VOCATIONAL INTERESTS OF SECONDARY SCHOOL STUDENTS OF AIZAWL CITY

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BY

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Submitted

In partial fulfillment of the requirement of the Degree of Master of Philosophy in Education of Mizoram University, Aizawl.

MIZORAM UNIVERSITY

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CERTIFICATE

This is to certify that the work incorporated in this Dissertation entitled "**VocationalInterests of Secondary School Students of Aizawl city**" is a bonafied research work carried out by **Lianhlupuii Hnamte**under my supervision for her M.Phil Degree and the same have not been submitted previously for any degree.

Dated Aizawl **(Dr. LYNDA ZOHMINGLIANI)**

The …… **Supervisor**

DECLARATION

Mizoram University

July 2019

I Lianhlupuii Hnamte, 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 basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Institute.

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

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ACKNOWLEDGMENT

First of all, I would like to express my deepest gratitude to my guide and supervisor of this research study Dr. Lynda Zohmingliani**,** Assistant Professor, Mizoram University, for her guidance, constant support and encouragement from the beginning to the end of the research process and the completion of this study.

I express my profound feeling of gratitude to Prof. H. Malsawmi, Department of Education, Mizoram University, for her valuable suggestions and competent guidance given to me in the completion of this study.

I am also thankful to Prof. Lallianzuali Fanai, IASE who had inspired me to work in this direction, who also gave me a clear line of action and has always been a source of inspiration to me.

I also express deep gratitude to Laldawngliani Chawngthu, Director, SCERT for her understanding and giving me the opportunity to pursue this study.

I am indebted to principals and staff of Secondary schools of Aizawl city from where I collected data for my study. Without their support, data collection could not have been possible. My sincere thanks to all the students who gave their valuable time, their enthusiastic participation made this research possible.

I am also indebted to my sister Dr. Mary L Renthlei without whose encouragement and support I would not have completed this work.

The most important education occurs in the family. So I take this opportunity to thank my mother, Zalutthangi (L) for her unconditional love. I would like to thank my better half, my husband, Vanlalhuma Ralte for his understanding and support and also my children. I also dedicate this piece of work to them. I thank my extended family and my friends for their understanding and support.

Above all, I am thankful to God for making all these possible for me.

(LIANHLUPUII HNAMTE)

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Chapter I

INTRODUCTION

Mizoram is one of the smallest states of India nestled in the North East region. Although the young state suffered due to insurgency for a long period of time, it is now noted as one of the most peaceful states within India. The people are mostly Christians and enjoy an active social life unencumbered by many of the social evils like caste, class and gender problems that are found elsewhere.

In fact, according to the latest census ie. 2011, Mizoram enjoys the closest male-female ratio with 541,867 females against every 555,339 males. Not surprisingly, boys and girls are also allowed the same privilege when it comes to education. The state now stands second only to Kerala in literacy rate and has the highest level of urbanization within the whole of India.

However, there seems to be little choice for vocation because the state mostly relies on agriculture and government jobs. For a state that has so many outstanding characteristics, this is rather disappointing and one wonders whether students are given enough career awareness or adequate insight into various vocations that are now available. If students are made aware of their capacities and the wide scope of vocational interests open to them, this young state has the potential to be one of the most productive states within India.

1.1 Background of the study:

Vocational interests may be defined as one's own pattern of preferences, aptitudes, likes or dislikes, preferred by self or by another source for a given vocational area or vocation.

In India, overall education can be divided into social, spiritual and vocational. Concerns related to society are covered under social education, personality is the part of spiritual education and vocational education consists of technical education that further deals with branches like agriculture, medicine, engineering and commerce. Technical education is a skill based education that primarily keeps the job prospects in mind. It provides training to the individual in a specific field. (Kaur 2013)

One of the aims of education today, is to make the students able to earn livelihood. There are various types of vocations depending on the required area of intelligence, capacities, interests and aptitudes. A person is satisfied when he is engaged with a job that matches his vocational interest. But if he is mistakenly engaged into a profession that does not suit his vocational interest, he may fail to cope with the demand of the job and that may lead to a situation where he finds himself maladjusted, thwarted and frustrated.

Vocation is a job or a career skill relating to education designed to provide the necessary skills for a particular job or career (Encarta 1999 pg. 2081). Interests are the activities that are enjoyed doing and the subjects that are liked to spend time learning about (Cambridge dictionary 2019 pg. 753).

1.2 Concept of Vocation:

The word vocation comes from the Latin word vocātiō meaning “to call”. According to Deighton (1971) the term vocation might best be reserved for the occupations chosen and engaged in, for a substantial period of time, because it is appropriate to the individual’s abilities, interests, values and desires.

1.2.1 Vocational choice:

The choice of vocation is one of the very important decisions a person must make for himself and this choice is a long process rather than a simple incident. Vocational interests and choices do not appear all of a sudden during adolescence, they appear as a result of developmental process. A number of theories have been advanced by psychologists and occupational analysts on occupational choice.

