

## Vocational Interest in relation to Academic Achievement of the Secondary School Students in East Khasi Hills District, Meghalaya

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### Abstract

The assessment of the vocational interest is very much necessary as teaching of subjects alone cannot help in the total development of the students. On the other hand, academic achievement was one of the areas in which relatively accurate information can be obtained related to individual's ability and capacity. Therefore, to understand better about the students' interest and ability, a study was conducted on vocational interest in relation to academic achievement of the secondary schools students in East Khasi Hills District, Meghalaya. The findings of the study revealed a significant negative relationship between vocational interest and academic achievement of the secondary school students. There is a significant difference in the vocational interest in terms of gender but the vocational interest between locales was not significant.

**KEYWORDS:** vocational interest, academic interest, secondary school students

### 1. Introduction

Interest is a behavior orientation towards certain objects, activities or experiences. It is the exercise of choice. Super (1943) defined interest as "a response of liking". Interests or liking and disliking are fairly stable traits of personality; they vary with age and differ among individuals. Interests are different from abilities but they tend to show some similar pattern. Measures of ability tend to predict measures of performance or efficiency and interests can be used to predict choices. People often learn to like things they do well, and learn to dislike things they do not do well. Agarwal states that, "with a variety of educational streams as well as occupational opportunities available to the students, it is not always possible for them to match their abilities with the demands of occupations. For making a right vocational choice, information relating to various occupations is necessary in relation to one's achievements, abilities, aptitudes and interests". (2013, p. 20). Therefore, the identification and measurement of vocational interests in relation to academic achievement and the difference in vocational interests between gender and locale is very important. This will help school teachers, school counsellors to understand students' vocational interest and abilities as well as to know the guidance needs as well as career guidance and counseling needs of the secondary school students.

Review of related literature shows that the vocational Interest of the secondary school students varies between gender and locale. Sharma N. (2013) found a significant difference in the vocational interests between male and female, urban and rural adolescent

students. Aslam S (2018) found a significant mean difference between rural and urban students in various dimensions of career preferences and Academic achievement. Hoque J (2018) found that there were no significant relationships between vocational interests and levels of aspiration of boys and girls of the secondary school. Mondal C.G & Majumdar. P (2018) and Singh M (2018) found that there exists a significant difference in the vocational interest pattern between genders. It was also reported that, this study will be helpful for the teachers, parents, counselors, headmaster, administrators and policy makers to guide the students for the selection of appropriate vocation of their own choice. Hence, the need was felt that it is necessary to conduct a study on vocational interest of the secondary school students in relation to academic achievement and the difference in the vocational interest in terms of gender and locale. The study will also give information related to guidance and counseling needs as well as career guidance and counseling needs of the secondary school students in East Khasi Hills District, Meghalaya.

## **2. Objectives of the study**

- 1) To find out the relationship between vocational interest and academic achievement of the secondary school students
- 2) To find out the difference in vocational interest between male and female students
- 3) To find out the difference in vocational interest between rural and urban students

## **3. Hypotheses**

H<sub>0</sub>1: There is no significant relationship between Vocational Interest and Academic Achievement of the secondary school students.

H<sub>0</sub>2: There is no significant difference in the Vocational Interest between male and female secondary school students.

H<sub>0</sub>3: There is no significant difference in the Vocational Interest between rural and urban secondary school students.

## **4. Methodology**

### **4.1. Population and Sample:**

The Population of the present study consists of all the students studying in Class X in Myllem Block, East Khasi Hills District, Meghalaya. There are 126 secondary schools with the total enrolment of 10829 secondary school students. The sample for the present study consists of 300 secondary school students (150 males and 150 females) of Class X which is selected randomly by giving equal representation from both rural and urban areas.

### **4.2. Tools used:**

- i. Vocational Interest Record (EIR) by Dr. SP Kulshrestha (2016)
- ii. Academic Achievement of the class X students was collected.

### 4.3. Analysis, Interpretation and Discussion:

**Objective 1):** To find out the relationship of Vocational Interest with Academic achievement of the secondary school students.

*H<sub>01</sub>: There is no significant relationship between the Vocational Interest and the Academic Achievement of the secondary school students.*

After analyzing the data obtained from the Vocational Interest Record (VIR) with regard to the 'Vocational Interest' and the data from MBOSE websites with regard to the 'Academic Achievement' of the Class-X secondary school students, the researcher correlate the 'Vocational Interest' with the 'Academic Achievement' with the help of Pearson Correlation Coefficient.

Table 1

Showing the relationship between vocational interest and academic achievement

Variable	N	df	r	Critical value	Level of significant 0.05
Vocational Interest and Academic Achievement	300	298	- 0.159*	0.138	Significant

Interpretation: From Table 1, it was found that, the co-efficient of correlation (r) of Vocational Interest with respect to Academic Achievement was - 0.159. There was a negative relationship between 'Vocational Interest' and the 'Academic Achievement' of the Class-X secondary school students. This indicates that, when vocational interest was high the academic achievement was low and vice versa. At df 298 it was found that the relationship between the 'Vocational Interest' and the 'Academic Achievement' of the Class-X secondary school students was significant at 0.05 level. Therefore, the researcher concluded that, there was a significant negative correlation between the vocational interest and academic achievement. Hence, null hypothesis was rejected. Understanding that the vocational interest has a negative correlation with academic achievement, it is evident that the secondary school students need vocational guidance and academic guidance under career guidance and counselling. Njeri P.N. (2007) states that guidance and counseling programme has a positive impact on the academic performance of the students.

