EDUCATIONAL INTEREST OF SECONDARY SCHOOL STUDENTS OF CHAMPHAI DISTRICT, MIZORAM

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF PHILOSOPHY IN EDUCATION

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DECLARATION

I**, Malsawmtluangi Khawlhring,** hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form the basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in other University or Institute.

This is being submitted to Mizoram University for the degree of Master of Philosophy in Education.

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CERTIFICATE

This is to certify that the dissertation titled **"Educational Interest of Secondary School students of Champhai District, Mizoram"** submitted by **Malsawmtluangi Khawlhring** in fulfillment of the degree of Master of Philosophy in the Department of Education is an original work and has not been submitted elsewhere for other degree. It is recommended that this dissertation be placed before the examiners for the award of the degree of Master of Philosophy**.**

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CHAPTER - 1

CONCEPTUAL FRAMEWORK

Career is a very important aspect of anyone's life. Choosing a career in a particular stream or profession right at the beginning has a long lasting impact on a student's future. It is very important for any student to choose the subject carefully from various subjects according to their interest. The choice of right subject is one of the most crucial decisions. Most of the students completing their 10th standard are confused about deciding a right career path. Selecting the right subject after 10th class is not an easy task because a student of 10th class might not have full knowledge about different career options before him. Career guidance is very essential for students because without proper guidance a student cannot choose a proper subject for his career and he cannot secure his future. Hence, there is a need of guidance in the selection of subject so that students can choose the subject according to their interest at the secondary level in 10 +2 system and can establish his own identity in this competitive world.

Students can choose subjects according to their interest, but mostly it is seen that students are in a dilemma in deciding their career. There are wide options in subjects; therefore, they are confused which subject they should choose for their right future. It is a very difficult task to select the right subject for their career. At this level the students are in dire need of proper guidance. The sources of guidance are administrators and staff of school, seniors, friends, parents, neighbours, print, and video media. The Secondary and Higher Secondary Education are important terminal stages in the system of general education. At this stage, the youth decides whether to pursue higher education or opt for technical training or join the workforce.

After getting through 10th standard, tentative choices of the adolescents step on the first ring of the higher educational ladder. In modern society when the excess of occupations confuse the young minds, the need for educational guidance is keenly needed. Year by year, his choices ascends the ladder which finally reach him/her to the last ring, that being his/her ultimate goal. How far he/she will be successful is based on several factors such as his academic performance, interest, potential, educational aspiration and parental qualification. More effective of all the factors is economic condition of family whether it has the capacity or not, to meet essential needs of the educational courses.

There are many students who pass the examination, yet they fail to achieve as much as they could have in terms of their ability. Many parents and teachers have the concept that the failing students lack intelligence but the fact is that failing students have sufficient intelligence but they are unable to reach the desired level of success due to certain non-cognitive factors as educational interest, self-concept, family climate, personality make up and adjustment.

Immediate interests sometimes must be denied in order that more permanent and more worth-while interests may be satisfied. Young people constantly are faced with the dilemma of conflicting interests. They must decide whether to devote most of their time and energy to satisfying social and individual interests or to concentrate on study so that later they may be able to continue their education or gain proficiency in a vocation.

An interest may become so absorbing that other possible and equally desirable interests are neglected. A proper balance of interests is an important factor in the personality development of young people. If a person of any age becomes too much interested in things he may lose interest in people and become anti-social. On the other hand, if he develops an absorbing interest in people, so much of his time may be devoted to social activities that he becomes increasingly unable to concentrate on serious work.

As our nation is industrially and technically developing, a variety of new educational streams have come into existence. So, the factors, which influence the students for aspiring any of these educational streams, need to be analyzed. There are a large number of educational streams for which an individual can go. "Choosing an educational stream is choosing a life style", is a well-said opinion. Interest, in a particular educational stream is the first step for the choice of educational stream. It is important to investigate at an early stage of life one's educational interests so as to render appropriate advice to him or her. Choosing a career in a particular stream or profession right at the beginning has a long lasting impact on a student's future. It is very important for any student to choose the subject carefully from various subjects according to their interest. As soon as a student reaches the 10th standard, some pressure of choosing a career path lingers in their mind. At this time, there is a need of guidance in the selection of subject.

1.1.0 Interest

In Latin, the word interest means 'it matters' or 'it concerns'. Now a thing that interests us is something that concerns us or matters to us. But interest, from psychological viewpoint, is that mental formation of man which connects him naturally with an object, person or activity and he is attracted by it spontaneously and naturally and pays attention to it. Interests as a driving force not only helps the children in acquiring certain learning experiences, but also colour and fashion their attitudes and other personality traits. It thus directs the course of their growth and development and individualizes their personalities. The process of interest-formation begins right at birth and continues till late in the old age. Different configurations of experiences are formed, and those which are pleasant, develop into patterns of interest. If a pleasant experience aroused by a particular object in a particular environment repeats itself again and again, it gathers strength and becomes permanent appeal

to the organism with the result that whenever a corresponding stimulus is received it gives rise to interest.

An interest may be defined as a tendency to make consistent choices in a certain direction without external pressure and in the face of alternatives, i.e. it represents a tendency to select certain activities or things in preference to certain others.' Formerly, it was believed that interests reject inborn abilities (Woodworth, 1918)[1] but the recent trend is to emphasise the fact that interests are the product of individuals' environment. It means teachers; educational administrators and guidance workers should have a close watch on the student's interest from the very beginning of the life of the individual (Thorndike, 1935)[2].

Interest means to make a difference "it describes why the organism tends to favour some situations and thus comes to react to them in very selective manners". The intelligence and aptitudes are unable to predict educational success without considering the individual's interests which is one of the key factors among the non-intellectual factors. An interest is a tendency to make consistent choices in a certain direction without external pressure and in the face of alternatives i.e. it selects certain activities or things in preference to certain others. It means teachers; educational administrators and guidance workers should have a close watch on the student's interest from the very beginning of the life of the individual. (Narang., 2015)[3]

In everyday thinking as well as in educational and psychological discussions of learning and development, the concept of interest plays an important role. One of the earliest theories of interest was developed by Herbart at the beginning of the nineteenth century (1806/1965), and by the beginning of the twentieth century, well-known authors were

[1] Woodworth RS. (1918). *Dynamic Psychology*. Columbia University Press, New York.
[2] Thorndike EL. (1935). *Adult interests*. Macmillan, New York.
[3] Narang. VP. & Narang. S. (2015). Study of Educational Interests of Xth Class Students of Tehsil Abohar. *International Journal of Education and Information Studies.* (5)

postulating that being interested was not only an important motivational condition for effective learning but was also central to people's personality and self-concept (Arnold[4] 1906 Berlyne[5] 1949; Dewey[6] 1913; Thorndike[7] 1935). However, in the middle of this century, although the interest concept was still prominent in vocational training research, there was a noticeable decline in interest-related research in the field of learning and development.

Interest has been considered to be an important aspect of learning and achievement for about a century. Research has been conducted based in both philosophical and psycho logical perspectives. In the early twentieth century, utilizing a philosophical and pedagogical approach, Dewey discussed interest as a motive that engaged children toward an occupation and the gaining of experience (Jackson 1990)[8]. Subsequently, framed in a psychological perspective, Atkinson (1957)[9] first defined interest in value (called incentive value), as having an important relationship to motive. He believed that the relationship of incentive value to motive could be helpful to predict achievement. For Atkinson, motive was identified as the intention used by individuals to approach success and avoid failure. Later researchers expanded on this work to provide two major approaches to conceptualize interest based on empirical studies (Krapp[10] et al. 1992; Parsons and Goff[11] 1980).

Interest is the central force that drives the whole machinery of teaching-learning process. Interest as a driving force not only helps children to acquire certain learning

[4] Arnold, F. (1906). The psychology of interest. I/II. *Psychological Review*. 13, 221- 238/291-315.
[5] Berlyne, D. E. (1949). Interest as a psychological concept. *The British Journal of Psychology*. 39, 184-195.
[6] Dewey, J. (1913). Interest and effort in education. *Boston: Riverside Press*.
[7] Thorndike EL. (1935). *Adult interests.* Macmillan, New York.
[8] Jackson PW (1990). The *school and society and child and curriculum xxi*. The University of Chicago Press, Chicago.
[9] Atkinson J.W. (1957). Motivational determinants of risk-taking behavior. *Psychology Review. 64:359-37*
[10] Krapp A., Hidi S., Renninger KA. (1992). Interest, learning, and development. *Erlbaum, Hillsdale. 3.(25)*
[11] Parsons JE., Goff SB (1980). *Achievement motivation and values: an alternative perspective*. Plenum, New York.

experiences but also colour and fashion their attitudes, aptitudes and other personality traits. It thus directs the course of their growth and development and individualizes their personalities; interest is a subjective attitude motivating a person to perform a certain task. It affords pleasure and satisfaction. It results in curiosity towards the object of interest, enthusiasm to be attached to the object, strength of will to face difficulties while engaged in the task of one's interest, a definite change in behaviour in the presence of the object characterised by attention and concentration.

Interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success. Interest is both a psychological state of attention and affect toward a particular object or topic, and an enduring predisposition to reengage over time. Integrating these two definitions, the four-phase model of interest development guides interventions that promote interest and capitalize on existing interests. Four interest-enhancing interventions seem useful: attention-getting settings, contexts evoking prior individual interest, problem-based learning, and enhancing utility value. Promoting interest can contribute to a more engaged, motivated, learning experience for students (Judith et al., 2016)[12].

Interest is very helpful factor in securing attention. Interest is the central force that derives the whole machinery of teaching-learning process. All our best attempts are aimed to make our students interested in the learning experiences given to them. Interest as a driving force not only helps children to acquire certain learning experiences but also colour and fashion their attitudes, aptitudes and other personality traits. It thus directs the course of their

[12] Judith Harackiewicz M., Jessi Smith L., Stacy Priniski J. (2016). Interest Matters :The Importance of Promoting Interest in Education. *Sage Journals. 3 (2).*

growth and development and individualizes their personalities. Visualizing such many sided importance of interest, it is proper to know actually what they are (Mangal SK, 2002)[13].

Many psychologists and thinkers have tried to explain the meaning of this term:

Bingham (1937)[14]:"Interest is a tendency to become absorbed in an experience and to continue it, while an aversion is a tendency to turn away from it to something else."

B.N.Jha (1946)[15]: "Interest is that enduring mental system which sustains conation and continues the activity called attention."

Strong (1943)[16]: "Interest is essential as the starting point of educative process, effort is essential as its outcome."

Getzels (1962)[17]: "An interest is a disposition organized through experience which impels an individual to seek out particular objects, activities, understandings, skills or goals for attention or acquisition. Interests are feelings that are generally of high intensity. Despite this general level of high intensity, they can range from no interest to high interest in terms of direction and intensity. Interests typically are directed towards some activity (target) and the relationships between feelings and the targets are learned."

Bhatia (1968)[18]: "Interest means making a difference. We are interested in objects because they make a difference to us, because they concern us."

Crow and Crow (1973)[19]: "Interest may refer to the motivating force that impels us to attend to a person, a thing or an activity or it may be the effective experience that has been stimulated by the activity itself. In other words, interest can be the cause of an activity and the result of participation in the activity."

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[13] Mangal, S. K. (2002). *General Psychology*. Strerling Publishers Pvt. Limited. New Delhi.
[14]Bingham, W.V.D. (1937). *Aptitudes And Aptitude Testing*. Harper And Brothers, New York
[15] Mangal, S. K. (2009). *Essentials of educational psychology*. Phi Learning Publishers. New Delhi.
[16]Strong, E.K. Jr. (1943). *Vocational interests of men and women*. Palo Alto, CA: Stanford University Press.
[17] Getzels, J.W. & Jackson,P.W.(1962). *Creativity and intelligence.Explorations with gifted students*. New York:Wiley.
[18] Mangal, S. K. (2009). E*ssentials of educational psychology*. Phi Learning Publishers. New Delhi.
[19] Crow, L.D. & Crow, A. (1973). *Educational Psychology*. New Delhi. Euarisia Publishing House.

Guilford (1967)[20]:"Interest is a tendency to give attention to attract by, to like and find satisfaction in an activity, object or person."

Thus, Interest can be identified as an expression of satisfaction. Interest is the greatest word in education. Interest is a feeling that accompanies the idea of self-expression. It has its origin in the exhilaration, the sense of power, of mastery, that goes with every internally impelled effort to realise a condition for the survival of the self, whether such survival touch one aspect of the man or another. It is therefore dynamic in character.

1.1.1 Nature and Characteristics of Interests

a) Interests are closely linked with our instincts, basic needs, drives, and motives.
b) Interest is a pre-condition to attention.
c) Interests are innate as well as acquired dispositions.
d) Pursuit of one's interest provides energy and driving force. It helps an individual to realize the goals and aims set by him.
e) Interests are sharpened by heredity and environment.
f) Interests are not fixed and permanent. They get changed as a result of maturation, learning and other internal as well environmental conditions and factors.
g) Interests of individuals tend to become less varied with increasing age.
h) Interests of individual differ.
i) Interests can be measured.
j) There is some relationship between vocational and non vocational interests.
k) Learning becomes effective and efficient when interests of the children are satisfied.
l) Generally speaking, there is some relationship between interest and ability.

[20] Guilford, J.P. (1967). *The nature of human intelligence*. NewYork:McGraw Hill.

1.1.2 Factors affecting Interests

Interests are innate as well as acquired. They are influenced by a number of factors like physical and health development, age and sex and above all the environmental factors including opportunities for the development of interests. Interests depend upon our wants, attitude and ideals.

Personal factors:

1.Child's physical health and physical development.

2. Child's mental health and development

3.Child's age

4.Child's sex

5.Child's pattern of instinctive behaviour.

6. Child's aptitude

7.Child's ideals, motives and interests

8.Child's emotions, sentiments, and complexes.

***Socio-economic or Environmental factors*:-**

1.Socio-economic status of the family

2.Rearing practices in the family

3.cultural status

4.Education and training

5.Oppurtunities to the child for exploring interest.

1.2.0 Types of Interests

Super and Crites (1964)[21] distinguish four major interpretations of the term "Interests" associated with four methods of obtaining data on students' interests.

[21] Super Donald E.& Crites John O. (1962). *Appraising vocational fitness*. New York, Harper and Row.

(a) Expressed Interests:

These are verbal expression of interests in an activity or occupation. The student simply expresses a liking, or indicates his dislike, for a particular activity or vocation. The significance of such expressions of interest varies with the maturity and experience of the individual. In some cases, expressed interests represent temporary whims or fantasies.

(b) Manifest Interest:

They are interpreted as evidenced by participation in an activity or occupation. A person who is active in dramatics club is manifesting his interests through actual participation. Manifest interest tends to be more stable than expressed interests since they are based on actual experience. This approach to the identification of interests however has similar limitations. The manifestation of interests may be limited by financial considerations or other environmental factors. Hence, these interests provide clues to possible educational and vocational goals, the absence of a specific interest may reflect only lack of environmental opportunity to develop that interest.

(c)Tested interest:

These are measured by objective tests of vocabulary or other information rather, than an inventory of reported interest. The use of such test, as the Michigan vocabulary profile test as a measure of interest is based on the assumption that a stable interest, results in an accumulation of relevant information and corresponding growth in specialized vocabulary.

(d)Inventoried Interests:

These interests are measured by lists of activities or occupations to which the student responds by an expression of liking or preference. In answering the inventory items the examinee records a series of self perceptions that are summarized in such a way as to reveal their similarity to those of workers in different occupations. The scores of each student can be interpreted as reflecting a pattern of relatively high or low interests in various fields.

Experience and research suggest that interest inventories can be valuable aids in vocational guidance. Evidence from the first three sources, however is useful in studying the validity of published inventories and in supplementing inventory results in the counselling of individual students.

The interest inventory does have the advantage of 'obtaining the students' reactions to a large sampling of items and of providing, through the use of converted scores, a means of comparing the student's interests with others of his sex and age. Berdie (1950)[22] stresses the importance of considering with both expressed and inventoried interests: As long as measured interests have a relevancy for vocational satisfaction and as long as self estimated (expressed) interests play an important role in the deliberation of individuals, both types of interests must be considered (Campbell, 1974)[23].

Interest inventories have been designed to measure interest of school students, college students and other adults. About the usefulness of interest inventories ,Jane Warters (2015), has observed ,"Interests Inventories are useful for helping a student to make a systematic approach to his problem of choice (choice of curricula ,courses, vocations recreational activities and the life) for providing teachers and counsellors with information regarding the students preferences and aversions ,and for helping them to acquire a better understanding of the student's problems of choice and his need for further information and exploring experiences."

1.2.1 Development of Interest:

[22] Berdie. R.F. (1950)..*Manual for the strong Campbell interest inventory.* (2nd edition).
[23] Campbell. D.P. (1974). *Strong vocational interest blank manual for Strong-Campbell interest inventory. Handbook of measurement and evaluation in rehabilitation*. Baltimore. University Park Press.

With respect to the aims of the educational endeavor, the question of how interests develop and which conditions in family, school, and/or society have influenced the emergence and changes of interest is of central importance (Krapp, 1998)[24].