Ginzberg and others studied the problem of vocational choices by investigating how occupational choices are made. They concluded that an individual never reaches the ultimate decision at a single moment in time, but through a series of decisions over a period of many years they divided the process of occupational decision-making into three distinct periods – “the period during which the individual makes what can be described as a fantasy choice; the period during which he is making a tentative choice; and the period when he makes a realistic choice. The first (the period of fantasy choice) coincides in general with the latency period, between six and eleven, although residual elements of fantasy choice frequently carry over into pre-adolescent years. The second (the period of tentative choice) coincides, by and large, with early and late adolescence; with few exceptions, realistic choices are made in early childhood”. (Ginzberg, Eli (1966) Occupational Choice, New York: Columbia University Press)

Vocational choices take place as a result of a developmental process which has been traced to the early days of the individual's life. Very often this development can be traced to the influences exerted before birth. Child development studies have proved the powerful influence which the thwarted ambitions and frustrations of the parents have on the vocational choice of the individual. Vocation being the implementation of the self-concept, when the parents have failed to achieve it during their own career, they have sought it through the choice of career for their children. In other words, they have forced their own unfulfilled career choice on their children. Sometimes, this had worked, at other times it has led to dissatisfaction for the child and often a revolt and a change of vocational choice. This has involved frustration for the growing adult, waste of energy, money and precious time.

1.2.2 Vocational development:

Like other aspects of development, vocational development may be conceived of as beginning early in life and as proceeding along a curve late in life. Thus, a four year old child who plays the policeman or soldier is in a very early stage of vocational development and the old man of sixty who does not work for money but still keeps himself busy with writing books in the field of his specialisation is going through the late stage of vocational development.

Vocational development follows the general pattern of development; it can be conceived of as a continuum with definite life stages which may be defined through their peculiar characteristics.

Super (1980) presented a theory of vocational development based upon Charlotte Buehler's previous theory of life stages. He has classified the vocational life stages as;

1. Growth (roughly age 4 to 13), This stage is the period when children develop their attitudes, interests, capacities, socialize their needs, they form a general understanding of the world of work. The four major career developmental tasks at this stage includes: developing concerned about the future, rising personal control over one's own life, inducing oneself to achieve in school and at work, and gaining competent work habits and attitudes.

2. Exploration (Ages 14-24) This is the period when individuals strive to understand themselves and discover their place in the world of work. By benefitting classes, work experience, and hobbies, they try to discover their interests and capabilities and understand various occupations that apparently fit them. They make provisional's occupational choices and eventually obtain an occupation. Three career development tasks involve at this stage. The crystallization of a career preference, being the first task, is to develop and plan a tentative vocational goal. The next task, the specification of a career preference, is to convert generalized preferences into a specific choice which is a firm vocational goal. The third vocational task is implementation of a career preference by accomplishing appropriate training and attaining a position in the chosen occupation.

3. Establishment stage (25-44 years) is the period of an individual, who already gained an appropriate position in the chosen field of work and strives to secure the initial position and then pursue chances for further advancement. This stage involves three developmental tasks. The first task is stabilizing or securing one place in the organization by adapting to the organization's requirements and performing job duties satisfactorily. The next task is the strengthening of one's position by manifesting positive work attitudes and productive habits along with

building favourable work culture. The third task is to obtain improvement to new levels of responsibility.

4. Maintenance (45-65) is the period of continual adjustment, which includes the career development tasks of holding on, keeping up, and innovating. The individuals make effort to maintain what they have achieved, and for this reason they update their competencies and efficacies and thus find innovative ways of performing their job routines. They even try to find new challenges.

5. Disengagement (over 65) is the final stage, the period of transition out of the workforce. In this stage, individuals encounter the developmental tasks of deceleration, retirement planning, and retirement living. With a declined energy and interest in an occupation, people gradually disengage from their occupational activities and concentrate on retirement planning. In due course, they make a transition to retirement living by facing the challenges of organizing new life patterns.

Thus the process of vocational development may be summed up in a series of 5 life-stages characterised as those of growth, exploration, establishment, maintenance and Disengagement and these stages may in turn be sub-divided into (a) the fantasy, tentative and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.

1.2.3 Factors affecting occupational choice and vocational development:

The nature of the career pattern is determined by the individual's parental socio-economic level, mental ability, and personality characteristic and by the opportunities to which he is exposed. Occupational choice and subsequent vocational development is greatly influenced by the experience a child undergoes. The

individual is a product of his environment, his inherent aptitudes and neural endocrinal make-up.

1. Family: of all the social systems which impinge upon the individual and influence his development, the family in which he happens to be born and reared is one of the most important. The vocational development of the individual, which is a continuous process, beginning in early childhood and continuing into the late years of life, appears to be as much influenced by his family as are other aspects of his development.