**Objective 2):** To find out the difference in the Vocational Interest of the secondary school students between male and female

*H<sub>02</sub>: There is no significant difference in the Vocational Interest of the secondary school students between male and female*

*Table 2*  
*Showing the difference in the vocational interest between male and female students*

Vocational Interest	Gender	N	Mean	SD	df	't'	Table 't' value	Significant level at 0.05
	Male	150	585.71	205.52	298	2.73*	1.97	Significant
	Female	150	518.87	217.43				

Interpretation: Table 2 gives the information that, the computed t-value is 2.73 and the table t-value is 1.97. This indicates that there is a significant difference at 0.05 level of significant in the vocational interests between male and female students. Therefore, it can be stated that, there is a significant difference in the vocational interest between male and female secondary school students. Hence, Null hypothesis is rejected. The finding goes in line with Sharma N. (2013), Mondal C G & Majumdar P (2018) significant difference between the vocational interests of male and female secondary school students.

**Objective 3):** To find out the difference in the Vocational Interest of the secondary school students between rural and urban

*H<sub>03</sub>: There is no significant difference in the Vocational Interest of the secondary school students between rural and urban*

*Table 3*  
*Showing the difference in the vocational interest between rural and urban students*

Vocational Interest-Total	Locale	N	Mean	SD	df	't'	Table 't' value	Significant level at 0.05
	Rural	150	571.34	227.73	298	1.55	1.97	Not significant
	Urban	150	533.24	197.92				

Interpretation: Table 3 gives the information that, the computed t-value is 1.55 and the table t-value is 1.97. This indicates that there is no significant difference at 0.05 level of significant in the vocational interests between rural and urban students. Therefore, it can be stated that, there is no significant difference in the vocational interest between rural and urban secondary school students. Hence, Null hypothesis is accepted. The finding contradicts with the findings by Sharma N. (2013) that there was a significant difference between the vocational interests of the urban and rural students.

Discussion: The information obtained gives the information that there was no relationship between vocational interests and academic achievement of the secondary school students. This indicates that when one's vocational interest is high the academic achievement is low and when one's vocational interest is low the academic achievement is high. The mismatch between vocational interest and academic achievement is evident enough to understand the guidance and counseling needs as well as the career guidance and counseling needs of the secondary school students. Therefore, the study has slated a clear picture that the secondary school students have not yet understood well about their vocational interest and abilities, their likings about vocations does not match their respective capacities. With regard to the difference in vocational interests between male and female secondary school students, the findings was in tune with Sharma N. (2013), Mondal C G & Majumdar P (2018) where a significant difference in vocational interests was found between male and female secondary school students. Whereas, the difference in vocational interests between rural and urban secondary school students was not significant which contradict with the findings by Sharma N. (2013). Hence, the need was felt that, it is necessary for the stakeholders and the policy makers to take a new step forward, to bring out changes in the State school curriculum with the integration of guidance and counseling and to recruit professional counsellors in all in the secondary schools in the State. Understanding students' vocational interests and academic achievement is very important, this will help subject teachers and school counsellors to integrate occupational information in all school subjects in day-to-day classes and lectures so as to enable the students to match their vocational interest with their capabilities. Appropriate matching between vocational interest and capabilities will help the students in proper career planning and career development as they move on from one level to the next level in education. In this generation of complexities in educational discipline, courses and world of work, appropriate guidance and career counseling is the need of the hour to be handling by professional counsellors.

**Implications and Recommendations:** The findings implicate the necessity for the change in the role of the parents, teachers, policy makers, government/non-government sectors and other stakeholders. Kundu .C. L. & Tutoo D. N., states that "Vocational interests always correspond with the capacity of a person to perform" (1988, p. 362) but the report was not so. Hence, it is evident enough for the policy makers to bring changes in the education system of the state. Integration of guidance and counseling as well as career guidance and counseling in the curriculum is the need of the hour and the provision of guidance and counseling should be handled by professional counselors or teacher-counsellors. Guidance services will help the students to gain knowledge about themselves, their abilities, interests and knowledge about the world of work. Guidance will help the students to prepare for their future life. It will also help the individual in the selection of proper future profession and enables the individual to play his/her role successfully. Nazir, A., Hashmi, a.M., Siddque, A.J., Adnan, M. & Kanwal, Z (2017) recommended that the Government of Buluchistan should appoint a counselor in schools for proper guidance of students in choosing their careers and subjects and addressing psychological issues. Base on the findings, the followings are the recommendations:

- 1) Introduction of guidance and counselling in all secondary schools.
- 2) Integration of guidance and counselling in the secondary schools curriculum.

- 3) In-service training in guidance and counselling at the secondary level.
- 4) Recruitment of professional counsellors in all secondary schools.
- 5) Provision of career guidance and counselling by professional counsellors.
- 6) Parents-Teacher Counsellors/Counsellors Association in all secondary schools.

### Conclusion

Secondary school students in this generation are in confusion to match their abilities with the demand of occupations because of a variety of educational streams as well as occupational opportunities available to them. Therefore, the present education demands the study of the learner, his environment, his interests, challenges, needs, abilities, potentialities and values. The knowledge and understanding of a child's interests is very important at the secondary school level and career guidance and counseling need to be integrated to bring changes to attitudes and thoughts in time as the students climb the ladder of higher education. The rapid changing scenario in the world of work and in education has completely changed the importance of career guidance and counseling in schools. The career guidance and counseling needs by the secondary school students is also escalating these days with respect to the rise in the number of new-age career fields that are emerging. Students at the secondary school level need to be aware of futuristic careers appropriate to their interests and capabilities. Hence, secondary school students are in critical need of counseling and professional advice so as to enable the students to develop self-knowledge to plan for the future.

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