A primary question in interest research is how situational interest, such as that prompted by watching a movie about the Civil War, can develop into an enduring interest in a topic or activity, such as American history. Hidi & Renninger (2006)[25] have recently outlined a model of interest development detailing the conditions under which situational interest can be transformed over time into individual interest. Their approach contains an element of classic Lewian social psychology in that interest develops as a function of both the person and the situation. In their model, it is the interaction between the person and the object that determines the extent of interest development. Thus, personal characteristics and social contexts both contribute to the experience of interest when engaging in an activity. According to Hidi and Renninger, three factors contribute to the development of interest: knowledge, positive emotion, and personal value. As individuals learn more about a topic, they become more skilled and knowledgeable. An increase in knowledge can bring about positive affect as individuals feel more competent and skilled through task engagement. In addition, as they spend more time with the activity, they may find personal meaning and relevance in the activity, such as when a high school student discovers that an understanding of biology can help her pursue her dream of becoming doctor. An individual's goals can also contribute to the development of interest by leading him⁄her to become more engaged in his⁄her learning, develop competence, and to further explore the topic.

[24] Hidi, S., & Berndorff, D. (1998). Situational interest and learning. *In L. Hoffmann, A. Krapp, K. A. Renninger, & J. Baumert (Eds.), Interest and learning. Proceedings of the Seeon- Conference on interest and gender . 74-90.*

[25] Hidi,,S., & Renninger, K. A. (2006). *The four-phase model of interest development*. Educational Psychologist. 111–127.

A great deal of research on the development of interest has been descriptive. Findings from studies in kindergarten and preschool (Krapp et al. 1992)[26] indicate that even at this young age relatively stable interests can be identified, although the object-specific structure becomes progressively more differentiated over time.

Ginzberg et. al. (1951)[27] recognize three levels of interest development roughly related to chronological age. Before the age of eleven, interests tend to be transitory and unstable, between eleven and seventeen they begin to crystallize and might be termed "tentative" whereas after seventeen they become stable and realistic.

1.2.2 Need and Importance of Interest:

In many schools, especially at the secondary level, interest factor constitutes a problem that requires definite teacher attention. In most schools with an extensive program of co-curricular activities, it is usually found that some students want to participate in a great many recreational activities to the detriment of their school work. At the other extreme are pupils who refuse to participate in any out-of-class projects for fear that these may distract them from the serious business of learning. Teachers themselves need to take care lest they become so interested in their pupils and their school work that they devote an undue amount of their time outside regular school hours to concern with their professional activities. Teachers as well as learners should budget their time so that it includes school work, participation in home activities, and wholesome recreation (Crow and Crow, 1973)[28].

There is a limit beyond which an individual should not go either in dispersing his interest areas of activity in one area. The high school student who can master any subject that

[26] Krapp, A., & Fink, B. (1992). *The development and function of interests during the critical transition from home to preschool*. Hillsdale, NJ: Erlbaum. 397-429.
Krapp, A., Hidi, S., & Renninger, K. A. (1992). *Interest, learning and development. The role of interest in learning and development*. Hillsdale, NJ: Erlbaum. 3-25.
[27] Ginzberg, E., Ginzburg, S.W., Axelrad, S & Herma, J.L. (1951). *Occupational choice: An approach to general theory*. New York. Columbia University.
[28] Crow, L.D. & Crow, A. (1973). *Educational Psychology*. New Delhi. Euarisia Publishing House.

he studies often finds that he has an interest in several vocational fields but is unable to decide which one he should pursue. He needs help in meeting this problem by being given intelligent advice concerning the study areas in which he should concentrate. His other interests then can be directed toward development of hobbies or relaxing activities, that is why awareness of Vocational and Guidance counselling is needed and important at the early stage to build up their career.

1.3.0 Learning and Interests:

Teaching procedures are largely based upon the three laws of learning stated as the law of readiness, the law of effect, and the law of .exercise. According to the law of readiness, one learns what one is ready to learn. An interest, a purpose, a desire, a need of readiness for some specific learning must be felt before learning takes place. This partly accounts for the emphasis placed upon motivation or the development of interest in pupils. Good teachers and counsellors often use an individual's special interests as means for reinforcing learning or awakening motivation to learn. For this reason, tests and inventories for discovery of student's interests have been used for schools since long. Interest is also defined as an attitude or state of mind which causes us to give attention and which determines our thinking about a given matter and how intently we will think about.

1.3.1 Personality Development and Interest:

A person's interest really affects his education. They determine what knowledge he will acquire and keep. They determine too the ideals or goals, towards which he will strive throughout life, since ideals are born out of interests. Interests and ideals, both are the motivating forces which determine what understandings each person will attain and what abilities he will acquire. His emotional responses and attitudes appear to depend upon all of

these combined. Interests as the direct or indirect determiners of all the essential parts of true education, influences greatly the formation of virtually every person's character. The development of enduring, worth-while interests in young people is a work of transcendent importance. These interests shape their lives, and in a true sense fashion the destinies. Many behavioural scientists have drawn out similarities between the concepts of personality and that of interest (Campbell, 1974)[29].

1.3.2 Interest and Abilities:

All interests apparently has its original source in the so called natural impulses, urges or drives, such as competition, love of nature, creativeness, Gregariousness, and by altruism. That is interesting which affects us, others about us, or humanity at large. Interest increases with an increase in related knowledge of any subject, provided such knowledge is well understood. Interests increase with the acquisition of any given ability or skill, interest flows, or spreads from any interesting thing into any uninteresting thing whenever two are clearly connected in thought.

1.4.0 Educational interest

In Educational psychology, the concept of educational interest is interpreted as a content specific motivational variable that can be investigated and theoretically constructed. An important analysis lies in the manifold interrelations between educational interest, learning and human development. (Narang, 2015)[30].

[29] Campbell. D.P. (1974). *Strong vocational interest blank manual for Strong-Campbell interest inventory.* Handbook of measurement and evalution in rehabilitation. Baltimore. University Park Press.

[30] Narang. VP. & Narang. S. (2015). Study of Educational Interests of Xth Class Students of Tehsil Abohar. *International Journal of Education and Information Studies.* Vol 5.

Educational interests are demarcated as one's own pattern of preferences, likes and dislikes preferred in any manner, wisely or unwisely by self or by any other source for a given educational area or subject. It reflects choices of the students of various courses or subjects of study. (Rao, 2004)[31].

Educational Interests are of considerable importance in exploiting the human resource potential for national development. Not only this, educational interests are important even in the development of an individual as study of subjects compatible with one's interests leads to satisfaction and happiness in life.

Educational interest of a student is to determine what a student is good for and what type of education will reveal his inborn capacities and help him to develop them. It is a process of motivating force that compels the child to bring about a favourable setting for his education that includes the choice of subjects, courses of study planning for their future or the course chosen to prospective jobs. Educational interest is very important as it helped in the choice of vocational plans. In the vocational choice, it is imperative that people should know which educational streams are in demand for future vocations. Educational interest of a child is very important as it keep an eye on the vocational implications of subjects and the field of occupations they will lead to (Srilakshmi, 2016)[32].

Educational interest is an important dimension in the field of education. A student's ambition can be fulfilled only when the environment around him/her gets satisfied. Especially for students in higher secondary school level their progress in education marks the criteria for choosing their future studies. Hence the higher school is said to be a crucial stage in the academic life of the students, it is said to be a foundation stage for college learning and to establish successful career.

[31] Rao DB. (2004). *Educational Interests of School Students*. Discovery Publishing House, New Delhi
[32] Srilakshmi, S. (2016) . A study on educational interest of higher secondary school students. *International Research Journal of India. 1 (10).*

The educational interest plays a very significant role in educational guidance, since educational guidance is the process of helping a student to develop and accept an integrated and adequate picture of himself and a clear undertaking of his problems and of his role in the world of education (School and College), with satisfaction to himself and benefit to school and society. Therefore, 'educational guidance' is needed at all stages of education (from nursery to college).

1.4.1 Importance of choosing subject in line with one's educational interest

The transition from secondary to higher secondary is very big and it is important to take decision wisely. Subject choice after completing 10^{th} standard is always a stressful time; they take the decision with puzzled and ambiguous mind and end up selecting a wrong stream thereby opening the door to worst consequences in the long term career prospects. Choosing the right stream has a long lasting impact on a student's future. It has been often noticed that student start hating their subject after some time or quit their subject midway or start feeling frustrated about the wrong move or decision. The decision they once took out due to lack of knowledge becomes the burden of their life. Most learners (and their parents), find it difficult to choose subjects for higher secondary stage. Subject choices make a huge impact on every learner's future career and tertiary study options. The reason is because most students don't know themselves; they don't know the world of work (what different career entails). In other words, if learners do not select the correct combination of subjects, they could find themselves unable to enter into certain higher or further education programmes. So when making this important subject choice, learners should consider their options for when they complete school. It is important to choose subjects that are appropriate to the career he/she intends to follow, because the subjects selected by a learner can either make career options accessible or possible or limited in some cases. It is therefore necessary to take subjects

which will optimize possibilities, but are also in line with the learner's interests, personality and aptitude. Hence, it is very important for any student to choose the stream carefully for better career prospects in future.

1.5.0 Rationale of the study:

Being interested in something can mean that we care about it, that it is important to us, and that we have (mostly) positive feelings towards it. Interest is often thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement. Research has demonstrated that individual interest promote attention, recall, task persistence, and effort. Indeed, one of the primary goals of school education is to help students discover their true interests and chart a life course based on interests developed and nurtured in schools. Thus interest may be viewed as essential with respect to adjustment and happiness in life. Pursuing activities and topics that we find interesting play an important part in determining how fulfilled we are with our lives, and not doing so leaves us with a feeling of unease and discontent. Therefore interest is a crucial component of success in academics and other areas of our lives.

Several studies in the field of student's educational interest have been conducted in India and other parts of the world. However, no studies have ever been conducted in this area in Champhai district of Mizoram. With this, the following research questions come into the mind of the researcher:

1. What are the educational interests of secondary school students of Champhai district?
2. Is there any gender difference in the educational interest of secondary school students of Champhai district?

3. Is there any difference in the educational interest of secondary school students of Champhai district with reference to their locale?
4. Is there any difference in the educational interest of secondary school students of Champhai district with reference to the type of school management?

Keeping these questions in mind, A study to find out the educational interest of secondary school students in Champhai district and to compare them with respect to their gender, locale and types of management of schools seems to be a significant topic of study as this research study will provide us with an insight on the situation of this district with respect to the student's interest areas in education, so as to provide appropriate guidance to the students based on their subject interest.

1.6.0 Statement of the Problem

It is important to find out the educational interest of students because without this knowledge, proper guidance cannot be given to the students. Sometimes many students are not even aware of their own interest and therefore are unable to choose the right course for their future career. Therefore, it becomes imperative to find out the students educational interest while they are studying at the secondary school stage, so that proper guidance with respect to the right course which is in line with their interest could be given to them. Thus, the investigator has proposed the following study:

"Educational Interest of Secondary school students of Champhai District."

1.7.0 Operational definition of the key terms:

Educational interest: In the present study, educational interest will refer to the score obtained on the Educational Interest Record developed by Kulshrestha, (2009)

Secondary school students: This refers to the class IX and X students studying in Champhai districts of Mizoram.

Champhai District: Champhai district is one of the eight (8) district of Mizoram which is situated in the Eastern part of Mizoram near Myanmar border

1.8.0 Objectives:

1. To find out the educational interests of secondary school students of Champhai district
2. To compare the different educational interests of secondary school students of Champhai district with reference to their gender
3. To compare the different educational interests of secondary school students of Champhai district with reference to the their locale
4. To compare the different educational interest of secondary school students of Champhai district with reference to their types of school management

1.9.0 Hypotheses:

1. There is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Agriculture.
2. There is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Commerce.
3. There is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Fine Arts.

4. There is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Home Science.
5. There is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Humanities.
6. There is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Science.
7. There is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Technology.
8. There is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Agriculture.
9. There is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Commerce.
10. There is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Fine Arts.
11. There is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Home Science.
12. There is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Humanities.
13. There is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Science.
14. There is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Technology.
15. There is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Agriculture.

16. There is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Commerce.

17. There is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Fine Arts.

18. There is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Home Science.

19. There is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Humanities.

20. There is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Science.

21. There is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Technology.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. The purpose of the study of research works done in the same field is to understand what type of study has been done and what exactly has been explored before the present research work started. The study of related literature and research work not only provides conceptual frame of reference for the contemplated research but also suggests method, procedures, sources of data and statistical techniques appropriate to the solutions of the problem selected for present study. The researcher is able to formulate the hypothesis on the basis of review of related literature which presents the rationale for the study. In the present study the researcher has used various books, dissertations, handbooks, articles, journals, thesis, and websites as reference material.

The review of related literature is divided into two parts, study conducted in India and study conducted abroad. 60 studies conducted in India and 19 studies conducted abroad were reviewed. These studies cover related studies conducted between 1982-2018.

2.1.0 Studies conducted in India

Jayapoorani (1982)[1] conducted a research on 'Vocational interest of higher secondary school students.' The objectives of the research were to identify and assess the vocational interest and aptitude of adolescents. Natural Science, Mathematics and English were the subjects preferred by the majority of the students.

[1]Jayapoorani, N. (1982). Vocational interests of higher secondary school students. *In Fifth survey of educational research. New Delhi: National Council ofEducational Research and Training. pp.1423-1424*

Joshi (1983)[2] conducted a research on 'Study of psycho-social factors of Interest of students studying in the higher secondary school. Findings revealed that students of urban area were more interested in administration, mathematical matters, scientific matters and verbal matters than rural students, Students whose socio-economic conditionsare high were interested in administrative, natural, scientific and art field, and the students of more educated parents showed more interest and have higher Interest in administrative, mathematical and mechanical and nature science and art field; those who possess high level of firmness have higher interest for mechanical field.

Tomar (1985)[3] conducted a study to find out the occupational interests of adolescents and their relation with prevalent job trends of employment in eastern U.P. It was found that their highest concentration was on medical area. Among the boys, their highest concentration was on agriculture and lowest was on household. Among the girls it was found that their highest concentration was on Fine Arts and lowest was on medical area. Among the urban students, their highest concentration was on literary area and lowest were on agriculture area. Among the rural students, their highest concentration was in agriculture and lowest was on medical areas.

Gautam (1988)[4] in his research paper 'An investigation into the educational and vocational interest of the students at the delta stage and their implications for future curricula' reveals that a significant correlation was found in the preference order of boys of class- viii

[2]Joshi R. (1983). Study of psycho-social factors of aptitude ofstudents studying in the higher secondary school.*Indian Educational Review. 1 (1)*

[3]Tomar, J.P.S. (1985). Occupational interest trends of adolescents and their relation with prevalent job trends of employment in eastern. *In Fourth Survey of Research in Education, New Delhi: Publication Department NCERT.pp.1292-1293*

[4]Gautam, V. (1988).An investigation in to the educational and vocational interests of students at delta stages, and their implications for future curricula.*V - Survey of Research in Education. 2(1).*

&class-x in both educational and vocational interest area. No significant correlation was found in the preference order of the girl. Significantdifference in most of the interest area were found between the scores of rural and urban boys while in case of girls significant difference could be noticed only in a few interest area.

Robert (1988)[5] studied the socio-economic status and vocational choices of students. The result of this study highlights that the vocational choices of the secondary students were independent of their socio-economic status and vocational aspirations of parents. It was also reported that both boys and girls had similar vocational choices as regards agriculture, art, literature, commerce, science and social work.

Mohan and Gupta (1990)[6] attempted to identify those factors that determine the choice of vocational courses and to compare the attitude of children who join vocational & technical programs with those who opt for academic courses. The study reported that some of the significant factors for joining vocational and technical courses are interest and motivation for a particular kind of activity, personal concern, asset, set of value cherished, level of self-concept; attitudinal aspect, career maturity and future prospects. As per the study these factors varied in degree from child to child and no generalization could be made about their relative importance for a child.

[5]Robert. (1988). A study of the socio-economic status and vocational choices of students.*V-Survey of Research in Education.2 (1).*
[6]Mohan, Swadesh., Gupta, Nirmal. (1990). Factors Related to Choice of Vocational Courses.*Indian Educational Review.25(3).*

Choudhury, Kriti. (1990)[7] conducted a study to find out the vocational aspirations of Standard IX students of English-medium schools in Pune city. Major findings of this study were: (1) the students belonged to early and late adolescence being in the age-range of 13 to 18 years. (2) Forty per cent of the sample-students wanted to be either doctors or engineers. (3) Eighty per cent decided to select the science stream for their future academic career. (4) While 53% of the total sample wanted to go in for a degree, and 34% aspired to have a diploma, (5) the majority of the students liked subjects from the science stream and disliked those from the arts / humanities stream. (6) No relationship was found between occupation of fathers and the occupational choices of the students.

Javed, Kureshi. (1990)[8] made a critical study of the vocational interests of the students of arts, science and commerce studying at graduation level in senior colleges in the rural areas. It was found that rural students were disinterested in agriculture and more interested in vocations connected with science. While students from arts and commerce faculties expressed high interest in persuasive and executive vocations. Students of all the three faculties showed low and little interest in social vocations.