The abilities, interest, physique and personality of the individual, which play such an important role in his vocational development, are partly determined by hereditary factors and the particular constellations of genes which the individual inherits depends upon his parents and ancestors, in this sense, the family as a biological unit begins to influence the vocational development of the individual before his birth, from the moment of his conception.

Physical factors such as the geographical location of the home, the physical conditions prevailing in the home,, and the health of various members of the family may, at times, have a significant effect on the vocational development of the individual. A boy coming from a home in a remote village will have much more difficulty in obtaining a college education than a boy residing in a town. A person residing in a town which does not offer facilities for specialisation in a particular field will have to seek admission in another town, which obviously involves additional expenditure on board and lodging. If the family budget cannot accommodate this extra expenditure, the student has to change his educational – vocational – aim and specialise in a different field or compromise by taking up a

course of training at a lower level in the same field, if such training is available in his home town

2. Ability: This is another very important factor which matters in vocational development. Adolescents with higher intellectual ability tend to seek and prepare for jobs which require higher kind of intelligence, while the ones with lower mental ability go in for semi-skilled jobs and continue in positions of almost no importance. The individuals who do not choose their careers according to their level of ability, land in failure because of poor competence. Though no systematic and thorough study made on Indian samples is available, some foreign studies have produced results to illustrate the difference in vocational success of the intelligent and dull individuals. In one of the studies it was possible to follow-up eight individuals who had been diagnosed as feeble-minded or of borderline intelligence. Some eighteen years earlier, when their vocational achievement was studied, two of them were working as truck drivers; another was a taxi driver; a welder; a shipping clerk; a train repair man, and an assembler at an air plane factory. All of these persons were earning meagre money but each one of them was self-supporting and a productive citizen. On the other hand, a group of above average intelligence was followed up for a considerably long period. The members were found occupying positions of significant importance.

3. Personality: Personality of the individual affects the vocational interests just as it does his general interests and their development. A social and an extrovert in all probability would make a successful public relations officer but not a scholar or a librarian. Similarly, a quiet and an introvert would be unhappy if placed on the job of a salesman.

Study done by Norton (2012) has also shown that persons most stable in their jobs showed interest patterns most suitable to work of their choice. Besides, a significant difference has been found in the earnings of persons in jobs most suited to their personality characteristics and the ones who have been placed in jobs not suited to their interest patterns.

4. Economic factor: Economic too plays an important role in the vocational choice and development of an individual. While planning the career, the individual, naturally avoids the vocations with low wages and low prestige even though these may be the ones in which he is interested the most.

5. Industrialisation: Industrialisation is another major factor which influences vocational development of an individual. Many new jobs come up due to industrialisation. The people are not usually familiar with these jobs. They had never aspired for them neither have they had the opportunity to explore their interests and aptitudes for these jobs.

6. Public policy: Reservations both in admission and jobs proves an important factor for scheduled castes to go in for particular vocations – in spite of the fact that they are not well qualified. Similarly, those from other castes may not be able to go for medicine or engineering in spite of fairly good merit as compared to the scheduled castes. Hence change in vocations in spite of interest, aptitude and ability of these lines.

1.3 Concept of Interest:

Interest is a state of mind or motivation that guides behaviour in a certain goal or direction. An individual has different types of interest towards various subjects, objects, activities, persons, trades etc. Someone wants to be an administrative officer, someone wants to be a doctor, someone wants to be a lawyer or a teacher or an engineer or a businessman or an entrepreneur. Researches reveal that if one is interested in some particular job and has a positive attitude towards it, he can do that job more quickly, effectively, successfully than another person having less interest and negative attitude towards the same. It is essential to know one's attitude and interest so that right person for right job may be matched.

Seemingly a very simple term of everyday use, interest is quite difficult to define and interpret when scientific considerations and implications are involved. Scholars have defined it in a number of ways

Strong (1955) defines interests as "activities for which we have liking or disliking and which we go towards or away from, on concerning which we at least continue or discontinue the status quo; furthermore, they may continue over varying intervals of time."

According to Guildford (1947), "Interest is a generalised behaviour tendency of an individual to be attracted to a certain class of incentives or activities that are vocational in nature and to those whose broad meanings transcend vocations."

Murphy (1955) says, "Interests are conditioned stimuli related to goal objects and expressed as likes or dislikes of activities objects, characteristics or people in the environment."

Bingham (1924) has defined interest very aptly when he said, “An interest is a tendency to become absorbed in an experience and to continue it.”

Interest, in short, is a behaviour orientation towards certain objects, activities or experience. It is an expression of our likes and dislikes, or our attractions and aversion. The objects, activities or experiences which command our interests are stimulating, enjoyable and pleasurable whereas opposite is true in the case of our dislikes. An individual chooses the most acceptable, an alternative out of many, going after preferred objectives, activities, etc., and consequently derives satisfaction, success and happiness out of the activities selected.

