values, interests and occupational attitude of male and female students of different boards (U.P. board, C.B.S.E. board and I.C.S.E. board). A Sample of 300 students of different schools of Varanasi city was taken for the purpose of data collection. Three tools were used i.e. 'study of value'(1971) by S.P. Kulshretha, 'Interest Parisuchi (1998) by S.P. Kulshrestha and 'Occupational Attitude Scale developed by the researcher. 't'-test was applied to study the significance of difference between means. The finding of the study was that the female students have higher aesthetic values. In the field of interest areas, it was found that male students were more interested in agricultural and technological areas whereas female students were more interested in home-science and fine-arts. The finding related to occupational attitude depicts that female students have more positive attitude towards occupation than male counterparts.

KEYWORDS- occupational, interest, value

Introduction:

Occupational choice is one of the most important decisions in the life of all human beings. Suitable occupations lead to promising returns. The resultant, as an entry into field of suitable occupation, keeps the person adjusted, and leads to the fruits of action. This result satisfied the persons, gradually propels them for more good work, and subsequently keeps them happy, the person, then, turn into the creative, constructive and productive members of society. In the process of selecting a suitable occupation, attitude plays a very vital role. When an attitude towards occupation is positive, then the person tends to be receptive and he makes an effort to understand. He gathers data, analyses, relates, synthesizes, organized, systematizes and integrates. If he is negative, then he sets up barriers and filters, accepts data and ideas selectively. He rejects, ignores, minimizes some things and exaggerates others, and criticizes destructively.

From another point of view there are many other important factors in the process of career making of an individual, such as, values and interests. **Stone (1976)** and other investigators explained about the influence of value in choices of occupations and says that "what individuals value in work itself as well as the rewards it offers is presumably internalized in their vocational development and influence their choices of occupations" (p. 314). Further he writes that, "Interests are of importance for vocational planning because it has been found that men in particular occupation have characteristics sets of likes and dislikes which differentiate them men in other occupations and from men in general." In the light of these considerations, the investigator focuses on these variables.

At the time of selecting the research problem, an exhaustive survey of related studies was made. The investigator found that various studies have been conducted on

attitude, **Keenman (1984), Palmer (1980), Rayaz (1996), Shmuel Shamai (1996)** studies on teaching attitude. **McDonald and Jessel (1992)** identified those variables which exerted an influence on the occupational attitude. **S.M. Sungoh (1991), S. Chandana (1990) etc.** conducted the studies on attitude towards vocation.

Regarding interests some eminent scholars such as **Strong (1955), Super (1940), Guilford (1954)** throw the light on the various aspects on interests. **James Enarsidottir (2000), C. Patrick and R. Stanley (2001)** conducted the studies on vocational interests. **R.P. Singh (1965), R.K. Reddy (1974), T.S. Sodhi (1988) etc.** made the studies on vocational interests and occupational choice of adolescents.

In the context of values, various works has been done. **Bowic and Morgan (1982), Jude (1982), Allport (1931)** have studies on values; **Rai (1992)** conducted a study on value, intelligence and aspiration of the VIII grade students of three different educational institutions. **Shashi Prabha (1982), V. Singh (1986), etc.** analyzed the values with other variables such as aspiration, occupation, job performance, academic achievement, etc.

In the city like Varanasi, formal education, conducted mainly by three boards (U.P. Board, C.B.S.E. Board and I.C.S.E. Board) Maximum schools of the city are affiliated to these three boards. Curriculum frameworks of different types of boards are different and curriculum plays a very important role in the process of educating the child. Apart from the curriculum, there are some other factors such as, management, infrastructure, financial condition, labs and libraries, evaluation system may also differ in different types of boards. Because of all these, a question arose in the mind of researcher that whether the students of different boards may have different occupational attitudes, interests and values or not? Therefore, the researcher decided to have a comparative study of these variables of students studying in three different boards.

STATEMENT OF THE PROBLEM:

“A Comparative study of values, interests and occupational attitude of male and female students of higher secondary levels”

OBJECTIVES OF THE STUDY:

1. To compare the values of male and female students of higher secondary level.
2. To compare the interests of male and female students of higher secondary level.
3. To compare the occupational attitude of male and female students of higher secondary level.

HYPOTHESIS OF THE STUDY:

1. There is no significant difference in mean scores of values of male and female students of higher secondary level.
2. There is no significant difference in mean scores of interests of male and female students of higher secondary level.
3. There is no significant difference in mean scores of occupational attitude of male and female students of higher secondary level.

POPULATION OF THE STUDY:

Students studying in class XI and XII, belonging to Sciences, Arts and Commerce disciplines of all castes and religion of higher secondary schools of Varanasi city constituted the population of the study.

SAMPLE OF THE STUDY:

Sample of the study consisted of 300 higher secondary students (150 male and 150 female) from different schools of Varanasi city. Simple random sampling technique was used to select the sample.