Bhargawa (1991)[9] studies on the interest and difficulties faced by the students studying in the vocational stream, the major findings of the research is that, eighty three percent of the

[7]Choudhary, K. (1990). Vocational aspirations, occupational choices and academic choices of students.*Fourth Survey of Research in Education, New Delhi: Publication Department NCERT.1512*

[8]Javed, A.K. (1990) vocational interest of students of arts, science and commerce.*Fourth Survey of Research in Education, New Delhi: Publication Department NCERT. 1515*

[9]Bhargava, R. (1991). A study on the interest and difficulties faced by the students studying in the vocational education stream.*Fourth Survey of Research in Education, New Delhi: Publication Department NCERT.1509*

students choose vocational education out of their interest while a small section joined it as they could not get admission in the academic stream. Majority of the students felt that vocational educations were purposive, interesting and important for enhancing employment ability and national development. Majority of the students opined that their wards were interested in vocational education as it prepared them for employment and self-dependence.

Saraswati (1992)[10] conducted a study on 'Relationship between Personality Dimensions and Vocational Interests of Pupils of Standard X', and assessed the relationship between personality dimensions and vocational interests of pupils of standard X. The study was undertaken to investigate and find an answer to the question whether various dimensions of personality of school students is related to their vocational interests. It was reported that the personality dimensions and the vocational interests of standard X students were not related.

Gautam&Vimlesh (1996)[11] tries to determine educational and vocational interests of students of class VII to X. The aim of this investigation was to arrive at implications for their future curricula. A significant correlation was found in the preference order of boys of Class VIII to X in both educational and vocational interest areas. No significant correlation was found in the preference order of girls of classes VIII and X in the educational interest area, while a significant correlation was noted in vocational interest area.

[10]Sarsswathi, L. (1992). Relationship between personality dimensions and vocational interests of pupils of standard X. *In Fourth Survey of Research in Education, New Delhi: Publication Department NCERT.1533*

[11]Gautam&Vimlesh. (1996). A study on educational and vocational interests of students of class VII to X. *International Journal of Research in Commerce & Management.*

Mathur and Sharma (2001)[12] studied Career Maturity among Adolescents' and examines the career maturity among adolescents. It was found that boys were significantly different in their attitudes towards career choice than girls as boys had more favorable attitude towards career choice as compared to girls. There was no significant difference found between boys and girls in career maturity.

Musahid (2002)[13] conducted a study to compare the vocational interest of Muslim male and female students at secondary level in relation to achievement-Motivation. The male students were significantly different from female students in their vocational interest as well as in achievement motivation at the secondary level. The female students showed more vocational interest then male students. Female Students also processed high achievement motivation in comparison to male students at secondary level.

Denga (2004)[14] found that sex-role stereotypes exist among boys and girls in primary schools as they aspired to traditional occupations.This implies that parents' and teachers' beliefs influence their children's self-perceptions of ability and consequently career choice.

[12]Mathur, Gul.,& Sharma, Prachi. (2002). A study of career maturity among adolescents.*Indian Educational Abstracts, NCERT. 2 (1)*

[13]Musahid, M. (2002).A comparative study of vocational interest of muslimmale and female students at secondary level in relation to achievement motivation.*Dissertation of M.Ed. Deptt.of education, unpublished work, A.M.U. Aligarh.*

[14]Denga, H. (2004). The influence of gender on occupational aspirations of primary school children in Cross River State.*The African Symposium.4.26–31.*

Veena (2005)[15] studied Career Decision Making Self-efficacy (CDMSE) among High School Adolescents. Findings of the study revealed that there was no gender difference seen in the IX grade. However, in the XI grade, girls obtained significantly higher scores indicating greater career maturity.

Khan (2006)[16] in his comparative study of occupational aspirations of Boys and Girls students of senior secondary schools of Delhi" found that, the difference between occupational aspirations of boys and girls within each type of school was found to be significant, however taking all the schools together no significant difference was found. A significant difference in occupational aspiration was also found between the boys of government schools and government aided schools.

Sharma and Kumar (2007)[17] studied vocational interests of rural and urban students and found that there was no significant difference between the vocational interests of secondary students of rural and urban areas on ten different vocational interest areas.

Reddy (2011)[18] conducted "A Study on the Vocational Education preferences and interests of the Indian Undergraduate Studentsof Chittoor district" and found that female students had a higher mean vocational education interests than the male students which showed that the

[15]Veena, E., Sumathi, D. &Rekha, B. (2005).Career decision-making self-efficacy among high school adolescents.*Journal of Psychological Researches. 49: 52-56*

[16]Khan, K.R. (2006).A comparative study of occupational aspiration of boy and girl students of senior secondary schools of Delhi.*Ph.D. Thesis submitted to Faculty of education, JamiaMiliaIslamia University, NewDelhi.*

[17]P. Sharma & Kumar, M. (2007). Vocational interests of rural and urban students. *Journal of Vocational Behaviours. 9. 121-125.*

[18]Reddy, P. A., Devi, D.U & Reddy, E. M. (2011). A Study of the vocational education preferences and interests of the Indian undergraduate students.*Bulgarian Journal of Science and Education Policy (BJSEP). 5(1)*

girl students were more interested to learn vocational courses. However, the difference in mean interest scores was not significant which indicated that there was no significant difference between male and female students in their vocational education interests.

Jain(2011)[19] explored the career choices and the intentions of a cohort of undergraduate students of physiotherapy in Mangalore, India. The results of the study revealed that the participants were more influenced in the career choices by their own passion for the allied health sciences, followed by being inspired by a family member. A majority of the students wanted to pursue further specialization in physiotherapy in the form of post-graduation studies. A majority of the students expressed great satisfaction with career choice and had less intention of changing their profession.

Letha and Amin (2012)[20] conducted study on class XI students belonging to private, Government, Government aided and Central Government schools of New
Delhi and found that students had high career aspirations. Their career aspirations differed with respect to type of schools. However, no significant statistical difference in career aspirations between boys and girls could be noticed.

Yadav and Yadav (2012)[21] found that a significant difference has been established in Educational & Vocational interests of boys and girls. On comparing mean, both the sexes are

[19] Jain, A. (2011). Career choices and the intentions of a cohort of undergraduate students.*Journal of Clinical and Diagnostic Research.*
[20]Letha, N.C. & Amin, N. (2012).Career aspirations and adolescents in the Indian context.*Scholarly Research Journal for interdisciplinary studies. 1:6-17*
[21]Yadav, M., &Yadav, G.L. (2012).A comparative study of educational and vocational interests of boys and girls of IX class in gurukul.*International Referred Research Journal*, 3, 38-3.

having Educational Interests Record (EIR) maximum in Fine Arts and minimum in Agriculture where as in Vocational Interest Record (VIR) maximum in executive (Administrative) and minimum in constructive fields. The results are found to be significantly different at some places at 0.01 level or 0.05 level where as insignificant differences were found at other places.

Kumar (2012)[22] examined Vocational interests of 200 students of Science and Arts stream of senior secondary schools of Meerut province. Results revealed that the science and arts stream students of senior secondary schools differed significantly on the vocational interest's dimensions like Literacy, Scientific, Executive, Commercial, Constructive, Artistic, Agriculture, Persuasive and House Hold. However, no difference was observed between science and arts stream students on the dimension of social vocational interests.

Mattoo (2013)[23] studied Career Choices of Secondary Students with Special Reference to Gender, Type of Stream and Parental Education. The results revealed some significant differences on the basis of gender and parental education in various career choices of the subjects under investigation. The most liked career choice has been reported to be medical followed by scientific and sports. Girls are seen to have higher inclination towards fine arts, crafts, households and sports activities as compared to boys. Technical and outdoor interest is found

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[22]Kumar, R. (2012).Vocational interests of science and arts stream students of senior secondary schools. *International Journal of Education and Management Studies.2: 261-263*

[23]Matoo, I.M. (2013).Career choices of secondary students with special reference to gender, type of stream and parental education.*Research on Humanities and Social Sciences.3:55-61*

higher in boys than girls. Uniform tendency towards career choices like: literary, medical, scientific, and agriculture is found in both the genders.

SarikaMohta (2013)[24] conducted a study on Educational interest trend among young children. It measures interest in seven areas- Agriculture, Commerce, Fine Arts, Home-Science, Humanities, Science and Technology. Thus after scoring and analysis, it could be said that Gender and environment affect interests. Current educational interest trend among young children is highest in technology, than commerce, fine arts, science, humanities, home-science and least interest in agriculture.

Baruah (2013)[25] conducted a research on 'A Comparative Study of Vocational Interest between Boys and Girls of IXth Grade Students.' The major finding of the study is that there is no significant difference in literary interest, artistic interest and scientific interest between boys and girls. There is no significant difference in Agriculture interest and Social interest between boys and girls and there is a significant difference in Households interest between boys and girls at 0.01 level of significance.

Khanna and Rani (2013)[26] studied Vocational preferences of high school students in relation to their social intelligence. The results of the study revealed that the highest preference has been given to job related to executive area followed by physical science, computational, Linguistic, business, Persuasive, humanitarian, biological sciences in the decreasing rank order of interest. The last two ranks were given to artistic and musical fields.

[24]Mohta, S. (2013).Educational interest trend among young children.*Samwaad:E -journal. 2(2)*
[25]Baruah, H. (2013).A comparative study of vocational interest between boys and girls of IXth grade students.*International Educational E-Journal Quarterly.2:133-139*
[26]Khanna, V. &Rani,N. (2013). Vocational preferences of high school students in relation to their social intelligence.*Conflux journal education.1:16-19*

Kiani (2013)[27] explored the vocational aspirations of the high school students from urban areas of Rawalpindi. Majority of the students mentioned doctor, army, teacher, lawyer, and engineer as their vocational aspirations. The gender differences and the degree of agreement between vocational aspirations and vocational interests measured by SDS (Self Directed Search) were determined. 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 when compared with their vocational interests.

Shajimon and Musthafa (2013)[28] explored vocational preferences of higher secondary students of Malappuram District. The results of the study revealed that the most preferred occupational areas according to the order of preference were: Computer/IT, Administration/management, Academic, Engineering, Law/Judiciary, Banking/Insurance, Accounting, Media, Defense/Security/ Law and order and Medical.

Singh and Shakya (2013)[29] studied Career Preferences among Degree College Adolescents in Kanpur City. Data on carrier preferences revealed that education, science and technology were the most preferred carrier of adolescents and agriculture as least preferred carrier. Girls preferred medical, mass media and journalism and art and designing while boys had more preference to science and technology and commerce and management than former.

[27]Kiani, S., Hassan, S.M &Irfan, S. (2013). Vocational aspirations of high school students.*Journal of Science and Technology.3: 1189-1193*

[28]Shajimon,P.K. &Musthafa, U.A. (2013).Vocational Preference of higher secondary school students in Malappuram District Education.*Indian Journal: A Quarterly Refereed Journal of Dialogues on Education.2:29-46*

[29]Singh, M. &Shakya, S. (2013).Career Preferences among Degree College Adolescents in Kanpur City.*Studies on Home and Community Science.7:95-98*

Gautam (2013)[30] conducted a study on Gender dimensions of Vocational interest amongst school children in tribal areas in Kinnaur district of Himachal Pradesh. The results depicted that there was significant difference between the mean scores of tribal boys and girls of IX grade on vocational interest areas of agriculture, executive and household. It was also observed that the difference between the means scores of selected boys and girls for artistic, commercial, literary, science and social aspects was not significant.

Nasrin and Begum (2013)[31] conducted a study on Achievement Motivation andVocational Interests of Secondary School Students of Aligarh Muslim University and found that there was significant difference in Vocational Interests of boys and girls.

Pathak and Rahman (2013)[32] conducted a study on the career preferences of undergraduate students in relation to their sex, rural-urban inhabitation and level of media exposure. The findings revealed existence of significant difference between male and female as well as between rural and urban undergraduate students in certain areas of career. The first preference of male undergraduate students with respect to the areas of career was Law and Order whereas it was Education for female students. Education, Science and Technology were ranked second and third position respectively by male students whereas for female groups it was Law

[30]Gautam, S., Sharma, V.S. & Kumar, K. (2013).Gender dimensions of vocational interest amongst school children in tribal areas: a study of Kinnaur district of Himachal Pradesh.*MIER Journal of Educational Studies, Trends and Practices. 3:261-269*

[31]Nasrin&Parveen, B. (2013). A study of achievement motivation and vocational interests of secondary school studentsexcellence.*International Journal of Education and Research Multi-subject journal. 1:9-18*

[32]Pathak, T. and Rahman, A. (2013).A study on the career preferences of undergraduate students in relation to their sex, rural-urban inhabitation and level of media exposure.*International journal of Humanities and Social Sciences. 2:87-96*

&Order and Artistic and Designing.The least preferred area of career for both male and female undergraduate students was Medicine followed by Agriculture. With respect to the areas of Law & Order and Defense male students scored higher than their counterparts.

Haider (2014)[33] in his study on vocational aspirations of adolescents revealed that there was insignificant difference between the vocational interest and socio economic status of male and female adolescents.

Madhukarrao (2014)[34] conducted a study on Socio-Economical Status of Higher Secondary School Students in Relation to their Vocational Interest inPusad Ps. District Yavatmal, Maharashtra. Results revealed that, there was significant relation between Occupational status, income status and social status of student on their vocational interest.

Singh (2014)[35]made a 'A comparative Study of Vocational Interest of Secondary Level Students' The study aims to find out the educational and vocational interests of girls and boys of secondary students. The study found that girls were slightly more interested in literary, commercial, constructive, artistic, social and household fields but the boys were slightly more interested in scientific, executive, agriculture and persuasive fields than the girls.

[33]Haider,Z., Chandwani, S. and Rani, S. (2014). Vocational interests of adolescents in relation to the socio-economic status. *International reference research journal.4:21-36.*

[34]Madhukarrao, K.A. (2014).Socio-economical status of higher secondary school students with relation to their vocational interest -a study in pusadps.*International Multidisciplinary Research Journal.1:15-19*

[35]Singh, A. (2014). A comparative study of vocational interest of secondary level students.*Asian Journal of Multidisciplinary Studies. 2:29-34.*

Lalhriatpuii (2014)[36] conducted the study of socio-economic status and educational interest's level of secondary school students and concluded that the Higher secondary school girls have higher interest level in home science area than boys and the boys' shows higher interest in technology area as compared to the girls. With respect to the five areas of Educational Interest i.e. agriculture, commerce, fine arts, humanities and science, there is no significant difference between the higher secondary school boys and girls.

Krishna &Visvanathan (2014)[37] aimed to investigate the self-perception and career preference of the higher secondary students in Tamil Nadu. The findings of the study revealed that the higher secondary students have an average level of career preference in ten vocational fields. Also it is found that the higher secondary students in general have given first preference to education field and least preference to artistic and designing.

Zeshan, Sanjay, Suman (2014)[38] studied on Vocational interest of Adolescents in relation to the socio-economic status and found insignificant difference between the vocational interest and socio economic status of male and female adolescents. T-value 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 indicates the significant difference on the dimensions of executives, commercial, constructive, artistic and agriculture.

[36]Lalhriatpuii.(2014). Socio-economic status and educational interest's level of secondary school students.*Cognitive Discourses International Multidisciplinary Journal. 1(4)*

[37]G. Krishna, and G. Visvanathan. A study on self-perception and career preference of the higher secondary students in Tamil Nadu.*M.Phil dissertation, Department of Education, 2013, Annamalai University, Tamilnadu, India.*

[38]Zeshan, H., Sanjay, C & Suman, R.(2014). Vocational interest of adolescents in relation to the socio-economic status.*International Multidisciplinary Research Journal. 4(1)*

Vardhini and Ramachandra (2014)[39] studied Vocational preferences among Secondary School students of KuppamMandal in Chittoor district, Andhra Pradesh. The results of the study revealed that majority of the students exhibited average and below average level in various vocational aspects. None of the students revealed very high and high interests in any vocational aspects. In the axis like literary, commercial, Artistic and House hold the students revealed below average level of vocational Interest.

Kalita (2014)[40] in the study on Occupational aspiration and school facilities of secondary students from Lakhimpur district Assam found that there were significant differences between occupational aspiration of boys and girls ofLakhimpur district of Assam.

Monika (2014)[41] studied Vocational Interest of Male and Female Sports Students of CDLU Sirsa. The results of the study revealed that the students of department of Physical Education differed significantly in vocational interests.

Malhotra (2015)[42] studied the impact of socio-economic status on vocational interest of female adolescent at secondary level. The results of the study revealed that there is difference between vocational interest of rural and urban students of low S.E.S for vocational areas of literature, executive, constructive, artistic, social jobs, scientific, commercial and household jobs.

[39]Vardhini, S.V. and Ramachandra,V. (2014).A study on vocational preferences among secondary school students *Conflux Journal of Education.1:96-100*

[40]Kalita, U. (2014).Occupational aspiration and school facilities of secondary stage students: a study. *The Clarion International Multidisciplinary Journal.3: 118-123.*

[41]Monika; Santosh and Legha,S. (2014).A Study of vocational interest of male and female sports students of university .*Research Journal of Physical Education Sciences. 2:8-12*

[42]Malhotra, U., Sharma.Y., Kant. S. & Singh. I. (2015).Impact of socio-economic status on vocational interest of female adolescent at secondary level.*Global Journal of Engineering, Science& Social Science Studies.1: 43-53*

Low S.E.S of urban school students prefers the artistic jobs than the low S.E.S of rural school students. Regarding the vocational interest of rural and urban school students of high S.E.S, it was observed that the rural school students prefer persuasive jobsfollowed by scientific and executive jobs. Whereas urban school students like executive jobs the most and give the first preference to this job and their secondpreference goes to social jobs.