1.3.1 Some characteristics of Interest:

1. They are shaped by both heredity and environment.

2. They are fairly stable traits of personality. In the words of Layton, “Liking and disliking is a very stable aspect of behaviour. Interest scores are more stable than scores on all other tests except intelligence.

3. They never become permanently fixed. There is a constant shaping of the detailed pattern – but broad lines of interest remain unchanged.

4. They are sufficiently unique to warrant special consideration in the study of an individual or a group. Super feels, there seems to be something magnetic about interests, putting people in their direction and holding them in place once there.

5. They vary with age and differ among individuals.

6. They gradually crystallise as the individual begins to discover himself and piles up rewarding experiences in a few fields.

Thus interests are important in their own right and they represent a trait distinctly different from other traits. Their role in the performance and achievement of any

kind is no less significant than that of other relevant traits. Identification and assessment of interests in the case of an individual serves a purpose which can be served by no other means.

1.3.2 Types of Interest

Super (1949) has suggested three types of interests – Expressed Interests, Manifested Interests and Tested Interests

Expressed Interests refer to the verbal profession of interest in an object, activity, task or occupation. The person expresses his personal likings through such sentences as 'I love sports'. Although, it is the first source of knowing the interest of a person yet much reliance cannot be based on it, as such expressions like permanency and are prone to vary from time to time depending upon the maturity of the person.

Manifested Interests refer to the actual participation in an activity or occupation. It is the interest that is not expressed but observed by others while the person is engaged and absorbed in an activity. Newton forgot his meals while engaged in scientific experiments.

Tested Interests refer to interests as measured by lists of activities etc., to which the subject responds on the basis of his likes and dislikes. It is the estimate and account of a person's interest as revealed by some psychological tests or interest inventories.

1.3.3 Different Interest factors:

According to Guilford et al. (1954) there were six major types of vocational interest (Mechanical, Business, Scientific, Aesthetic, Social Welfare and Clerical). The content of these six factors are:

1. Mechanical: It includes items of mechanical manipulation, design, construction, and items pertaining to working with equipment or tools.

2. Business: It contains items representing business variables of administration, selling, and contact. Verbal expression, pertaining to persuasive writing, also defined this factor.

3. Scientific: Includes items of science theory and investigation, with secondary loadings on thinking activities (mathematical and logical), appreciation (literature, music, and visual arts) and precision (exactness and detail), and aesthetic

4. Aesthetic: It involves primarily items reflecting interest in performance in the fields of literary, dramatic, musical, and visual arts, with secondary loadings on items referring to the appreciations of these arts.

5. Social Welfare: Involves interest in helping people (Altruism –Welfare of Others, Personal Services, and Health and Healing scales) and controlling others (Control of Others –Coercion, Dominance and Persuasion scales). There are also strong loadings on verbal expression (explanation, clarification, and persuasion), with secondary loadings on business contact and clerical work

6. Clerical: Contains items representing interest in bookkeeping and routine calculation tasks, with secondary loadings on scales of business contact and administration, and mathematical thinking and precision.

1.4 Education in Mizoram – Pre Independence

Prior to the coming of the British, there was no organized formal educational system for the Mizo People. Education was imparted through parents, elders, Val Upa etc. When British Missionaries came to Mizoram in 1894, they felt the necessity to start schools to educate the illiterate converts so that they could read the Bible.

1.4.1 Education before the British rule (Pre-Colonial era)

Education before the coming of the British in Mizoram took place mostly at home, or Zawlbuk which primarily served as a common dormitory for all the young male of the village. Vigorous training in the art of tribal warfare, wrestling, hunting and village discipline were imparted to the youths. The activities gave the required knowledge for playing an effective role in the life of the society.

For girls, home was the only school. The elder female members trained the young girl in household works and chores. The Mizo youths learned many things through imitation from their parents and elders.

1.4.2 Introduction of Mizo alphabet (Education in early 1890's):

For imparting education to the Mizos during the 1890's there were two agencies. The British Administration and the other was the Christian missionary. The main objective of the British Administration was to maintain law and order in the region, where as the Christian missionaries was to work for the conversion of the Mizos to Christianity.

The two English missionaries Rev. Savidge and Rev Lorrain who came to Mizoram early in 1894 aimed at converting the Mizo people from their animist beliefs to those of Christianity. The British government was very keen that the Mizo should embrace Christianity so that they could be ruled well without expeditions and show off arms. So the hands of the missionaries were very much strengthened.