TOOLS USED IN THE STUDY:

The following tools were used for achieving the objectives:

1. Study of Value: It is adapted version of Allport, Vernon and Lindzey, revised and modified by S.P. Kulshrestha (1998) in Indian context.
2. 'The Interest Parisuchi' developed by S.P Kulshrestha (1971).
3. 'Occupational Attitude Scale (OAS) ' developed by the researcher.

DELIMITATIONS OF THE STUDY:

1. The students of Varanasi city were included in the sample.
2. Only six values as measured by S.P Kulshresth's scale were studied.
3. Only seven areas of interest as measured by ' The Interest Parisuchi', developed by S.P Kulshrestha were studied.

STATISTICAL TECHNIQUES:

In the present investigation mean, S.D. and 't' test has been used to verify the significance of variations in mean values of comparative groups.

ANALYSIS OF DATA:

After data collection the scores were tabulated and analyzed. Mean and SD were calculated for each group and for testing the significance of difference of means t-test was employed. Obtained values are presented in the form of tables.

1. To find out significant difference between the mean scores of values, interests and occupational attitude of male and female higher secondary students the following hypothesis was tested at 0.05 level of significance .

Ho.1 There is no significant difference in mean scores of values of male and female students of higher secondary level

Table -I

Mean S.D. and 't' value of male and female students of higher secondary level in the area of six Values

S.No.	Values	Male students			Female Students			't' Value
		N	Mean	S.D.	N	Mean	S.D.	
1	Theoretical	150	45.10	6.43	150	45.01	4.18	0.09
2	Economic	150	38.86	5.68	150	38.43	5.07	0.51
3	Aesthetic	150	30.80	6.34	150	32.90	6.18	2.55*
4	Social	150	44.54	6.77	150	43.81	6.39	0.79
5	Political	150	39.32	6.10	150	39.13	5.28	0.22
6	Religious	150	41.30	4.76	150	40.70	5.63	0.73

***Significant at 0.05 level of significance**

Table no. I presents the picture of difference between above groups. Significant difference was found only in the case of aesthetic value whereas female students have higher mean score than male students. In other five areas of values difference are shown but not significant at 0.05 level.

2. To find out the significant difference between the mean scores of interests of higher secondary students the following hypothesis was tested at 0.05 levels of significance and mean, SD and calculated t-value are presented in table-2.

Ho.2 There is no significant difference in mean scores of interests of male and female students of higher secondary level

Table -II
Mean S.D. and 't' value of male and female students of higher secondary level in seven areas of interests

S.No.	Seven Areas of Interests	Male students			Female Students			't' value
		N	Mean	S.D.	N	Mean	S.D.	
1	Arts & Humanities	150	29.66	3.42	150	29.41	4.78	0.35
2	Science	150	31.43	3.93	150	32.43	4.26	1.37
3	Commerce	150	29.63	3.88	150	29.63	4.95	0.005
4	Agriculture	150	27.26	4.08	150	20.81	6.65	10.48*
5	Home Science	150	24.76	4.88	150	28.36	5.43	5.00*
6	Fine-Arts	150	26.84	4.69	150	31.13	3.74	5.79*
7	Technology	150	30.38	3.40	150	28.20	4.20	3.25*

***Significant at 0.05 level of significance**

Above table shows that significant difference was found in four interest areas. Male students have higher mean scores in agriculture and technology while female students obtained higher mean scores in home Science and fine-Arts and there is significant difference shows at 0.05 level of difference. Other three areas of interest showing no significant difference between the groups.

3. To find out significant difference between the mean scores of occupational attitude of higher secondary students the following hypothesis was tested at 0.05 levels of significance and mean, SD and calculated t-value are presented in table-3.

Ho.3 There is no significant difference in mean scores of occupational attitude of male and female students of higher secondary level.

Table -III
Mean S.D. and 't' value of male and female students of higher secondary level in Occupational Attitude

S.No.	Variable	Male students			Female Students			't' value
		N	Mean	S.D.	N	Mean	S.D.	
1	Occupational Attitude	150	146.37	14.06	150	156.43	139.70	5.56*

***Significant al 0.05 level of significance**

Above table depicts that significant difference was found in occupational attitude between the group of male and female students. Female students have higher mean scores in occupational attitude than their male counterparts. The finding shows that there is highly significant difference was calculated at 0.05 level of difference.

DISCUSSION:

When comparison were made between male and female students it was found that in the present study female students were found to be significantly higher in aesthetic value. They are more conscious towards goodness and beauty concepts. Girls can find beauty even in the smallest things, which generally go unnoticed by boys. This finding is supported by **Mahashveta, Dhull and Gupta (2005) and Sawhney (1989)**. They also found that girls exhibit higher mean scores on aesthetic value than boys.

In the field of interest areas, male students were significantly higher in agriculture and technology whereas female students were significantly higher in the interest areas of home-science and fine –arts. Similar results have been found in several studies of **Bargava, Mishra & Gyanani (1973), Dale (1954), Singh (1967), Bhojak and Mehta (1969) etc** . They found that females are more interested in fine-art, artistic and house-hold works.