Rekha and Praveena (2015)[43]tried to find out the Educational Interest of Secondary School students by the influence of different variables like locale and students of Government school. The finding of this study shows that there is no significant difference between educational interest of rural and urban government school students.

Vipul&Susheela (2015)[44] conducted a research on Educational Interests of Xth Class Students of Tehsil Abohar. Sample of the present investigation consisted of 100 Xth class students which were drawn randomly from different schools of tehsil Abohar. Raw scores were analysed by applying t-test to see the significant differences between the groups. Results revealed that there is no significant difference in educational interest of adolescence in relation to their gender as well as locale.

[43]Rekha, M.P., &Praveena, K.B. (2015).A study on educational interest of secondary school students.*Indian Journals. 9(1)*

[44]Narang, V &Narang, S. (2015). Educational interests of Xth class students of Tehsil Abohar. *International Journal of Education and Information Studies. 5(1)*

Dhillon (2015)[45] conducteda study of vocational interest of secondary school students in relation to parental encouragement. It wasrevealed that there exists no significant difference in the mean scores of vocational interest of boys and girls of secondary school. Further it was found that there exists no significant difference in the mean scores of vocational interest of rural and urban secondary school students.

Singh and Singh (2015)[46] conducted an Analytical Study of Career Preference of Secondary level students of Bareilly, U.P. and found that students gave first preference to the courses of Science and Technology. Male students prefer courses of Science, technology and Law and order, whereas female students prefer the courses such as Science and technology, Mass Media, Journalism and Artistic and Designing whereas male students give less preference to these courses.

Puja Joshi (2015)[47] conducted a study on 'A Comparative Study of Adolescents belonging to different Income Groups regarding their Vocational Interests.' The findings of the study revealed that girls were seen to have higher inclination towards artistic,performing, expressive, medical, humanitarian and educational fields whereasboys were found to have greater interests towards defense, sports, technical and computational fields. Nature and Clerical vocational fields were least preferred by both genders. Significant differences were found

[45]Dhillon, S. (2015).Vocational interest of secondary school students in relation to parental encouragement.*International Multidisciplinary E-Journal.4 (5).*
[46]Singh, J. and Singh, A. (2015).An analytical study of career preference of secondary level students of Bareilly, U.P. *Galaxy International Interdisciplinary Research Journal. 3:5-10*
[47] Joshi, P. (2015). A comparative study of adolescents belonging to different income groups regarding their vocational interests. *International Journal of Education and Information Studies. 5(1)*

between vocational interests of boys and girls in venturous, artistic, scientific, social field and in the computationalsubfield of analytical field.

Bhawana, Kiran (2016)[48]studied on "A study on interest of secondary school students in selection of subject and sources of guidance." The sample of the study has been selected from the Secondary Schools of Mandsaur (Madhya Pradesh). 100 students have been selected randomly from different schools. Standardized educational interest test was used by investigators. One self-made open questionnaire was constructed by investigators to know the opinion of students that, they take guidance for selecting the subject at 10, + 2 level. The result shows that students are interested in fine art and science subject.

Tiwana (2016)[49] conducted a research on educational interest of Xth Class Students in relation to gender and location and found that the X^{th} class male students have significantly higher level of educational interest in agriculture, commerce and technology as compared to X^{th} class female students and the X^{th}class female students have significantly higher level of educational interest in fine arts, home science as compared to X^{th} class male students. The X^{th}class urban students have significantly higher level of educational interest in agriculture, commerce, science and technology as compared to X^{th} class rural students. Male students of urban and rural groups have significantly higher level of educational interest in commerce and technology as compared to female students of urban and rural group. Male students of urban group have significantly higher level of educational interest in humanities as compared to female

[48]Upadhyaya, B. &Sisodiya, K. (2016).A study on interest of secondary school students in selection of subject and sources of guidance.*Innovare Journal. 4 (2)*
[49]Gagandeep, Tiwana. (2016). A study of educational interest of Xth class students in relation to gender and location.*Concept Research Foundation. 1(1)*

students of urban group. Female student of rural and urban groups has significantly higher level of educational interest in arts and home science as compared to male students of rural and urban group.

Srilakshmi (2016)[50] studied on educational interest of higher secondary school students and it was observed that there is no significant difference in the educational interest of higher secondary school students based on gender, family type, and availability of media.

Nadeem, Ishfaq Ahmad (2016)[51] studied on 'Career Preferences of Male and Female Higher Secondary Students – A Comparative study.' The study revealed that the male and female higher secondary students differ with respect to their career preference. After analyses of the data obtained from Secondary students on various dimensions of career preference, the main career Preference areas of Male Higher Secondary students are Education, Science and Technology, Commerce and Management and Law and order while ~~as~~ the main career preference areas of Female Higher Secondary Students are Education, Science and Technology, Medical and Artistic and designing.

Kumar (2017)[52] studied on Vocational Interests of Secondary School Students in Relation to the Locality of Schools and found that, the mean of the urban secondary school students was little more than the mean of the rural students in some fields, so the urban secondary school students were slightly more interested in literary, outdoor, executive and scientific fields. In case

[50]Srilakshmi, S. (2016).A study on educational interest of higher secondary school students.*International Research Journal of India. 1 (10)*
[51]Nadeem, N.A. & Ahmad, I. (2016).Career preferences of male and female higher secondary students – a comparative study.*International Scientific Research and Education. 4 (2)*
[52] Kumar, R. (2017). A comparative study of vocational interestsof secondary school students in relation to their gender.*Imperial Journal of Interdisciplinary Research. 3(4)*

of mechanical, business and agricultural fields, rural secondary school students were slightly more interested than that of urban secondary school students.

Gandhi (2017)[53] conducted a research on educational interest in relation to school environment, the present study was conducted to find out the relationship between educational interest and school environment. The result of the study revealed that there is significant and positive correlation between educational interest and school environment.

Aggarwal&Bala (2017)[54] studied the occupational interest of secondary school students and found that there is no significant difference in the Occupational Interest of Rural & Urban Secondary School Students; there is no significant difference in the Occupational Interest of Rural Private and Rural Govt. Secondary School Students but there is Significant Difference in the Occupational Interest of Urban Private and Urban Govt. Secondary School Students.

Taneja(2017)[55] studied the educational interest of IXth class students in relation to school environment and the result of the study revealed that there exists significant relationship between educational interest and school environment of IXth class students.

[53] Gandhi, N. (2017). Study of educational interest in relation to school environment.*National Journal of Multidisciplinary Research and Development. 2 (3)*
[54]Aggarwal, S &Bala, R. (2017).A comparative study of occupational interest of secondary school students.*International Journal of Educational Research Studies. 3*
[55]Taneja,M. (2017). Study of educational interest of IXth class students in relation to school environment. *International Journal of Advanced Research and Development. 2 (6)*

Mangal Singh (2017)[56] in his research paper 'Vocational Interest of Senior Secondary School Students in Relation to Social Competence,' found that there is positive relation between social competence and vocational interest of senior secondary school students. There exists no significant difference between the vocational interests of government and private senior secondary school students.

Sharma and Ahuja (2017)[57] studied on career maturity of Indian adolescents with respect to their educational settings and revealed that there is a significant difference showed on every component of career maturity between government and private schools. Private school students were significantly better on Attitude, Self-Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving and thus are more career matured than government school students. The prominent reason for significant difference in career maturity across different educational setting was observed across gender composition, type of family, number of siblings, and ordinal position factors.

Khandwala (2017)[58] studied Vocational Interest of Secondary School Students with Reference to their Gender. This study is an attempt to know the vocational interest of the secondary school students. The sample consisted of 120 students of class 9th. That is 60 male and 60 female. Vocational interest was measured by "Vocational Interest Inventory" (Jansari).

[56]Singh, M. (2017).Vocational interest of senior secondary school students in relation to social competence.*North Asian International Research Journal of Social Science & Humanities. 3 (10)*

[57]Sharma, P &Ahuja, A. (2017).A study on career maturity of Indian adolescents with respect to their educational settings.*Advance Research Journal of Social Science. 8 (2)*

[58]Khandwala, S.U. (2017). Vocational interest of secondary school students with reference to their gender.*The International Journal of Indian Psychology. 5 (1)*

The data was analyzed by using 't' test. The results reveal that male students are more interested in enterprising fields of vocation than female students.

Asija (2017)[59] conducted a research on 'A study of Vocational Interest of the Adolescents in relation to their Intelligence and Socio-economic Status. The major findings are that there existed no significant difference in Vocational Interests of students in relation to their intelligence and socio-economic status and there existed no significant difference between Male students and Female students in their Vocational Interests.

Dhull (2018)[60] conducted a research on 'A Study of Career Maturity among Adolescents in relation to their Gender and Type of Schools,' the findings of the study revealed that female students were more mature about their career than their male counter parts and private school students were more mature about their career than their counterpart government school students.

2.2.0 Studies conducted Abroad

Nwachukwu (2003)[61] found that boys from high income earning families tended to assume that they would go for higher Education and have occupational choice restricted to a professional executive type. And also found out that boys from lower income families tended to prefer skilled jobs which offer higher rates of income.

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[59]Asija, A.(2017). A study of vocational interest of the adolescents in relation to their intelligence and socio-economic status.*Scholarly Research Journal for Interdisciplinary Studies. 4 (36)*

[60]Dhull, K. (2018). A study of career maturity among adolescents in relation to their gender and type of schools.*The Indian Council of Social Science Research.*

[61]Nwachukwu, F.J. (2003).Organisation and Administration of Guidance Services.*Owerri: Reliable Publishers Retrieved from http://www.ozelacademy.com/ejesv3n1/EJES_v3n1_2.pdf. Cited on 20/04/2018*

Marietta, Sicelo, Barnabas (2004)[62] studied on 'Reasons Girls Choose Agriculture or Other Science and Technology Programs in Swaziland.' The study explored reasons for girls to choose agriculture orother science and technology programs at high school and tertiary levels. Findings revealedrespondents' reasons were: economic, personal, educational, family, and social. Negligible tolow associations were found between background characteristics of respondents and theirreasons to enroll in scientific programs. However, three background characteristics showed influence in the domain reasons for choice: place of birth, location of high school attended, and type of school attended. A t-test analysis procedure of high school and tertiary girls' reasons showed no significant differences. Additional information provided revealed girls aspired for careers in health fields and, applied sciences, including agriculture. Among therecommendations made were that, career guidance teachers should play a major role in showinggirls how to choose subjects combination in high school which suits their aptitudes and, familymembers should encourage girls to take up scientific programs.

Judy, Elizabeth and Telfet (2004)[63] studied on ' Gender differences in adolescent academic achievement, interests, values and life-role expectations.' Major gender differences were found favoring females in English/language arts, and males in science. In terms of interest in science, the boys had a significantly higher interest and perceived ability in the science area, while girls had a predominant perception of having to work harder at science than boys. While the boys expressed a belief that they are good at math and science, the girls believe they are good

[62]Marietta, P.D., Sicelo, S.N., & Barnabas, M.D. (2004). Reasons girls choose agriculture or other science and technology programs in swaziland. *Journals of International Agricultural and Extension Education. 11 (3)*
[63]Lupart, J.L., Cannon, E. &Telfet, J.A. (2004).Gender differences in adolescent academic achievement, interests, values, and life-role expectations.*High Ability Studies.15.pp.25-42.*

in English/language arts. This is generally true of most of the questions asked about science, math, and English/language arts. However, girls liked math as much as boys and they also felt math was as exciting.

Wilgosh (2002)[64] reported on the impact of gender stereotyping on academic attainment in certain subjects, and how popular images in the media influenced career choice. It was found that adolescent girls focused on appearance and popularity, and tended to avoid science-related careers.

Lupart(2004)[65] found that females tended to aspire to careers in artistic and health related fields, while males preferred careers in science and technology.

Amadi (2007)[66] investigated the vocational maturity and occupational preferences of adolescent students in Owerri Education Zone of Imo state, Nigeria. The finding was that students were vocationally matured in four dimensions of vocational maturity namely: self knowledge, occupational information, involvement in decision making and independence in decision making and that gender had no significant influence on three out of four dimensions of vocational maturity.

[64]Wilgosh, L. (2002). Examining gender images, expectations and competence as perceived impediments to personal, academic and career development.*International Journal for Advancement of Counselling, 24(4).*
[65]Lupart, J. L., Cannon, E., &Telfet, J. A. (2004).Gender differences in adolescent academic achievement, interests, values, and life-role expectations. *High AbilityStudies,15(1), 25-42*
[66]Amadi,C.C., Joshua,T.M., and Asagwara, C.G. (2007).Vocational maturity and occupational preferences of adolescent students in Owerri Educational Zone of Imo State. *Journal of Human Ecology. 21. pp257-263.*

Proyer and Hausler (2007)[67] in the study on Gender differences in vocational interests and their stability across different assessment methods found that boys scored higher on Realistic interests and girls scored higher on Artistic and Social interests.

Susran and Habib (2009)[68] studied career maturity and socioeconomic status with Turkish youth and the findings showed that there was a significant relationship between career decision making, self-efficacy and career maturity with socioeconomic status. On the other hand it was observed that career decision making, self-efficacy and career maturity of young people whose socioeconomic status were different differed significantly.

Almiskry (2009)[69] determined the Gender difference and career interests of university students in Malaysia. The results of the study revealed significant difference in realistic career interest pattern between male and female students.

Creed (2009)[70] tested the relationship between occupational aspirations/expectations (type and status) and decision-making difficulties, efficacy and career barriers. Males aspired to investigative and enterprising types, but expected realistic and enterprising ones; females aspired to enterprising and conventional types, but expected conventional and social ones. Students with

[67]Proyer, R.T and Hausler, J. (2007).Gender differences in vocational interests and their stability across different assessment methods.*Swiss Journal of Psychology.66.pp.243–247.*

[68]Bozgeyikli, H., Erkan, E.S., Hamurcu, H. (2009). Career decision making self-efficacy, career maturity and socio-economic status with Turkish youth.*Georgian Electronic Scientific Journal: Education Science and Psychology. 1 (14)*

[69]Almiskry.,Seif, A., Bakar., A. &Othman,M. (2009).Gender difference and career interest of undergraduates: implications for career choice. *European Journal of Scientific Research.26. pp.465-469*

[70]Creed, P.A., Wong, O.,Hood, Y.& Michelle.(2009). Career decision-making, career barriers and occupational aspirations in Chinese adolescents.*International Journal for Educational and Vocational Guidance. 9*

aspirations/expectations type discrepancies were more likely to be higher achieving females; those with aspirations/expectations status discrepancies had poorer academic achievement, less confidence and perceived more barriers.

Su and Rounds (2009)[71] examined the magnitude and variability of sex differences in vocational interests. Results showed that male prefer working with things and female prefer working with people, producing a large effect size on the things–people dimension. Male showed stronger Realistic and Investigative interests, and female showed stronger Artistic, Social and Conventional interests. Sex differences favoring male were also found for more specific measures of engineering, science and mathematics interests.

Shuaibu (2010)[72] studied effects of learning styles on career preferences of senior secondary school students in Jigawa state, Nigeria. The study revealed that the female students tend to incline to artistic related careers whereas male students select scientific related careers.

Migunde (2011)[73] explored gender differences in adolescent's career aspirations and career development barriers among secondary school students in Kisumu municipality, Kenya. The findings of the study revealed that there were certain careers that were preferred by both males and females i.e. investigative and enterprising career types however the realistic career type was mostly chosen by males while the social career type was mostly chosen by females.

[71]Su, R. and Rounds, J. (2009).Men and things, women and people: a meta-analysis of sex differences in interests.*Psychological Bulletin American Psychological Association.135: 859–884*

[72]Shuaibu, S.S. (2010). Effects of learning styles on career preferences of senior secondary school students in jigawastate,nigeria. *Edo Journal of Counselling.3:132-142*

[73]Migunde,Q., Agak, J. &Odiwuor, W. (2011) .Career aspirations and career development barriers of adolescents in Kisumu Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies.2: 320-324*

Males expressed lack of financial resources as the major barrier while females considered academic qualifications as their main barrier to their career development.

Tali and Rosy (2012)[74] attempted to assess the vocational aspiration of +2 students in relation to their achievement motivation and some demographic variables i.e. gender, academic stream and type of schools. The findings were +2 students with high and low achievement motivation did not differ significantly with respect to their vocational aspiration. Male and female +2 students had equal aspiration and knowledge towards vocational choices. +2 science students had more serious inclination towards their career or vocation as compared to arts students. Arts and commerce +2 students have similar kind of aspiration on vocational preference or have equal knowledge and aspiration towards vocational choices. Science and commerce students do not differ significantly with respect to vocational aspiration. +2 students studying in private schools were more inclined towards choice of vocation than students studying in Government schools.

Otta, William (2012)[75] studied self-concept and vocational interest among secondary school student, the findings revealed that there is a significant relationship between self-concept and vocational interest. Those adolescents with high vocational interest turned towards scientific, literary, persuasive, and computational and social services interest areas; whereas low vocational interest turned towards outdoor activities, mechanical, musical and artistic areas of interest.

[74]Tali, D.B & Rosy, M.S. (2012).Vocational aspiration of +2 students in relation to their achievement motivation and demographic variables.*Academicia: An International Multidisciplinary Research Journal. 2: 46-55*

[75]Otta, F.E. & William, N.O. (2012).Self-concept and vocational interest among secondary school students.*The councellor. 1 (4)*

Abiola (2014)[76] studied the Impact of educational aspirations on Vocational choices of the female secondary school students in Ondo west local government area of Ondo state, Nigeria and found that environment has a great effect on the educational aspiration on vocational choices of the female secondary school students. Also, the socio-economic status of parent was found to have strong influence on the educational aspiration of vocational choices of the female secondary school students.