On their arrival they first settled in a spot where the Dawrpui Middle School stands presently, but soon they shifted to a nearby spot which is now named Govt. High School field, where they permanently lived for the whole of their stay in Mizoram. Quite a big house of thatched roof with plaited bamboo wall having a

broad varendah was built for them. As soon as they found the ignorance of the Mizo people in regard to education they felt the necessity of creating the Mizo alphabet. So, they soon devoted all their times and capacity in learning the language from "progressive Colloquial Exercises in the Lushai Dialect" written by Thomas Herbert Lewin, the Deputy Commissioner of the Chittagong Hill Tract in 1874 and "Grammar of the Lushai Language" written by Assistant Surgeon Brojo Nath Saha in the year 1884 and also from some Mizo People who could speak Bengali. Since they felt so intensely of the need to form the alphabet, by adopting the Roman script they gave birth to the first Mizo A AW B on March 1894. The A AW B consists of 23 letters as shown in Table No. 1.1:

A AW B (23 letters)

Table No. 1.1

A	AW	B	C	D	G	H	I	J (chei)	K	L
M	N	O	P	R	S	T	U	V	Z	CH (chaw)

The first letter A was to be pronounced as aw (ɔ;). The birth of the script to the language laid the foundation of our education and thus started the process of formal education in Mizoram.

DE Jones and E Rolands modified the existing Lushai Alphabet with permission taken from Rev. JH Lorrain and Rev. FW Savidge. The new alphabet consisted of 28 letters as shown in Table No. 1.2:

New Alphabet (28 letters)

Table No. 1.2

A	A	AW	AW	B	CH	D	E	E	F	G	H
I	I	K	L	M	N	O	P	R	S	T	T
				U	U	V	Z				

After elimination of one of the letters of the double letters and two letters NG in between G and H, and J in between I and K, the alphabet then consisted of 25 letters as can be seen in Table No. 1.3:

Alphabet (25 letters)

Table No. 1.3

A	AW	B	CH	D	E	F	G	NG	H	I
J	K	L	M	N	O	P	R	S	T	Ṭ
				U	V	Z				

The first Primary School with the thatched roof was opened at Aizawl on the 2nd April 1894 in which 68 boys were enrolled. Three young men were trained to teach others the script. On the 21st August 1895 the first small book in Mizo language was published and simple beginners' text books instantly followed. The other three Primary Schools were opened at the villages of Khawrihnim, Phulpui and Chhingchhip in 1901 with grades A, B, I, II, III.

By 1899 the total enrolment in the mission school was 56 of whom 50 were male and 6 female. In January 1900, the schools were then organized into elementary

school and the advanced school. This division became a regular feature and in 1903 the elementary section became the Lower Primary School which had upto Class III and the advance section became the Upper Primary School section with Class V as the highest class.

In 1901 appointment was given to Mizo teachers on trial basis for Mission school. For a period of three months, these new teachers conducted elementary school. In 1902, more schools were opened at Aizawl, and nearby village and girls schools were also opened in three villages in the same year. Night school was also started on voluntary basis at Aizawl and a nearby village.

1.4.3 Beginning of Regular School

As the establishment of temporary schools was successful, new regular schools came into existence in place of temporary ones. Officially, it was reported that, there were 15 Lower Primary Schools in Mizoram, the first Upper Primary School was started in the year 1905.

Before, the missionaries opened schools for the Mizos, the government started a formal school in November 1893 at Aizawl meant only for the children of sepoys, Mizos were not allowed in the school and the medium of instruction was Hindi. Similar schools were opened at Lunglei and Demagiri in 1894.

After inspection by the then Chief Commissioner of Assam in 1904 the Government schools and teachers were transferred to the Mission School on 1st April 1904. All schools were put under the Honorary Inspector of Schools, but no religious education was to be imparted.

The first lower primary examination was held in June 1903 at Aizawl. The first Upper Primary examination was held in October 1904 in which two students passed the examination as can be seen in Table No. 1.4:

Result of the First Lower Primary Examination: June 1903

Table No. 1.4

School	No. Of candidate	No. Of passed	No. Of failed
Government	14	6	8
Mission	13	13	-
Total	27	19	8

Subjects in the exam

1. (a) Handwriting and Dictation in Lushai	50 marks
(b) Explanation of Lushai text book	100 marks
(c) Translation of (Lushai to English/ English to Lushai)	100 marks
2. Arithmetic (question on the first four rule: simple and compound)	100 marks
3. English (PC Sarkar's first book)	100 marks
Total	500 marks

The number of Primary Schools increased to 22 with 781 students in 1907. The Upper Primary School in the North Mizoram was raised to the status of Middle English School. Anyone finishing the Middle English School would be eligible to join English Medium High Schools anywhere. In 1929, the class structure was changed by the Missionaries in the North and Upper Primary Schools were abolished. The changed structure in 1929:

Lower Primary	-	2 years (class A & B)
Primary School	-	3 years (class I – III)
Middle School	-	3 years (class IV – VI)

Only late in the year of 1944 the first Secondary School was founded by voluntary organization at Aizawl, the capital town of Mizoram, the first Headmaster being the Missionary in charge of Education. 56 students (boys and girls) got admission into Class VII in the first year and in 1948 the first batch of 25 candidates for matriculation Examination appeared at the said examination. 7 boys and 10 girls were declared successful in the examination. As in the case of Middle school step for opening of more secondary school was slowed down and delayed. Till the year 1950 there were only three such schools in Mizoram.