With regard to occupational attitude, finding depicts that female students having more positive attitude towards occupation. This result is more substantiated by the studies made by **Japsen (2001), Shamai (1996)** etc. they found that adolescent girls have more decided attitude on occupational choice than boys.

CONCLUSIONS:

Findings related to six dimensions of values reveal that female students have higher aesthetic value. Finding of interest areas shows that male students have higher interest in agriculture & technology while female students have higher interest in home – science and fine- arts. With regard to occupational attitude, findings reveal that female students have more positive attitude towards occupation than their male counterpart.

EDUCATIONAL IMPLICATION:

1. The outcomes of the study will be of much use in developing positive occupational attitude and placing the right person at right place and as such it will guarantee job satisfaction and lessening frustration.
2. Findings with regard to seven areas of interest may help the counselors of the schools to help students to choose the right occupation. They can give valuable suggestions to the students, teachers and parents for a better career.
3. The field of home- science, fine arts has been preferred more by girls therefore there is a need of developing more facilities in these educational areas, which will be helpful in choosing occupations in the related interest areas.

LIMITATION OF THE STUDY:

1. The findings of the study are based on the sample of higher secondary students of Varanasi city belonging to three educational boards.
2. The present study could not consider the courses of different study and different castes in its sample.

Reference

1. Allport, G.W. and Vernon, P.E. (1931): **A Study of values** Mass Houghton Mifflin Co. Boston
2. Bhargava, V.P. Mishra, R.S. & Gyanani, T.C. (1973): Interest patterns of Indian Youth. **Indian psychological Review**, Vol. II, No. 25,p. 27
3. Bhojak, B.L. & Mehta, P. (1969): An investigation in vocational interest of Xth class students, **Jr. of regional college of education**, 2, 10.
4. Chaddha, S.S. (1979): Socio-psychological correlates of vocational aspirations, National Psychological Corporation, Agra.
5. Desai, A.N. (1974) : Aspirations and values preferences of rural-urban and overseas students in making occupational decision, **Indian Journal of Applied Psychology**, 21, 1.
6. Guilford, J.P. (1954) Psychological Monograph.
7. James, Einarshotir (2000): "Application of three dimensions of vocational interests to the Strong Interest Inventory". **Jr. of counseling Psycho.**, Vol. 48(3) Google Search
8. Keenman (1984) Formation of Attitude and opinions. In Oskamps, S. Schultz, P.W's **Attitude and Opinions**, Roultedge, p. 162
9. Kluchon, C. (1952) Values; As Means and End. In Sprinthal N.A, **Guidance for Human Growth**. Van Nostrand Reinhold Company Regional Office New York 1971, p35
10. Mahasweta, Dhull, I. and Gupta, M. (2005): Value patterns of B.Ed. pupil teachers in relation to sex, intelligence and socio-economic status, Ram-Eesh Jr. of Education, Greater Noida 20/3 06 Gautam Buddh Nagar, UP.
11. McDonald, J. L., Jessel, J.C. (1992) Influences on Selected Variables on occupational attitude and perceived occupational abilities of young adolescents, Jr. of Career Development, 18 pp. 239-250.
12. Panda, SK. & Saini, D. (2005): Value orientation of students as affected by movies; a comparative study. Ram-Eesh jr. of Education, Greater Noida, 201306, Gautam Buddha Nagar U.P. 35
13. Prabha, S. (1982): Socioeconomic status and Occupational values as the determinantes of occupational choice, unpublished Doctoral Dissertation, Psy. Agra Uni.
14. Rai D.S. (1992) : Value, intelligence and aspiration of Viiiith grade students belonging to three different sets of educational institutions, vis-à-vis, christen managed school, shishu Mandir and Madarsahs in KAVAL cities of Uttar Pradesh", Ph.D. Thesis, Edu, B.H.IJ., Varanasi,
15. Rao, SN. (1975): Personal values and their relation to occupational preference among pupils at the terminal stage of secondary school. **Edu, psy. Studies**, 20, 1 pp. 7-16.
16. Reddy, RK. (1974): Development of vocational sense among adolescents ; socioeconomic and ruralurban variations in the development of vocational sense among highschoools boys, Ph.D. Psy Osmania Uni,
17. Samal Shamai (1996): Construction of a vocational interest inventory to study the interest pattern of high-school seniors and its relationship with their intelligence, SES and academic success", Ph.D., Edu, Sam. Uni.
18. Sodhi, T.S. (1978): **Educational and Economic Development**, Mukund Publication, Ludhiyana, p.135.

19. Stone, S.C. & Shertzer, B. (1976) **Fundamentals of Guidance** (3rd ed.), Houghton, Mifflin Co. Boston, pp. 314-341.
20. Strong, E.K. (1945): Validity of vocational choice, **Educational and psychological measurement**, 11 pp. 8187.