Andreea and Elena (2014)[77] assessed the role of gender in the formation of vocational interests and career orientation in adolescence. The results revealed that there were no gender differences regarding vocational interests or career orientation in terms of realistic vocational interests, investigative interests, artistic interests, social interests, entrepreneurial interests or conventional interests.

Roy (2014)[78] in a Comparative study of the vocational interest of the students of Arts, Science and Commerce studying at graduation level in Bareilly City found that academic stream does not affect the vocational interest of the students studying at graduation level and concluded that there was no significance difference among the educational interest of the students of arts, science and commerce stream studying at the graduation level.

[76]Abiola,J. (2014).Impact of educational aspirations on vocational choices of the female secondary school students in Ondo west local government area of Ondo state, Nigeria. *European Scientific Journal.1:224-23*

[77]Andreea,M.&Elena. (2014).The role of gender in the formation of vocational interests and career orientation in adolescence.*Procedia -Social and Behavioral Sciences.127:240* –244

[78]Roy, B. (2014). A comparative study of the vocational interest of the students of Arts, Science and Commerce studying at graduation level with special reference to Bareilly City.*International Journal of research in Commerce and management.5:70-74*

Hoque (2018)[79] studied vocational interests of secondary school students in relation to their level of aspiration; the study revealed that there was no significant relationship between vocational interests and level of aspiration of the secondary level students. Another finding was that there was no significant relationship between vocational interests and level of aspiration of the male secondary school students. The researcher has also not found any significant relationship between the vocational interests and level of aspiration of the female secondary school students.

[79]Hoque, J. (2018). Vocational interests of secondary school students in relation to their level of aspiration.*International Journal of Research in Social Sciences. 8 (4)*

CHAPTER III

METHODOLOGY

All those methods which are used by the researcher during the course of studying his research problem are termed as research methods. This chapter deals with the methodology adopted in the present investigation. The design of the present investigation is systematically presented as follows:

1. Research design
2. Population and Sample
3. Tools employed for data collection
4. Collection and tabulation of data
5. Statistical techniques for analysis

3.1.0 Research Design:

Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and wherever possible, to draw valid conclusion from the facts discovered. Descriptive studies are more than just a collection of data. These studies involve measurement, classification, analysis, comparison and interpretation. The present study would belong to the category of ‘‘descriptive research’’ with composite characteristics of inter group comparison. Since the main objective is to find and compare the educational interest of secondary students of Champhai districts in Mizoram with respect to their gender, locale and types of school management, the causal comparative status survey design would be employed in the present investigation.

3.2.0 Population and Sample:

The population in the present study consist of all Government and non-Government Secondary School students of Champhai district in Mizoram.

There were as many as 85 secondary schools in Champhai district out of which 37 schools were managed by Government of Mizoram and 48 schools were managed by Non Government organizations. Out of these 85 secondary schools, there were 4850 students where 2352 of them were boys and 2498 of them were girls as shown in the following table 3.1

Table No – 3.1

No of secondary school students in Champhai district

Gender	**Government**	**Non-government**	**Total**
Boys	1281	1071	2352
Girls	1324	1174	2498
Total	2605	2245	**4850**

The sample for the present study consist of 400 class X students selected at random from 4 government and 4 non-government schools. These students were selected using cluster random sampling method. The rationale for selecting Class X students was that they were the senior most students and due to this they were expected to be familiar with the different subject options so as to decide their educational interest for themselves. The samples selected for the present study is presented in the following table no. 3.2

Table No. 3.2

Samples selected for the present study (N=400)

School Management		**Gender**		**Locality**	
Government	***Non-Government***	***Boys***	***Girls***	***Urban***	***Rural***
200	200	220	180	198	202
Total = 400		Total = 400		Total = 400	

3.3.0 Tools employed for data collection:

Educational Interest Record (EIR), developed by Kulshrestha (2009)[1] was used for the present study. This test measures the educational interest in seven different areas. They are:

1. Agriculture
2. Commerce
3. Fine Arts
4. Home Science
5. Humanities
6. Science
7. Technology

Educational Interest Record (EIR) contains 98 educational subject/activities belonging to seven different educational interest areas. They are:

1. Agriculture (AG): The Agriculture Interest area includes the activities and subjects like Animal Husbandry, Farming, Study of Manures, Fruit Preservation, Dairying,

[1]Kulshrestha, S.P (1978). *Educational Interest Record Manual.* Agra: National Psychological Corporation.

Agriculture Extension, Reforms in Villages, Veterinary Sciences, Rural Sociology, Agricultural Botany etc.

2. Commerce (Co): Commerce area has been covered through Elements of commerce Transport Principles, Typing, Commercial Mathematics, Business Correspondence, Short hand, Accountancy, banking, Shop Management, insurance, and Foreign Trade etc.

3. Fine Arts (FA): Fine Arts area of interest is represented by the subjects/activities like Sculptures, Music, Songs, Toy making, Wood Craft, Art, Drawing and Painting, Art of Decoration, Dances etc.

4. Home Science (HS): Home Science area is covered through the subjects of General Home Science, Preparation of Home Budget, Hygiene, Cooking, Home Management, Home decoration, Sewing, Embroidery, Knitting, Child Care, and Musical Dance etc.

5. Humanities (HU): Humanities area of interest is represented by the subjects like Hindi, Logic, History, Geography, Economics, English Literature, Anthropology, Philosophy, Sociology, Education, Psychology and Civics etc.

6. Science (SC): Science area includes the subjects like, Chemistry, Physics, Zoology, Botany, Geology, Meteorology, Science of Atoms, Mathematics, Surgery, Science of Health, Physiology, and General Science etc.

7. Technology (TE): Technology field of interest is represented by the subject/activities like Fitters job, Electric, Mechanical & Civil Engineering, Welding, Engineering-Drawing, Radio/TV Engineering, Applied Mathematics, Indian-Technology, General Technology, Science of Metals etc.

Thus, each of these educational areas has fourteen subjects on the record, seven on horizontal and seven on vertical side.

3.3.1 Reliability:

The test retest reliability coefficient obtained is .76 with a time interval of 15 days.

3.3.2 Validity:

1. The activities and subjects of different faculties were taken from syllabi of the different boards and universities of India. The format was scrutinized very thoroughly and systematically by five psychologists and five educationists and was satisfied with the relevance of the test content.
2. The test scores were correlated with teacher's opinion and follow up study and r .90 and .70 was calculated respectively.
3. The coefficient of validity is found to be .78 when this record was validated with Labh Singh's Educational Interest Inventory.

A sample of the Educational Interest Record is attached in **APPENDIX - 1**

3.4.0 Collection and tabulation of data:

The collection of data was done in a systematic manner. The data was collected in Champhai during the month of December 2017. The data for the present study was collected by personally visiting the selected secondary schools. The test was administered by the investigator with the help of teachers of the schools during the class hours; permission was taken from the selected school Authorities. Before the administration of the tests, the purpose of the study was mentioned. Student's willingness was taken before they answer the questionnaire. After explaining the necessary guidelines and answering questions of uncertainty from the students, Questionnaire was administered to the students. The time taken

to complete the test was about 30 minutes. The test was administered to 400 students from different selected secondary schools of Champhai District.

The data collected from the four hundred students was scrutinized and tabulated after scoring the responses on Educational Interest Record (EIR) using the test scoring procedure given in the manual. Each student was assigned a serial number and their details regarding gender, locale and type of management, and the scores of the test was statistically treated and analyzed.

3.5.0 Statistical techniques for analysis:

Keeping in view the nature of the data and objectives of the study, the investigator employed the following statistical techniques for analyzing the data.

3.5.1 Descriptive Statistics Measures:

Measures of Central tendency and Standard Deviation were employed to find out the nature of score distribution.

3.5.2 Test of significance for mean difference:

The difference between the mean scores of the different groups based on gender, locale and type of management with respect to the educational interest, was tested for significance by applying the t-test.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The present chapter deals with the analysis and interpretation of data. As mentioned in the chapter 1, the objective of the present study includes finding out the educational interest of secondary school students of Champhai district, and to compare the differences in their educational interest with respect to gender, locality and management of schools.

The data for the present study were collected from secondary school students of Champhai district by administering the Educational Interest Record developed by Dr. S.P.Kulshrestha. Thus, the responses obtained from these students were scored, classified, tabulated and analyzed. The analysis of the data was carried out with the help of appropriate statistical techniques, and the findings were also interpreted keeping in mind the objectives of the study. The findings of the study were presented in the present chapter in accordance with the objectives stated in chapter I as follows:

Objective No.1: To find out the educational interests of secondary school students of Champhai district

Objective No. 2: To compare the different educational interests of secondary school students of Champhai district with reference to their gender

Objective No. 3: To compare the different educational interests of secondary school students of Champhai district with reference to the their locale

Objective No 4: To compare the different educational interest of secondary school students of Champhai district with reference to their types of school management

4.1.0 Objective No. 1: To find out the educational interests of secondary school students of Champhai district

The data collected through the Educational Interest Record were scored, tabulated and analyzed. Altogether there were seven interest areas namely Agriculture, Commerce, Fine arts, Home science, Humanities, Science and Technology**.** The following table 4.1 shows the mean score of each interest areas of all the respondents.

Table No 4.1

Mean score in the Educational Interest of Secondary School students of Champhai District, Mizoram

Interest areas	**Agriculture**	**Commerce**	**Fine Arts**	**Home science**	**Humanities**	**Science**	**Technology**
Total	3.36	3.26	4.99	4.42	3.56	3.50	3.11
Urban	3.58	3.54	5.04	4.55	3.68	3.77	3.47
Rural	3.13	2.98	4.94	4.30	3.44	3.22	2.74
Govt.	3.92	3.65	5.36	4.81	4.03	3.67	3.63
Non-Govt.	2.80	2.87	1.47	4.03	3.10	3.33	2.59
Boys	3.43	3.35	4.55	3.89	3.55	3.53	3.94
Girls	3.50	3.33	5.79	5.33	3.80	3.65	2.25

As can be seen in Table No 1, Fine Arts has the highest mean score of 4.99, while Technology has the lowest mean score of 3.11. This shows that the secondary school students in Champhai district were most interested in the area of fine arts, while they were least interested in the area of Technology. Home science with a mean score of 4.42 occupies the second most interest area among the secondary school students of Champhai district. The above table also shows that Urban students have higher interest in all the seven interest areas than the rural students. Also it has been found from the above table that Government students have higher interest as compared to the non government school students in all the seven

interest areas. The above table also shows that boys students have higher interest in areas such as commerce and technology while girls students possessed higher interest in areas such as agriculture, fine arts, home science, humanities and science.

4.2.0 Objective No. 2: To compare the educational interests of secondary school students of Champhai district with reference to their gender.

The Educational Interest of the students was compared on the basis of their gender. For this, the Mean and Standard Deviation of the scores were calculated. The mean differences were tested by applying 't' test and the details are presented in the following tables.

4.2.1 Comparison between Boys and Girls Secondary school students of Champhai district with respect to their Interests in Agriculture.

Hypotheses no 1 states that there is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Agriculture.

Table no- 4.2 shows the comparison of boys and girls secondary school students of Champhai District with respect to their interest in Agriculture.

Table 4.2

Comparison of boys and girls secondary school students with respect to their interest in Agriculture

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Boys	220	3.44	2.563	.175	.264	.664	NS
Girls	180	3.26	2.679				

As seen in Table No- 4.2, it has been found that the 't' value for the significance of difference between the boys and girls secondary school students is .664, whereas the required 't' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level, Since the calculated 't' value is lower than the criterion 't' value, it can be concluded that there is no significant difference between boys and girls secondary school students. Therefore, the null hypothesis (No. 1) which assumes there is no significant difference between boys and girls students with regard to their interest in the area of Agriculture is accepted.

4.2.2 Comparison between boys and girls Secondary school students of Champhai district with respect to their Interests in Commerce.

Hypotheses no 2 states that there is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Commerce.

Table no- 4.3 shows the comparison of boys and girls secondary school students of Champhai District with respect to their interest in Commerce.

Table 4.3

Comparison of boys and girls secondary school students with respect to their interest in Commerce

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Boys	220	3.35	2.560	.195	.250	.780	NS
Girls	180	3.15	2.435				

As seen in Table No- 4.3, it has been found that the 't' value for the significance of difference between the boys and girls secondary school students is .780, whereas the required 't' value with df= 398 to declare the difference as significant is 1.97 at 0.05 level, Since the calculated 't' value is lower than the criterion 't' value, it can be concluded that there is no significant difference between boys and girls secondary school students. Therefore, the null hypothesis (No. 2) which assumes there is no significant difference between boys and girls students with regard to their interest in the area of Commerce is accepted.

4.2.3 Comparison between boys and girls Secondary school students of Champhai district with respect to their Interests in Fine Arts.

Hypotheses no 3 states that there is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Fine Arts.

Table no- 4.4 shows the comparison of boys and girls secondary school students of Champhai District with respect to their interest in Fine Arts.

Table 4.4

Comparison of boys and girls secondary school students with respect to their interest in fine arts

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Boys	220	4.56	2.973	.942	.299	3.153	.01
Girls	180	5.51	2.972				

As seen in Table No- 4.4, it has been found that the 't' value for the significance of difference between the boys and girls secondary school students is 3.153, whereas the

required ‘t’ value with df = 398 to declare the difference as significant is 2.59 at 0.01 level, Since the calculated ‘t’ value is greater than the criterion ‘t’ value, it can be concluded that there is a significant difference between boys and girls secondary school students. Therefore, the null hypothesis (No. 3) which assumes there is no significant difference between boys and girls student with regard to their interest in the area of Fine Arts is rejected, since there exist a significant difference at 0.01 level of confidence. A comparison of their mean score shows that this difference is in favour of the girls secondary school students. Thus, it can be concluded that girls secondary school students possessed a higher interest in fine arts than the boys secondary school students.

4.2.4 Comparison between boys and girls Secondary school students of Champhai district with respect to their Interests in Home Science.

Hypotheses no 4 states that there is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Home Science.

Table no- 4.5 shows the comparison of boys and girls secondary school students of Champhai District with respect to their interest in Home Science.

Table 4.5

Comparison of boys and girls secondary school students with respect to their interest in Home Science

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Boys	220	3.90	2.710	1.150	.291	3.954	.01
Girls	180	5.05	3.037				

As seen in Table No- 4.5, it has been found that the 't' value for the significance of difference between the boys and girls secondary school students is 3.954, whereas the required 't' value with df = 398 to declare the difference as significant is 2.59 at 0.01 level, Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between boys and girls secondary school students. Therefore, the null hypothesis (No. 4) which assumes there is no significant difference between boys and girls student with regard to their interest in the area of Home Science is rejected. A look of their mean score shows that this difference is in favour of the girls secondary school students. Thus, it can be concluded that girls students possessed a higher interest in home science as compared to the boys secondary school students.

4.2.5 Comparison between boys and girls Secondary school students of Champhai district with respect to their Interests in Humanities.

Hypotheses no 5 states that there is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Humanities.

Table no- 4.6 shows the comparison of boys and girls secondary school students of Champhai District with respect to their interest in Humanities.

Table 4.6

Comparison of boys and girls secondary school students with respect to their interest in Humanities

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Boys	220	3.55	2.485	.018	.242	.073	NS
Girls	180	3.57	2.342				

As seen in Table No- 4.6, it has been found that the 't' value for the significance of difference between the boys and girls secondary school students is .073, whereas the required 't' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level, Since the calculated 't' value is lower than the criterion 't' value, it can be concluded that there is no significant difference between boys and girls secondary school students. Therefore, the null hypothesis (No. 5) which assumes there is no significant difference between boys and girls students with regard to their interest in the area of Humanities is accepted.

4.2.6 Comparison between boys and girls Secondary school students of Champhai district with respect to their Interests in Science.

Hypotheses no 6 states that there is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Science.

Table no- 4.7 shows the comparison of boys and girls secondary school students of Champhai District with respect to their interest in Science.

Table 4.7

Comparison of boys and girls secondary school students with respect to their interest in Science

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Boys	220	3.53	2.467	.076	.262	.291	NS
Girls	180	3.46	2.722				

As seen in Table No- 4.7, it has been found that the 't' value for the significance of difference between the boys and girls secondary school students is .291, whereas the required

‘t’ value with df = 398 to declare the difference as significant is 1.97 at 0.05 level, Since the calculated ‘t’ value is lower than the criterion ‘t’ value, it can be concluded that there is no significant difference between boys and girls secondary school students. Therefore, the null hypothesis (No. 6) which assumes there is no significant difference between boys and girls students with regard to their interest in the area of Science is accepted.

4.2.7 Comparison between boys and girls Secondary school students of Champhai district with respect to their Interests in Technology.

Hypotheses no 7 states that there is no significant difference between boys and girls secondary school students of Champhai district with respect to their interest in Technology.

Table no- 4.8 shows the comparison of boys and girls secondary school students of Champhai District with respect to their interest in Technology.