1. Mizo High School, at Aizawl (Provincialized or taken over by Government as Government School in 1950)
2. Lunglei High School at Lunglei (Private)
3. Gandhi Memorial High School, at Champhai (Private)

It was only in the Government High School at Aizawl that diversified course of studies was introduced by running classes from VII – XI. In the other two Private Schools the core subjects were:

1. One major Indian Language
2. English
3. Mathematics
4. History
5. Geography
6. Mother tongue as classic.

As English was the medium of instruction in the Secondary School and since Mother tongue (Mizo language) was not declared and classified as one of the Major Indian Language, as such civics, commercial geography and domestic science were the subjects mostly selected by the students in place of the Major language. These schools were then affiliated to Gauhati University (Assam).

1.4.4 Educational Conference (1935)

The school system in the Northern and Southern part of Mizoram differs in many respect, as a result, a conference was held at Aizawl in 1935 under the chairmanship of Superintendent of Lushai Hills (Mizoram) to discuss a uniform curriculum and practice in the whole of Mizoram. The conference launched a comprehensive scheme for the improvement of education and cooperation between the educational authorities in the North and /south Lushai Hills and decided to maintain uniformity in all possible spheres of education.

1.4.5 The government schools

Till 1944, all the schools in Mizoram were managed and maintained by the Christian missionaries with some grants from the Govenment. In 1944, the Government took over one middle school managed by the Christian missionaries, this has become the first Government middle school in Mizoram and the first

Government primary school was established in 1947 when the /government took over one of the oldest existing missionary primary schools. The Mizo High School was taken over by the Government in 1950, and became the first Government High School in Mizoram.

When India got independence in 1947, there were 258 Primary Schools, 22 Middle Schools and 2 High Schools in Mizoram. By 1952, all the educational institutions were taken over by the Government of India.

1.5 Education in Mizoram – Post Independence

1.5.1 Education between 1952 – 1972 ie. District Council to Union Territory

After India got independence, Mizoram (Lushai hills District) was formed as an Autonomous District Council on 25th April 1952. The Council constituted a Board to look after the Primary and Middle School. On 1st August 1954, the Board came into force and conducted examinations until the Mizoram Board of School Education was established in 1976.

1.5.2 Education between 1972 (Union Territory) – 1986 (Statehood)

In the year 1972 Mizoram became one of the Union Territory of India. Consequently, Mizo District Council was dissolved with effect from 29th April 1972. Education Department was created in 1972. The Mizoram Board of School Education (MBSE) conducted the Primary and Middle School Leaving Examinations in 1977 onwards and High School Leaving Certificate Examination in 1978 onwards. Apart from conducting Examination, development of syllabus and textbooks was another responsibility of the Board.

The class structure in the elementary section remain the same till 1981, it was restructured in 1981. The new class structure was in effect for almost 30 years, till it was restructured as a result of The Right of Children to Free and Compulsory Education Act, (2009) in 2011.

During this era, Mizoram witnessed a rapid and tremendous expansion qualitatively and quantitatively in the field of education. There were 425 Primary Schools with 60375 students, 184 Middle Schools with 19604 students, 70 High Schools with 7840 students, 2 Colleges in 1972.

1.5.3 The first Vocational Education

Forest Education:

The Forest Education and Research Institute Mizoram is the only institute in Mizoram where Forestry is taught and practical training is imparted to Forest Field staff. This institute was established in 1974 as Mizoram Forest School and only 15 Forest Guards were trained in one year. With the progress and development of Forest Department in Mizoram it was upgraded in 1981 and named as /forest Education and Research Institute. The training Institute was therefore meant to train Forest Guards and Foresters as well since 1981.

Nurses Training Institute

The first Nurses Training school of Mizoram was established in April 1950 and the course that it started was known as ‘Dai Training Course’ at Civil Hospital, Aizawl the Capital of Mizoram. The duration of this training course was one year. As there were no teachers appointed for this school. The sister in-charge gave lectures to the trainees. This Dai Training Course was run till June 1959 only. The first batch of the trainees consisted of 6 students.

By 1957, 'The Assam Nurses Midwifery' (ANM) was started in Mizoram at Aizawl and the main objective of this course was to prepare the trainees to be able to work as a Nursing Team in the /community Health Service.

In 1980 the ANM School was upgraded and bifurcated into two namely 'Multipurpose Health Workers' Training school' and School of Nursing. These two schools were in the same building in spite of having separate staff with separate courses.

School Class Structure through the ages

Table No. 1.5

Level	Before 1981	1981-2010	2011onwards
Primary School	Classes I – III	Classes I – IV	Classes I – IV
Middle School	Classes IV – VI	Classes V – VII	Classes V – VIII
High School	Classes VII – X	Classes VIII- X	Classes IX – X

1.5.4 Education under State Government (1986 onwards)

Mizoram became a full-fledged State on 20th February 1987, as result of the signing of Peace Accord between India and the Mizo National Front on 30th June 1986. However, education under the State government is more or less the same to the Union Territory in terms of administrative set up and management.

During the initial years, private schools, mostly English Medium Schools continued to grow besides a number of new Government schools were being set up by the State Government. The rapid growth and expansion of private English Medium schools run by Churches and Private party was prevalent in the urban areas.

Even in the rural areas, Churches began to established English Medium schools in this period.

More than 98% of the rural habitations had Primary Schools within their habitation during this period. By 1989 there were 1084 Primary Schools, 522 Middle Schools and 192 High Schools in Mizoram. In 2011 census, Mizoram has attained 91.58% of literacy which was the second highest in India.

1.6 Status of vocational education in Mizoram:

As per the recommendation of Kothari Commission also known as the Indian education Commission (1964 – 66), National Policy on Education (NPE-1986) made two revolutionary changes in the education system to be strongly and vigorously implemented in the whole country:-

- A thorough re-organization of Education structure into 10+2+3 pattern.
- Provision of distinct Vocational Stream at the +2 stage.

The NPE – 1986 recommended the introduction of a separate and distinct Vocational stream besides the three existing streams namely, Arts, Science and Commerce streams at the higher secondary stage to prepare students to develop certain skills in their own chosen areas. Some of its significant recommendations on vocational education were: to divert 20% of students at the +2 level to job oriented courses, constitute work experience as an integral part of general education, ensure the terminal nature of the course, as well as provide chance of upward mobility for the meritorious students.

To realize this goal the government of India launched a Centrally Sponsored Scheme of Vocationalisation of Secondary Education to be introduced as a separate

stream at the higher secondary stage. The target group of the Vocationalisation of Secondary Education are only students of up to Class XII and not above.

To look after all matters relating to Vocational Education in the country, the NCERT through Central Institute of Vocational Education (CIVE) known as Pundit Sunderlal Sharma central Institute of Vocational Education (PSSCIVE) was entrusted. Development of guidelines schemes, vocational curricula and syllabi, organizing workshops and training on vocationalisation of education, etc. for the whole country was done by this body. Correspondingly, State Institute of Vocational Education (SIVE) was set up at the SCERT, this body looks after matters relating to vocationalisation of secondary education in Mizoram.

The State level Committee known as State Council for Vocational Education (SCVE) was constituted in Mizoram under the chairmanship of the Chief Secretary of the state. Consequently, a separate wing of State Institute of vocational Education (SIVE) was set up at the SCERT which was under the School Education during that time, it was the responsibility of this wing to look after the scheme.

By upgrading four high schools into higher secondary schools for vocationalisation project, the Centrally Sponsored Scheme of Vocationalisation of Secondary Education was started in Mizoram. Following are the schools for that particular purpose:

1. Govt. Mizo Higher Secondary School, Aizawl
2. Govt. Higher Secondary School, Lunglei
3. Govt. G.M Higher Secondary School, Champhai
4. Govt. Higher Secondary School, Saiha

The two initial courses introduced were 1) Repair and maintenance of Television and Radio and 2) Stenography and Typewriting. Later, two more vocational courses were introduced such as 1) repair and maintenance of Electrical and Domestic Appliances and 2) Dress making, Embroidery and Knitting were introduced. For the expansion of the programme, the government of India had sanctioned more funds during the financial year of 1999 – 2000. Consequently, the state government of Mizoram selected three higher secondary schools to offer new vocational course on Computer technique such as:

1. Govt. Higher Secondary School, Aizawl
2. K.M Higher Secondary School, Aizawl
3. ST. Paul's Higher Secondary School, Aizawl

In addition to this newly introduced vocational trade, the previously introduced trade such as Steno Typing was still going on in Government Higher Secondary School at Champhai and at Government Mizo Higher Secondary School, Aizawl. Till the year 2000, the implementation of vocational education was in its inceptive stage in Mizoram as seen in the XXIV Annual Report 2003 – 2004 of SCERT.