Table 4.8

Comparison of boys and girls secondary school students with respect to their interest in Technology

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Boys	220	3.92	2.860	1.812	.249	7.290	.01
Girls	180	2.11	2.103				

As seen in Table No- 4.8, it has been found that the ‘t’ value for the significance of difference between the boys and girls secondary school students is 7.290, whereas the required ‘t’ value with df = 398 to declare the difference as significant is 2.59 at 0.01 level, Since the calculated ‘t’ value is greater than the criterion ‘t’ value, it can be concluded that

there is a significant difference between boys and girls secondary school students. Therefore, the null hypothesis (No. 7) which assumes there is no significant difference between boys and girls student with regard to their interest in the area of Technology is rejected. A glance at their mean score shows that this difference is in favour of the boys secondary school students. Thus, it can be concluded that boys secondary school students possessed a higher interest in technology than the girls secondary school students.

4.3.0 Objective No. 3: To compare the educational interests of secondary school students of Champhai district with reference to their locale.

The Educational Interest of the students was compared on the basis of their locale. For this, the Mean and Standard Deviation of the scores were calculated. The mean differences were tested by applying 't' test and the details are presented in the following tables.

4.3.1 Comparison between urban and rural Secondary school students of Champhai district with respect to their Interests in Agriculture.

Hypotheses no 8 states that there is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Agriculture.

Table no - 4.9 shows the comparison of urban and rural secondary school students of Champhai District with respect to their interest in Agriculture.

Table 4.9

Comparison of Urban and Rural secondary school students with respect to their interest in Agriculture

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Urban	198	3.66	2.687	.592	.260	2.276	.05
Rural	202	3.06	2.512				

As seen in Table No- 4.9, it has been found that the 't' value for the significance of difference between the urban and rural secondary school students is 2.276, whereas the required 't' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level, Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural secondary school students. Therefore, the null hypothesis (No. 8) which assumes there is no significant difference between urban and rural student with regard to their interest in the area of Agriculture is rejected. A look of their mean score shows that this difference is in favour of the urban secondary school students. Thus, it can be concluded that urban secondary school students possessed a higher interest in agriculture than the rural secondary school students.

4.3.2 Comparison between urban and rural Secondary school students of Champhai district with respect to their Interests in Commerce.

Hypotheses no 9 states that there is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Commerce.

Table no- 4.10 shows the comparison of urban and rural secondary school students of Champhai District with respect to their interest in Commerce.

Table 4.10

Comparison of Urban and Rural secondary school students with respect to their interest in Commerce

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Urban	198	3.61	2.753	.690	.249	2.774	.01
Rural	202	2.92	2.185				

As seen in Table No- 4.10, it has been found that the 't' value for the significance of difference between the urban and rural secondary school students is 2.774, whereas the required 't' value with df = 398 to declare the difference as significant is 2.59 at 0.01 level, Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural school students. Therefore, the null hypothesis (No. 9) which assumes there is no significant difference between urban and rural student with regard to their interest area of Commerce is rejected as difference is observed between these two groups. A look of their mean score shows that this difference is in favour of the urban secondary school students. Thus, it can be concluded that urban secondary school students possessed a higher interest in commerce than the rural secondary school students.

4.3.3 Comparison between urban and rural Secondary school students of Champhai district with respect to their Interests in Fine Arts.

Hypotheses no 10 states that there is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Fine Arts.

Table no- 4.11 shows the comparison of urban and rural secondary school students of Champhai District with respect to their interest in Fine Arts.

Table 4.11

Comparison of Urban and Rural secondary school students with respect to their interest in Fine Arts

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Urban	198	5.14	3.007	.295	.301	.981	NS
Rural	202	4.84	3.005				

As seen in Table No- 4.11, it has been found that the 't' value for the significance of difference between urban and rural secondary school students is .981, whereas the required 't' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level, Since the calculated 't' value is lower than the criterion 't' value, it can be concluded that there is no significant difference between urban and rural secondary school students. Therefore, the null hypothesis (No. 10) which assumes there is no significant difference between urban and rural secondary school students with respect to their interest in the area of Fine Arts is accepted.

4.3.4 Comparison between urban and rural Secondary school students of Champhai district with respect to their Interests in Home Science.

Hypotheses no 11 states that there is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Home Science.

Table no- 4.12 shows the comparison of urban and rural secondary school students of Champhai District with respect to their interest in Home Science.

Table 4.12

Comparison of Urban and Rural secondary school students with respect to their interest in Home Science

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Urban	198	4.63	2.915	.413	.291	1.420	NS
Rural	202	4.21	2.906				

As seen in Table No- 4.12, it has been found that the 't' value for the significance of difference between urban and rural secondary school students is 1.420, whereas the required 't' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level, Since the calculated 't' value is lower than the criterion 't' value, it can be concluded that there is no significant difference between urban and rural secondary school students. Therefore, the null hypothesis (No. 11) which assumes there is no significant difference between urban and rural secondary school students with regard to their interest in the area of Home Science is accepted.

4.3.5 Comparison between urban and rural Secondary school students of Champhai district with respect to their Interests in Humanities.

Hypotheses no 12 states that there is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Humanities.

Table no- 4.13 shows the comparison of urban and rural secondary school students of Champhai District with respect to their interest in Humanities.

Table 4.13

Comparison of Urban and Rural secondary school students with respect to their interest in Humanities

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Urban	198	3.76	2.483	.386	.242	1.599	NS
Rural	202	3.37	2.345				

As seen in Table No- 4.13, it has been found that the 't' value for the significance of difference between urban and rural secondary school students is 1.599, whereas the required 't' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level, Since the calculated 't' value is lower than the criterion 't' value, it can be concluded that there is no significant difference between urban and rural secondary school students. Therefore, the null hypothesis (No. 12) which assumes there is no significant difference between urban and rural students with regard to their interest in the area of Humanities is accepted.

4.3.6 Comparison between urban and rural Secondary school students of Champhai district with respect to their Interests in Science.

Hypotheses no 13 states that there is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Science.

Table no- 4.14 shows the comparison of urban and rural secondary school students of Champhai District with respect to their interest in Science.

Table 4.14

Comparison of Urban and Rural secondary school students with respect to their interest in Science

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Urban	198	3.84	2.814	.685	.257	2.668	.01
Rural	202	3.16	2.289				

As seen in Table No- 4.14, it has been found that the 't' value for the significance of difference between the male and female secondary school students is 2.668, whereas the required 't' value with df = 398 to declare the difference as significant is 2.59 at 0.01 level, Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural secondary school students at .01 level of confidence. Therefore, the null hypothesis (No. 13) which assumes there is no significant difference between urban and rural student with regard to their interest in the area of Science is rejected. A look of their mean score shows that this difference is in favour of the urban secondary school students. Thus, it can be concluded that urban secondary school students possessed a higher interest in science as compared to the rural secondary school students.

4.3.7 Comparison between urban and rural Secondary school students of Champhai district with respect to their Interests in Technology.

Hypotheses no 14 states that there is no significant difference between urban and rural secondary school students of Champhai district with respect to their interest in Technology.

Table no- 4.15 shows the comparison of urban and rural secondary school students of Champhai District with respect to their interest in Technology.

Table 4.15

Comparison of Urban and Rural secondary school students with respect to their interest in Technology

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Urban	198	3.54	2.899	.857	.267	3.206	.01
Rural	202	2.68	2.423				

As seen in Table No- 4.15, it has been found that the 't' value for the significance of difference between the male and female secondary school students is 3.206, whereas the required 't' value with df = 398 to declare the difference as significant is 2.59 at 0.01 level, Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural secondary school students. Therefore, the null hypothesis (No. 14) which assumes there is no significant difference between urban and rural student with regard to their interest area of Technology is rejected. A look of their mean score shows that this difference is in favour of the urban secondary school students. Thus, it can be concluded that urban secondary school students possessed a higher interest in technology when they are compared with the rural secondary school students.

4.4.0 Objective No 4: To compare the different educational interest of secondary school students of Champhai district with reference to their types of school management

The Educational Interest of the students was compared on the basis of the types of management of schools. For this, the Mean and Standard Deviation of the scores were

calculated. The mean differences were tested by applying 't' test and the details are presented in the following tables.

4.4.1 Comparison between Government and Non-Government Secondary school students of Champhai district with respect to their Interests in Agriculture.

Hypotheses no 15 states that there is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Agriculture.

Table no- 4.16 shows the comparison of Government and Non-Government secondary school students of Champhai District with respect to their interest in Agriculture.

Table 4.16

Comparison of Government and Non-Government secondary school students with respect to their interest in Agriculture

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Govt.	200	3.92	2.838	1.125	.256	4.402	.01
Non-Govt.	200	2.80	2.238				

As seen in Table No- 4.16, it has been found that the 't' value for the significance of difference between Government and Non-Government secondary school students is 4.402, whereas the required 't' value with df = 398 to declare the difference as significant is 2.59 at 0.01 level, Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between Government and Non-Government secondary school students. Therefore, the null hypothesis (No. 15) which assumes there is no

significant difference between Government and Non-Government student with regard to their interest in Agriculture is rejected, as difference is observed at .01 level between these two groups. A glance at their mean score shows that this difference is in favour of the government managed secondary school students. Thus, it can be concluded that government managed secondary school students possessed a higher interest in the area of agriculture as compared to the non government secondary school students.

4.4.2 Comparison between Government and Non-Government Secondary school students of Champhai district with respect to their Interests in Commerce.

Hypotheses no 16 states that there is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Commerce.

Table no- 4.17 shows the comparison of Government and Non-Government secondary school students of Champhai District with respect to their interest in Commerce.

Table 4.17

Comparison of Government and Non-Government secondary school students with respect to their interest in Commerce

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Govt.	200	3.65	2.620	.775	.248	3.130	.01
Non-Govt.	200	2.87	2.324				

As seen in Table No- 4.17, it has been found that the 't' value for the significance of difference between Government and Non-Government secondary school students is 3.130, whereas the required 't' value with df = 398 to declare the difference as significant is 2.59 at 0.01 level, Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between Government and Non-Government secondary school students. Therefore, the null hypothesis (No. 16) which assumes there is no significant difference between Government and Non-Government student with regard to their interest in Commerce is rejected. A look of their mean score shows that this difference is in favour of the government secondary school students. Thus, it can be concluded that government secondary school students have a comparatively higher interest in commerce than the non government secondary school students.

4.4.3 Comparison between Government and Non-Government Secondary school students of Champhai district with respect to their Interests in Fine Arts.

Hypotheses no 17 states that there is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Fine Arts.

Table no- 4.18 shows the comparison of Government and Non-Government secondary school students of Champhai District with respect to their interest in Fine Arts.

Table 4.18.

Comparison of Government and Non-Government secondary school students with respect to their interest in Fine Arts

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Govt.	200	5.36	3.029	.745	.299	2.495	.05
Non-Govt.	200	4.62	2.943				

As seen in Table No- 4.18, it has been found that the 't' value for the significance of difference between Government and Non-Government secondary school students is 2.495, whereas the required 't' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level, Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between Government and Non-Government secondary school students in their interest in fine arts. Therefore, the null hypothesis (No. 17) which assumes there is no significant difference between Government and Non-Government student with regard to their interest in Fine Arts is rejected. A look of their mean score shows that this difference is in favour of the government secondary school students. Thus, it can be concluded that government managed secondary school students possessed a higher interest in fine arts when compared with the secondary school students whose school is not managed by the government.

4.4.4 Comparison between Government and Non-Government Secondary school students of Champhai district with respect to their Interests in Home Science.

Hypotheses no 18 states that there is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Home Science.

Table no- 4.19 shows the comparison of Government and Non-Government secondary school students of Champhai District with respect to their interest in Home Science.

Table 4.19

Comparison of Government and Non-Government secondary school students with respect to their interest in Home Science

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Govt.	200	4.81	2.973	.775	.289	2.680	.01
Non-Govt.	200	4.03	2.809				

As seen in Table No- 4.19, it has been found that the 't' value for the significance of difference between Government and Non-Government secondary school students is 2.680, whereas the required 't' value with df = 398 to declare the difference as significant is 2.59 at 0.01 level, Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between Government and Non-Government secondary school students. Therefore, the null hypothesis (No. 18) which assumes there is no significant difference between Government and Non-Government student with regard to their interest area of Home Science is rejected. A look of their mean score shows that this difference is in favour of the government secondary school students. Thus, it can be concluded that government secondary school students possessed a higher interest in home science than the non government secondary school students.

4.4.5 Comparison between Government and Non-Government Secondary school students of Champhai district with respect to their Interests in Humanities.

Hypotheses no 19 states that there is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Humanities.

Table no- 4.20 shows the comparison of Government and Non-Government secondary school students of Champhai District with respect to their interest in Humanities.

Table 4.20

Comparison of Government and Non-Government secondary school students with respect to their interest in Humanities

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Govt.	200	4.03	2.508	.935	.238	3.935	.01
Non-Govt.	200	3.10	2.236				

As seen in Table No- 4.20, it has been found that the 't' value for the significance of difference between Government and Non-Government secondary school students is 3.935, whereas the required 't' value with df = 398 to declare the difference as significant is 2.59 at 0.01 level, Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between Government and Non-Government secondary school students. Therefore, the null hypothesis (No. 19) which assumes there is no significant difference between Government and Non-Government student with regard to their interest in Humanities is rejected. A look of their mean score shows that this difference is in

favour of the government secondary school students. Thus, it can be concluded that government secondary school students possessed a higher interest in humanities than the non government secondary school students.

4.4.6 Comparison between Government and Non-Government Secondary school students of Champhai district with respect to their Interests in Science.

Hypotheses no 20 states that there is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Science.

Table no- 4.21 shows the comparison of Government and Non-Government secondary school students of Champhai District with respect to their interest in Science.

Table 4.21

Comparison of Government and Non-Government secondary school students with respect to their interest in Science

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Govt.	200	3.67	2.587	.345	.258	1.338	NS
Non-Govt.	200	3.33	2.571				

As seen in Table No- 4.21, it has been found that the 't' value for the significance of difference between Government and Non-Government secondary school students is 1.338, whereas the required 't' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level, Since the calculated 't' value is lower than the criterion 't' value, it can be

concluded that there is no significant difference between Government and Non-Government secondary school students. Therefore, the null hypothesis (No. 20) which assumes there is no significant difference between Government and Non-Government secondary school students with regard to their interest in Science is accepted.

4.4.7 Comparison between Government and Non-Government Secondary school students of Champhai district with respect to their Interests in Technology.

Hypotheses no 21 states that there is no significant difference between Government and Non-Government secondary school students of Champhai district with respect to their interest in Technology.

Table no- 4.22 shows the comparison of Government and Non-Government secondary school students of Champhai District with respect to their interest in Technology.

Table 4.22

Comparison of Government and Non-Government secondary school students with respect to their interest in Technology

Groups	Number	Mean	SD	MD	SEM	t-value	Significance level
Govt.	200	3.63	2.819	1.035	.265	3.901	.01
Non-Govt.	200	2.59	2.476				

As seen in Table No- 4.22, it has been found that the 't' value for the significance of difference between Government and Non-Government secondary school students is 3.901, whereas the required 't' value with df = 398 to declare the difference as significant is 2.59 at

0.01 level, Since the calculated ‘t’ value is greater than the criterion ‘t’ value, it can be concluded that there is a significant difference between Government and Non-Government secondary school students. Therefore, the null hypothesis (No. 21) which assumes there is no significant difference between Government and Non-Government student with regard to their interest in Technology is rejected. A look of their mean score shows that this difference is in favour of the government school students. Thus, it can be concluded that the government secondary school students possessed a higher interest in technology than the non government secondary school students.

CHAPTER V

MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present chapter deals with the major findings, discussions, recommendations and suggestions for further research.

5.1.0 MAJOR FINDINGS

The following were the major findings of the present study:

5.1.1 Educational Interest of Secondary School Students of Champhai District

(a) Secondary school students in Champhai district were most interested in the area of fine arts, while they were least interested in the area of Technology.

(b) Urban students have higher interest in all the seven interest areas than the rural students.

(c) Government students have higher interest as compared to the non government school students in all the seven interest areas.

(d) Boys students have higher interest in areas such as commerce and technology while girls students possessed higher interest in areas such as agriculture, fine arts, home science, humanities and science.

5.1.2 Comparison in the educational interest of secondary school students of Champhai district with reference to gender.

(a). There is no significant difference between boys and girls secondary school students with respect to their interest in Agriculture

(b) There is no significant difference between boys and girls secondary school students with respect to their interest in Commerce

(c) Girls secondary school students possessed a higher interest in fine arts as compared to the boys secondary school students.

(d) Girls secondary school students possessed a higher interest in home science as compared to the boys secondary school students

(e) There is no significant difference between boys and girls secondary school students with respect to their interest in Humanities

(f) There is no significant difference between boys and girls secondary school students with respect to their interest in Science

(g) Boys secondary school students possessed a higher interest in technology as compared to the girls secondary school students.

5.1.3 Comparison in the educational interest of secondary school students of Champhai district with reference to their locality.

(a) Urban secondary school students possessed a higher interest in agriculture as compared to the rural secondary school students.

(b) Urban secondary school students possessed a higher interest in commerce as compared with the rural secondary school students.

(c) There is no significant difference between urban and rural secondary school students with respect to their interest in Fine Arts

(d) There is no significant difference between urban and rural secondary school students with respect to their interest in Home Science.

(e) There is no significant difference between urban and rural secondary school students with respect to their interest in Humanities.

(f) Urban secondary school students possessed a higher interest in science as compared to the rural secondary school students.

(g) Urban secondary school students possessed a higher interest in technology as compared to the rural secondary school students.

5.1.4 Comparison in the educational interest of secondary school students of Champhai district with reference to the types of management of schools.

(a) Government secondary school students possessed a higher interest in agriculture as compared to the non government secondary school students.

(b) Government secondary school students have a comparatively higher interest in commerce than the non government secondary school students.

(c) Government secondary school students possessed a higher interest in fine arts when compared with the non government secondary school students

(d) Government secondary school students possessed a higher interest in home science than the non government secondary school students.

(e) Government secondary school students possessed a higher interest in humanities than the non government secondary school students.

(f) There is no significant difference between Government and Non-Government secondary school students with respect to their interest in Science.

(g) Government secondary school students possessed a higher interest in technology than the non government secondary school students.

5.2.0 DISCUSSION ON THE FINDINGS OF THE PRESENT STUDY.

The following are the discussions on some of the present findings

5.2.1 Discussion with respect to objective no 1 (*To find out the educational interest of high school students of Champhai district, Mizoram*)

It was found that high school students in Champhai district were most interested in the area of fine arts, while they were least interested in the area of Technology. Fine arts can be in the form of music, dancing, painting etc. Perhaps the reason why fine arts happen to be the highest interest area among the high school students of Champhai district could be because these students were taught paintings and drawings in the schools and the people of Champhai district were generally interest in music and traditional dance. Since Champhai district is located in the Eastern part of Mizoram which is rather far from the capital Aizawl, perhaps students were not very much acquainted with modern technology as compared to Aizawl, the capital of Mizoram. Perhaps there were fewer engineers to whom the students can look up to, this may be the reason why technology occupies the lowest position among their interest areas.

Findings also shows that urban students were more interested in all the seven interest areas as compared to the rural students. This could be because urban students were more exposed to different field of study and have more experience because of their location thereby resulting in variety of interest when compared with the rural students.

Findings also shows that Government school students are more interested in all seven interest areas compared to the non-government schools. This is quite a surprising finding, however, the possible reason could be because in government schools, educational and career guidance have been organized in the schools for their students while such type of career guidance was usually not organized in non-government or private schools because these schools do not want to invite resource persons for guidance work at the cost of spending extra cash from their profit.

Findings also shows that boys students weremore interested in commerce and technology compared to the girls students while girls students were more interested in areas such as agriculture, fine arts, home science, humanities and science compared to the boys students. The reason why boys students were more interested in commerce and technology could be because in Mizoram, subjects like commerce and technology were considered more masculine, therefore it has been taken by more boys rather than girls at the + 2 stages. It is not surprising that girls were more interest in subject areas such as fine arts, home science, and humanities because they were considered more feminine. Although girls students were found to possess higher interest in agriculture and science compared to the boys students, the mean difference between them is not too great.

5.2.2 Discussion with respect to objective no 2 *(To compare the educational interest of high school students with reference to gender)*

When different areas of interest were compared gender wise, it was found that girls secondary school students possessed a significantly higher interest in fine arts and home science as compared to the boys secondary school students. It was also found that boys students were significantly more interested in technology as compared to girls students. Similar results were found by Tiwana (2016)[1], Tomar (1985)[2], Mattoo (2013)[3], Lalhriatpuii (2014)[4], Lupart (2004)[5], Nadeem, Ishfaq Ahmad (2016)[6]

[1] Gagandeep, Tiwana. (2016). A study of educational interest of Xth class students in relation to gender and location. *Concept Research Foundation. 1(1)*

[2] Tomar, J.P.S. (1985). Occupational interest trends of adolescents and their relation with prevalent job trends of employment in eastern. *In Fourth Survey of Research in Education, New Delhi: Publication Department NCERT.pp.1292-1293*

[3]Matoo, I.M. (2013). Career choices of secondary students with special reference to gender, type of stream and parental education. *Research on Humanities and Social Sciences.3:55-61*

[4]Lalhriatpuii (2014). Socio-economic status and educational interest's level of secondary school students. *Cognitive Discourses International Multidisciplinary Journal. 1(4)*

[5] Lupart, J.L., Cannon, E. &Telfet, J.A. (2004). Gender differences in adolescent academic achievement, interests, values, and life-role expectations. *High Ability Studies.15. pp.25-42*

[6]Nadeem, N.A. & Ahmad, I. (2016). Career preferences of male and female higher secondary students – a comparative study. *International Scientific Research and Education. 4 (2)*

Females usually devote more of their time in drawing, painting, home management, cooking, hygiene, sewing, and childcare compared to males while males devote more time in computer and use more technological equipment than females. This could be the reason why girls students were more interested in fine arts and home science while boys students were more interested in technology.

5.2.3 Discussion with respect to objective no 3 *(To compare the educational interest of high school students with reference to locale)*

It was found that urban students were significantly more interested in Agriculture, Commerce, Science and technology compared to the rural students. Similar result was found by Tiwana (2016)[7] while in contrast to the present findings, Dhillon (2015)[8] found that there exists no significant difference in the mean scores of vocational interest of rural and urban secondary school students.

The students residing in rural areas may not get required congenial home environment and may not have good learning experiences during their school hours. The possible reason for this variation might be because of geographical location, resources, and quality of environment. As students interest is greatly affected by the area in which they live and are exposed, Urban student have more facilities and congenial environment around them. Urban students may also have better learning experiences at the time of their schooling rather than rural students. Besides, urban students were more exposed to subjects like commerce, science and technology. This may be the plausible for their higher interest in these areas compared to the rural areas.

[7]Gagandeep, Tiwana. (2016). A study of educational interest of Xth class students in relation to gender and location. *Concept Research Foundation. 1(1)*
[8]Dhillon, S. (2015). Vocational interest of secondary school students in relation to parental encouragement. *International Multidisciplinary E-Journal. 4 (5).*

5.2.4 Discussion with respect to objective no 4 *(To compare the educational interest of high school students with reference to types of school management)*

It was found that Government secondary school students possessed a significantly higher interest in areas such as agriculture, commerce, fine arts, home science, humanities and technology as compared to the non-government secondary school students.

The possible reason for government students having higher interest in almost all areas of interest compared to students from non-government schools could be because in Government schools, there usually is one teacher assigned to take care of students' guidance and counselling while in private schools, such teachers are usually not assigned due to reluctance to spend extra cash to hire an extra teacher for such work. Besides in government schools career guidance were often organized where students were asked to participate. So this could be one plausible reason why government school students have higher interest in almost all areas of interest compared to students coming from non-government or private schools.

5.3.0 RECOMMENDATIONS: The following recommendations were suggested in the light of the present findings.

1. Government should give financial support to schools for organising guidance services in the schools.
2. Government should ensure that all government and non government schools should have guidance service as a part of the school system
3. Even if guidance service cannot be organized in the schools, effort should be made so that educational and career guidance be organized especially for schools situated in the rural areas.

4. If at all guidance services could be organized in schools, there should be a full time guidance worker appointed in such schools

5. Adequate information regarding occupational and educational requirements and opportunities should be collected and stored in the schools.

6. Adequate provision should be made in guidance services for testing tools to be used by the students.

7. These schools should have infrastructure facilities like suitable accommodation, equipment, sitting arrangement etc. as these are essential for carrying out guidance programme in the schools.

8. Proper educational and vocational guidance service should be provided to the students on the basis of their interest.

9. The guidance service should co-operate with the different agencies of education and should invite experts from different field of study to give lectures to the students.

10. As far as possible, counsellors, psychologist and career masters should work together while giving guidance to the students

11. The interest and effort of every member of the staff should be given top most priority in the organisation of guidance services. if possible, all school teachers should be trained in guidance and counselling

12. Government policy relating to organization of guidance services in secondary schools should be specific, favorable and definite.

5.4.0 SUGGESTIONS FOR FURTHER RESEARCH

Few suggestions for further research are put forward as follows:

1. A comparative study of Vocational interest and educational interest of high school students in Mizoram and Meghalaya

2. An analytical study of the causes of job satisfaction among different job holders in Mizoram.

3. An analytical study of educational and vocational services in the schools of Mizoram

4. A study of the relationship between educational interest and academic achievement among high school students in Mizoram.

5. A study of the role of SCERT in providing guidance to high school students in Mizoram.

SUMMARY

Introduction:

Career is a very important aspect of anyone's life. Choosing a career in a particular stream or profession right at the beginning has a long lasting impact on a student's future. It is very important for any student to choose the subject carefully from various subjects according to their interest. The choice of right subject is one of the most crucial decisions. Most of the students completing their 10th standard is confused about deciding a right career path. Selecting the right subject after 10th class is not an easy task because a student of 10th might not have full knowledge about different career options before him. Career guidance is very essential for students because without proper guidance a student cannot choose a proper subject for his career and he cannot secure his future. Hence, there is a need of guidance in the selection of subject so that student can choose the subject according to their interest at the secondary level in 10, +2 system and can establish his own identity in this competitive world.

A student can choose subject according to their interest, but mostly it is seen that students are in a dilemma in deciding their career. There are wide options in subjects; therefore, they are confused which subject they should choose for their right future. It is a very difficult task to select the right subject for their career. At this level the students is in dire need of proper guidance. The sources of guidance are administrators and staff of school, seniors, friends, parents, neighbours, print, and video media. The Secondary and Higher Secondary Education are important terminal stages in the system of general education. At this stage, the youth decides whether to pursue higher education or opt for technical training or join the workforce.

As our nation is industrially and technically developing, a variety of new educational streams have come into existence. So, the factors, which influence the students for aspiring any of these educational streams, need to be analyzed. There are a large number of educational streams for which an individual can go. "Choosing an educational stream is choosing a life style", is a well-said opinion. Interest, in a particular educational stream is the first step for the choice of educational stream. It is important to investigate at an early stage of life one's educational interests so as to render appropriate advice to him or her. Choosing a career in a particular stream or profession right at the beginning has a long lasting impact on a student's future. It is very important for any student to choose the subject carefully from various subjects according to their interest. As soon as a student reaches the 10th standard, some pressure of choosing a career path lingers in their mind. At this time, there is a need of guidance in the selection of subject.

Rationale of the study:

Being interested in something can mean that we care about it, that it is important to us, and that we have (mostly) positive feelings towards it. Interest is often thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement. Research has demonstrated that individual interest promote attention, recall, task persistence, and effort. Indeed, one of the primary goals of school education is to help students discover their true interests and chart a life course based on interests developed and nurtured in schools. Thus interest may be viewed as essential with respect to adjustment and happiness in life. Pursuing activities and topics that we find interesting play an important part in determining how fulfilled

we are with our lives, and not doing so leaves us with a feeling of unease and discontent. Therefore interest is a crucial component of success in academics and other areas of our lives.

Several studies in the field of student's educational interest have been conducted in India and other parts of the world. However, no studies have ever been conducted in this area in Champhai district of Mizoram. With this, the following research questions come into the mind of the researcher:

1. What are the educational interests of secondary school students of Champhai district?
2. Is there any gender difference in the educational interest of secondary school students of Champhai district?
3. Is there any locale difference in the educational interest of secondary school students of Champhai district
4. Is there any difference in the educational interest of secondary school students of Champhai district with reference to the type of school management?

Keeping these questions in mind, A study to find out the educational interest of secondary school students in Champhai district and to compare them with respect to their gender, locale and types of management of schools seems to be a significant topic of study as this research study will provide us with an insight on the situation of this district with respect to the student's interest areas in education, so as to provide appropriate guidance to the students based on their subject interest.

Operational definition of the key terms:

Educational interest: In the present study, educational interest will refer to the score obtained on the Educational Interest Record developed by Kulshrestha, (2009)

Secondary school students: This refers to the class IX and X students studying in Champhai districts of Mizoram.

Champhai District: Champhai district is one of the eight (8) district of Mizoram which is situated in the Eastern part of Mizoram near Myanmar border

Objectives of the present study

1. To find out the educational interests of secondary school students of Champhai district
2. To compare the different educational interests of secondary school students of Champhai district with reference to their gender
3. To compare the different educational interests of secondary school students of Champhai district with reference to the their locale
4. To compare the different educational interest of secondary school students of Champhai district with reference to their types of school management

Hypotheses

1. There is no significant differences in the educational interest of secondary school students of Champhai district with reference to their gender.
2. There is no significant differences in the educational interests of all secondary school students of Champhai district with reference to their locale.
3. There is no significant differences in the educational interest of secondary school students of Champhai with reference to their types of school management

Methodology:

The present study belongs to the category of ‘‘descriptive research’’ with composite characteristics of inter group comparison.

Population

There were 85 secondary schools in Champhai District of Mizoram, and in these schools there were 4850 students out of which 2352 of them are males and 2498 of them are females. The population of the present study therefore consist of all these Secondary School students of Champhai district.

Samples

The sample for the present study consist of 400 class X students with 220 males and 180 females selected at random from these schools

Tools employed for data collection

Educational Interest Record (EIR), developed by Kulshrestha (2009) was used for the present study. This test measures the educational interest in seven different areas. They are:

1. Agriculture
2. Commerce
3. Fine Arts
4. Home Science
5. Humanities

6. Science
7. Technology

Collection of data

The data for the present study was collected by personally visiting the selected secondary schools. After explaining the necessary guidelines Questionnaire was administered to the students. The test was administered to 400 students from different selected secondary schools of Champhai District.

Analysis of findings:

The responses obtained from these students were scored, classified, tabulated and analyzed. The findings of the study were presented in accordance with the objective of the study as follows

Major findings:

Educational Interest of Secondary School Students of Champhai District

(a) Secondary school students in Champhai district were most interested in the area of fine arts, while they were least interested in the area of Technology.

(b) Urban students have higher interest in all the seven interest areas than the rural students.

(c) Government students have higher interest as compared to the non government school students in all the seven interest areas.

(d) Boys students have higher interest in areas such as commerce and technology while girls students possessed higher interest in areas such as agriculture, fine arts, home science, humanities and science.

Comparison in the educational interest of secondary school students of Champhai district with reference to gender.

(a). There is no significant difference between boys and girls secondary school students with respect to their interest in Agriculture

(b) There is no significant difference between boys and girls secondary school students with respect to their interest in Commerce

(c) Girls secondary school students possessed a higher interest in fine arts as compared to the boys secondary school students.

(d) Girls secondary school students possessed a higher interest in home science as compared to the boys secondary school students

(e) There is no significant difference between boys and girls secondary school students with respect to their interest in Humanities

(f) There is no significant difference between boys and girls secondary school students with respect to their interest in Science

(g) Boys secondary school students possessed a higher interest in technology as compared to the girls secondary school students.

Comparison in the educational interest of secondary school students of Champhai district with reference to their locality.

(a) Urban secondary school students possessed a higher interest in agriculture as compared to the rural secondary school students.

(b) Urban secondary school students possessed a higher interest in commerce as compared with the rural secondary school students.

(c) There is no significant difference between urban and rural secondary school students with respect to their interest in Fine Arts

(d) There is no significant difference between urban and rural secondary school students with respect to their interest in of Home Science.

(e) There is no significant difference between urban and rural secondary school students with respect to their interest in Humanities.

(f) Urban secondary school students possessed a higher interest in science as compared to the rural secondary school students.

(g) Urban secondary school students possessed a higher interest in technology as compared to the rural secondary school students.

Comparison in the educational interest of secondary school students of Champhai district with reference to the types of management of schools.

(a) Government secondary school students possessed a higher interest in agriculture as compared to the non government secondary school students.

(b) Government secondary school students have a comparatively higher interest in commerce than the non government secondary school students.

(c) Government secondary school students possessed a higher interest in fine arts when compared with the non government secondary school students

(d) Government secondary school students possessed a higher interest in home science than the non government secondary school students.

(e) Government secondary school students possessed a higher interest in humanities than the non government secondary school students.

(f) There is no significant difference between Government and Non-Government secondary school students with respect to their interest in Science.

(g) Government secondary school students possessed a higher interest in technology than the non government secondary school students.

Recommendations:

The following recommendations were suggested in the light of the present findings.

1. Government should give financial support to schools for organising guidance services in the schools.

2. Government should ensure that all government and non government schools should have guidance service as a part of the school system

3. Even if guidance service cannot be organized in the schools, effort should be made so that educational and career guidance be organized especially for schools situated in the rural areas.

4. If at all guidance services could be organized in schools, there should be a full time guidance worker appointed in such schools

5. Adequate information regarding occupational and educational requirements and opportunities should be collected and stored in the schools.

6. Adequate provision should be made in guidance services for testing tools to be used by the students.

7. These schools should have infrastructure facilities like suitable accommodation, equipment, sitting arrangement etc. as these are essential for carrying out guidance programme in the schools.

8. Proper educational and vocational guidance service should be provided to the students on the basis of their interest.

9. The guidance service should co-operate with the different agencies of education and should invite experts from different field of study to give lectures to the students.

10. As far as possible, counsellors, psychologist and career masters should work together while giving guidance to the students

11. The interest and effort of every member of the staff should be given top most priority in the organisation of guidance services. if possible, all school teachers should be trained in guidance and counselling

12. Government policy relating to organization of guidance services in secondary schools should be specific, favourable and definite.

Suggestions for further research:

Few suggestions for further research are put forward as follows:

1. A comparative study of Vocational interest and educational interest of high school students in Mizoram and Meghalaya

2. An analytical study of the causes of job satisfaction among different job holders in Mizoram.

3. An analytical study of educational and vocational services in the schools of Mizoram

4. A study of the relationship between educational interest and academic achievement among high school students in Mizoram.

5. A study of the role of SCERT in providing guidance to high school students in Mizoram.

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Raw Scoers of Educational Areas of Interest

Educational Areas	AG	CO	FA	HS	HU	SC	TE
	$AG_1 + AG_2$	$CO_1 + CO_2$	$FA_1 + FA_2$	$HS_1 + HS_2$	$HU_1 + HU_2$	$SC_1 + SC_2$	$TE_1 + TE_2$
Raw Scores							

Profile

Stanine	Interest Area →		AG	CO	FA	HS	HU	SC	TE
	Interest group ↓	Raw Score							
IX	High Interest	14	•	•	•	•	•	•	•
		13	•	•	•	•	•	•	•
VIII		12	•	•	•	•	•	•	•
VII		11	•	•	•	•	•	•	•
		10	•	•	•	•	•	•	•
VI	Above Average Interest	9	•	•	•	•	•	•	•
		8	•	•	•	•	•	•	•
		7	•	•	•	•	•	•	•
		6	•	•	•	•	•	•	•
V	Average Interest	5	•	•	•	•	•	•	•
IV		4	•	•	•	•	•	•	•
III	Below Average Interest	3	•	•	•	•	•	•	•
II		2	•	•	•	•	•	•	•
I	Low Interest	1	•	•	•	•	•	•	•
		0	•	•	•	•	•	•	•

[A] General Report

1. Main interest-area.....
2. Second interest-area.....
3. Third interest-area.....
4. Least interest-area.....

[B] Special Report

1. High interest.....
2. Above average interest.....
3. Average interest.....
4. Below average interest.....
5. Low interest.....

Dr. S. P. Kulshrestha *(Dehradun)*

Consumable Booklet of E I R

(English Version)

Please fill in the following informations :—

Name.....

Age..... Sex..... Class.....

Name of the School.....

Occupation of Father..... Mothly Income.....

Rural / Urban ..... Date.....

INSTRUCTIONS

1. The main objective of this is to know your educational interest so that we can guide you for education.
2. In every box of this booklet two educational subjects are written. You can put your idea of your educational interest from the two given educational subjects keeping in view the salary, prestige and future of the subject. You have to mark your choice in the following way—

(a) if you choose the first educational subject of the box, then put a tick (√) against No. 1. *e.g.*,

☑ 1 Hindi
Chemistry 2 ☐

(b) if you choose the second educational subject of the box, then put a tick (√) against No. 2. *e.g.*

☐ 1 Agriculture
Art 2 ☑

(c) if you choose both the subjects of the box, then put a tick mark (√) against both the Nos. *e.g.*

☑ 1 Home Science
Music 2 ☑

(d) if you dislike both the subjects of the box, then put a cross (×) mark against both the Nos. *e.g.*

☒ 1 Geography
Economics 2 ☒

In this way you have to indicate your like/dislike of the subject given in the boxes leaving no box unmarked. If you have any doubt in this matter, please ask.

3. Though there is no time limit to complete this record even then answer quickly. Mostly 7 to 10 minutes are required to complete this record.
4. Return this record sheet after marking your choice of the educational subject in each of the box.

Now open the record and start your work.

Estd. 1971 ✆:(0562) 2464926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA – 282 004 (INDIA)

EDUCATIONAL INTEREST RECORD

	AG 1 ↓	CO 1 ↓	FA 1 ↓	HS 1 ↓	HU 1 ↓	SC 1 ↓	TE 1 ↓	
AG 2 →	☐ 1 Animal Husbandry Pest Science 2 ☐	☐ 1 Elements of Commerce Farming 2 ☐	☐ 1 Arts Manure & Fertiliser Science 2 ☐	☐ 1 General Home-Science Agriculture Economics 2 ☐	☐ 1 Hindi Dairy Chemistry and Animal Nutrition 2 ☐	☐ 1 Geology Agriculture Extension 2 ☐	☐ 1 Electrical Engineering Horticulture 2 ☐	**Total AG 2 =**
CO 2 →	☐ 1 Crop Science and Crop Planning Accountancy 2 ☐	☐ 1 Principles of Transportation Banking 2 ☐	☐ 1 Painting Foreign Trade 2 ☐	☐ 1 Preparation of Home Budget Sale-Purchase Business 2 ☐	☐ 1 Logic Shop Management 2 ☐	☐ 1 Chemistry Modern Transport 2 ☐	☐ 1 Fitter Work (Fitting Work) Insurance 2 ☐	**Total CO 2 =**
FA 2 →	☐ 1 Agriculture Engineering Handicraft 2 ☐	☐ 1 Typing Music 2 ☐	☐ 1 Art of Decoration Singing 2 ☐	☐ 1 Science of Health Sculpture 2 ☐	☐ 1 History Clay Toy Making 2 ☐	☐ 1 Zoology Wood Craft 2 ☐	☐ 1 Welding Bookcraft 2 ☐	**Total FA 2 =**
HS 2 →	☐ 1 Veterinary Science Embroidery 2 ☐	☐ 1 Commerical Mathematics Toy Making 2 ☐	☐ 1 Textile Designing Knitting 2 ☐	☐ 1 Ccoking Child Care 2 ☐	☐ 1 Geography Sewing 2 ☐	☐ 1 Botany Child Development 2 ☐	☐ 1 Engineering Drawing Kitchen Garden 2 ☐	**Total HS 2 =**
HU 2 →	☐ 1 Agricultural Botany Philosophy 2 ☐	☐ 1 Business Correspondence Sanskrit 2 ☐	☐ 1 Architecture Sociology 2 ☐	☐ 1 Home Management Psychology 2 ☐	☐ 1 Economic Education 2 ☐	☐ 1 Meteorology Provincial Language 2 ☐	☐ 1 Radio Engineering Civics 2 ☐	**Total HU 2 =**
SC 2 →	☐ 1 Rural Sociology Disease & Bateriology 2 ☐	☐ 1 Shorthand Surgery 2 ☐	☐ 1 Painting Science of Health 2 ☐	☐ 1 Family Relation Anthropology 2 ☐	☐ 1 English Literature General Science 2 ☐	☐ 1 Science of Atoms Physics 2 ☐	☐ 1 Applied Mathematics Veterinary Science 2 ☐	**Total SC 2 =**
TE 2 →	☐ 1 Agricultural Irrigation Science Civil Engineering 2 ☐	☐ 1 Principles of Commerce Mechanical Engineering 2 ☐	☐ 1 Modern Art Science of Metals 2 ☐	☐ 1 Home Decoration Physics 2 ☐	☐ 1 Human Science General Technology 2 ☐	☐ 1 Mathematics Engineering Trade 2 ☐	☐ 1 Main Elements of Indian Technology Radio/TV Engineering 2 ☐	**Total TE 2 =**
TOTAL →	**AG 1 =**	**CO 1 =**	**FA 1 =**	**HS 1 =**	**HU 1 =**	**SC 1 =**	**TE 1 =**	

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE : MALSAWMTLUANGI KHAWLHRING

DEGREE : M.Phil

DEPARTMENT : Education

TITLE OF DISSERTATION : Educational Interest of Secondary School students of Champhai District, Mizoram

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EXTENSION (IF ANY) : 31st July, 2018

Paper presented on A Study of the Educational Interest of Secondary School students of Champhai District with reference to their Gender on State Level Seminar on Contemporary Issues in Education organized by Mizoram Educational Foundation on 24th May, 2018 at Govt. Aizawl West College, Aizawl.

(Prof. B.B.Mishra)

Head

Department of Education

ABSTRACT

ON

EDUCATIONAL INTEREST OF SECONDARY SCHOOLS STUDENTS OF CHAMPHAI DISTRICT, MIZORAM

Malsawmtluangi Khawlhring

Department of Education, Mizoram University,

Aizawl.

2018

ABSTRACT

INTRODUCTION:

Career is a very important aspect of anyone's life. Choosing a career in a particular stream or profession right at the beginning has a long lasting impact on a student's future. It is very important for any student to choose the subject carefully from various subjects according to their interest. The choice of right subject is one of the most crucial decisions. Most of the students completing their 10th standard are confused about deciding a right career path. Selecting the right subject after 10th class is not an easy task because a student of 10th might not have full knowledge about different career options before him. Career guidance is very essential for students because without proper guidance a student cannot choose a proper subject for his career and he cannot secure his future. Hence, there is a need of guidance in the selection of subject so that student can choose the subject according to their interest at the secondary level in 10, +2 system and can establish his own identity in this competitive world.

A student can choose subject according to their interest, but mostly it is seen that students are in a dilemma in deciding their career. There are wide options in subjects; therefore, they are confused which subject they should choose for their right future. It is a very difficult task to select the right subject for their career. At this level the students is in dire need of proper guidance. The sources of guidance are administrators and staff of school, seniors, friends, parents, neighbours, print, and video media. The Secondary and Higher Secondary Education are important terminal stages in the system of general education. At this stage, the youth decides whether to pursue higher education or opt for technical training or join the workforce.

As our nation is industrially and technically developing, a variety of new educational streams have come into existence. So, the factors, which influence the students for aspiring any of these educational streams, need to be analyzed. There are a large number of educational streams for which an individual can go. "Choosing an educational stream is choosing a life style", is a well-said opinion. Interest, in a particular educational stream is the first step for the choice of educational stream. It is important to investigate at an early stage of life one's educational interests so as to render appropriate advice to him or her. Choosing a career in a particular stream or profession right at the beginning has a long lasting impact on a student's future. It is very important for any student to choose the subject carefully from various subjects according to their interest. As soon as a student reaches the 10th standard, some pressure of choosing a career path lingers in their mind. At this time, there is a need of guidance in the selection of subject.

Rationale of the study:

Being interested in something can mean that we care about it, that it is important to us, and that we have (mostly) positive feelings towards it. Interest is often thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement. Research has demonstrated that individual interest promote attention, recall, task persistence, and effort. Indeed, one of the primary goals of school education is to help students discover their true interests and chart a life course based on interests developed and nurtured in schools. Thus interest may be viewed as essential with respect to adjustment and happiness in life. Pursuing activities and topics that we find interesting play an important part in determining how fulfilled

we are with our lives, and not doing so leaves us with a feeling of unease and discontent. Therefore interest is a crucial component of success in academics and other areas of our lives.

Several studies in the field of student's educational interest have been conducted in India and other parts of the world. However, no studies have ever been conducted in this area in Champhai district of Mizoram. With this, the following research questions come into the mind of the researcher:

1. What are the educational interests of secondary school students of Champhai district?
2. Is there any gender difference in the educational interest of secondary school students of Champhai district?
3. Is there any locale difference in the educational interest of secondary school students of Champhai district
4. Is there any difference in the educational interest of secondary school students of Champhai district with reference to the type of school management?

Keeping these questions in mind, A study to find out the educational interest of secondary school students in Champhai district and to compare them with respect to their gender, locale and types of management of schools seems to be a significant topic of study as this research study will provide us with an insight on the situation of this district with respect to the student's interest areas in education, so as to provide appropriate guidance to the students based on their subject interest.

Operational definition of the key terms:

Educational interest: In the present study, educational interest will refer to the score obtained on the Educational Interest Record developed by Kulshrestha, (2009)

Secondary school students: This refers to the class IX and X students studying in Champhai districts of Mizoram.

Champhai District: Champhai district is one of the eight (8) district of Mizoram which is situated in the Eastern part of Mizoram near Myanmar border

Objectives of the present study

1. To find out the educational interests of secondary school students of Champhai district
2. To compare the different educational interests of secondary school students of Champhai district with reference to their gender
3. To compare the different educational interests of secondary school students of Champhai district with reference to the their locale
4. To compare the different educational interest of secondary school students of Champhai district with reference to their types of school management

Hypotheses

1. There is no significant differences in the educational interest of secondary school students of Champhai district with reference to their gender.
2. There is no significant differences in the educational interests of all secondary school students of Champhai district with reference to their locale.
3. There is no significant differences in the educational interest of secondary school students of Champhai with reference to their types of school management

REVIEW OF RELATED LITURATURE:

The review of related literature is divided into two parts, study conducted in India and study conducted abroad. 60 studies conducted in India and 19 studies conducted abroad were reviewed. These studies cover related studies conducted between 1982-2018.

METHODOLOGY:

The present study belongs to the category of ‘‘descriptive research’’ with composite characteristics of inter group comparison.

Population

There were 85 secondary schools in Champhai District of Mizoram, and in these schools there were 4850 students out of which 2352 of them are males and 2498 of them are females. The population of the present study therefore consist of all these Secondary School students of Champhai district.

Samples

The sample for the present study consist of 400 class X students with 220 males and 180 females selected at random from these schools

Tools employed for data collection

Educational Interest Record (EIR), developed by Kulshrestha (2009) was used for the present study. This test measures the educational interest in seven different areas. They are:

1. Agriculture

2. Commerce
3. Fine Arts
4. Home Science
5. Humanities
6. Science
7. Technology

Collection of data

The data for the present study was collected by personally visiting the selected secondary schools. After explaining the necessary guidelines Questionnaire was administered to the students. The test was administered to 400 students from different selected secondary schools of Champhai District.

ANALYSIS AND INTERPRETATION OF DATA:

The responses obtained from these students were scored, classified, tabulated and analyzed. The findings of the study were presented in accordance with the objective of the study as follows

Major findings:

Educational Interest of Secondary School Students of Champhai District

(a) Secondary school students in Champhai district were most interested in the area of fine arts, while they were least interested in the area of Technology.

(b) Urban students have higher interest in all the seven interest areas than the rural students.

(c) Government students have higher interest as compared to the non government school students in all the seven interest areas.

(d) Boys students have higher interest in areas such as commerce and technology while girls students possessed higher interest in areas such as agriculture, fine arts, home science, humanities and science.

Comparison in the educational interest of secondary school students of Champhai district with reference to gender.

(a). There is no significant difference between boys and girls secondary school students with respect to their interest in Agriculture

(b) There is no significant difference between boys and girls secondary school students with respect to their interest in Commerce

(c) Girls secondary school students possessed a higher interest in fine arts as compared to the boys secondary school students.

(d) Girls secondary school students possessed a higher interest in home science as compared to the boys secondary school students

(e) There is no significant difference between boys and girls secondary school students with respect to their interest in Humanities

(f) There is no significant difference between boys and girls secondary school students with respect to their interest in Science

(g) Boys secondary school students possessed a higher interest in technology as compared to the girls secondary school students.

Comparison in the educational interest of secondary school students of Champhai district with reference to their locality.

(a) Urban secondary school students possessed a higher interest in agriculture as compared to the rural secondary school students.

(b) Urban secondary school students possessed a higher interest in commerce as compared with the rural secondary school students.

(c) There is no significant difference between urban and rural secondary school students with respect to their interest in Fine Arts

(d) There is no significant difference between urban and rural secondary school students with respect to their interest in of Home Science.

(e) There is no significant difference between urban and rural secondary school students with respect to their interest in Humanities.

(f) Urban secondary school students possessed a higher interest in science as compared to the rural secondary school students.

(g) Urban secondary school students possessed a higher interest in technology as compared to the rural secondary school students.

Comparison in the educational interest of secondary school students of Champhai district with reference to the types of management of schools.

(a) Government secondary school students possessed a higher interest in agriculture as compared to the non government secondary school students.

(b) Government secondary school students have a comparatively higher interest in commerce than the non government secondary school students.

(c) Government secondary school students possessed a higher interest in fine arts when compared with the non government secondary school students

(d) Government secondary school students possessed a higher interest in home science than the non government secondary school students.

(e) Government secondary school students possessed a higher interest in humanities than the non government secondary school students.

(f) There is no significant difference between Government and Non-Government secondary school students with respect to their interest in Science.

(g) Government secondary school students possessed a higher interest in technology than the non government secondary school students.

Recommendations:

The following recommendations were suggested in the light of the present findings.

1. Government should give financial support to schools for organising guidance services in the schools.

2. Government should ensure that all government and non government schools should have guidance service as a part of the school system

3. Even if guidance service cannot be organized in the schools, effort should be made so that educational and career guidance be organized especially for schools situated in the rural areas.

4. If at all guidance services could be organized in schools, there should be a full time guidance worker appointed in such schools

5. Adequate information regarding occupational and educational requirements and opportunities should be collected and stored in the schools.

6. Adequate provision should be made in guidance services for testing tools to be used by the students.

7. These schools should have infrastructure facilities like suitable accommodation, equipment, sitting arrangement etc. as these are essential for carrying out guidance programme in the schools.

8. Proper educational and vocational guidance service should be provided to the students on the basis of their interest.

9. The guidance service should co-operate with the different agencies of education and should invite experts from different field of study to give lectures to the students.

10. As far as possible, counsellors, psychologist and career masters should work together while giving guidance to the students

11. The interest and effort of every member of the staff should be given top most priority in the organisation of guidance services. if possible, all school teachers should be trained in guidance and counselling

12. Government policy relating to organization of guidance services in secondary schools should be specific, favourable and definite.

Suggestions for further research:

Few suggestions for further research are put forward as follows:

1. A comparative study of Vocational interest and educational interest of high school students in Mizoram and Meghalaya

2. An analytical study of the causes of job satisfaction among different job holders in Mizoram.

3. An analytical study of educational and vocational services in the schools of Mizoram

4. A study of the relationship between educational interest and academic achievement among high school students in Mizoram.

5. A study of the role of SCERT in providing guidance to high school students in Mizoram.