When the government of India provided more funds for implementation, the scheme of Vocationalisation of Secondary Education was expanded in Mizoram during 2004 – 2005 with the following trades:

1. Horticulture
2. Commercial Garment Design and Making
3. Automobile Engineering Technology
4. Medical Laboratory Technician

5. Computer software application
6. Computer Technique
7. Sericulture
8. Office Secretaryship

Following are the schools where vocational trades were introduced:

Table No. 1.6

Schools where vocational trades were introduced			
Sl. No	Name of the School	Status	Name of trade
1	Mizo HSS, Aizawl	Govt.	Computer Technique
2	KM HSS, Aizawl	Govt.	1) Auto Engg. Technique 2) Computer Technique
3	St. Pauls' HSS, Aizawl	Def	1) Computer Technique 2) Computer Hardware
4	Lena Memorial HSS	Pvt	1) Auto. Engg. Technique 2) Commercial Garment
5	Helen Lowry HSS	Def	1) Medical Lab Technician 2) Computer Technique 3) Auto. Engg. Technique
6	Lunglei Govt. HSS	Govt.	Auto. Engg. Technique
7	Baptist HSS, Lunglei	Pvt	1) Medical Lab Technician 2) Computer Technique
8	BCL English Academy, Champhai	Pvt	1) Auto. Engg. Technique 2) Computer Software Application

Schools where vocational trades were introduced			
9	GM HSS, Champhai	Govt.	1) Horticulture 2) Computer Technique
10	Saiha Govt. HSS	Govt.	1) Horticulture 2) sericulture
11	St. Johns' HSS	Def	Computer Software
12	Serchhip Govt. HSS	Govt.	1) Auto. Engg. Technique 2) Horticulture
13	Zemabawk HSS,	Govt.	1) Sericulture 2) Commercial Garment
14	Modern English HSS	Def	1) Sericulture 2) Commercial Garment
15	St. Peters' HSS, Chhingchhip	Def	Computer Software
16	Central HSS, Aizawl	Govt.	Office Secretaryship
17	Leitlangpui HSS	Govt.	Commercial Garment
18	Khawzawl HSS	Pvt	1) Computer Technique 2) Sericulture
19	Mamawii HSS	Govt.	1) Computer Technique 2) Commercial Garment
20	Saitual HSS	Govt.	Sericulture
21	CZS Huala HSS	Govt.	1) Sericulture 2) Horticulture

Schools where vocational trades were introduced			
22	Eklavia Residential School	Pvt	1) Computer Technique 2) Horticulture
23	Siloam HSS	Pvt	Computer Technique
24	Oxford HSS	Pvt	Computer Technique
25	Republic HSS	Govt.	Computer Software Application
26	Region HSS	Govt.	Computer Technique
27	Greenland HSS	Pvt	Computer Technique

Source: Office record

The list of 10 schools approved for Implementation of Vocational Scheme by PAB 2015 – 16 (Govt. Notification No. B.12019/9/2015-EDN(VSE) Dt. 16th November 2015) were shown in Table No 1.6(a):

Table No. 1.6(a)

High Schools approved for Implementation of Vocational Scheme by PAB 2015 – 16				
Sl No	**Name of District**	**Name of School**	**Vocational Trade 1**	**Vocational Trade 2**
1	Aizawl	Govt. Mizo High School	IT & ITES	Healthcare
2	Aizawl	Govt. Zemabawk High School	IT & ITES	Healthcare
3	Aizawl	Govt. Saitual High School	IT & ITES	Healthcare
4	Champhai	Gandhi Memorial Govt. High School	IT & ITES	Healthcare
5	Kolasib	Govt. High School, Kolasib	IT & ITES	Healthcare
6	Lawngtlai	Region Govt. High School	IT & ITES	Healthcare

High Schools approved for Implementation of Vocational Scheme by PAB 2015 – 16				
Sl No	**Name of District**	**Name of School**	**Vocational Trade 1**	**Vocational Trade 2**
7	Lunglei	Govt. High School, Lunglei	IT & ITES	Healthcare
8	Mamit	Govt. High School, Mamit	IT & ITES	Healthcare
9	Saiha	Govt. High School, Saiha	IT & ITES	Healthcare
10	Serchhip	Govt. High School, Serchhip	IT & ITES	Healthcare
11	Aizawl	Govt. KM High School, Aizawl	IT & ITES	Automobile
12	Aizawl	Govt. Central High School, Aizawl	Agriculture	Healthcare
13	Aizawl	Govt. Mamawii High School, Aizawl	IT & ITES	Apparel
14	Aizawl	Govt. Republic High School, Aizawl	IT & ITES	Apparel

Table No. 1.6(b)

Higher Secondary Schools approved for Implementation of Vocational Scheme by PAB 2015 – 16				
Sl No	**Name of District**	**Name of School**	**Vocational Trade 1**	**Vocational Trade 2**
1	Aizawl	Govt. Mizo Higher Secondary School	IT & ITES	Healthcare
2	Aizawl	Govt. Zemabawk High er Secondary School	IT & ITES	Healthcare

Higher Secondary Schools approved for Implementation of Vocational Scheme by PAB 2015 – 16				
Sl No	**Name of District**	**Name of School**	**Vocational Trade 1**	**Vocational Trade 2**
3	Aizawl	Govt. Saitual Higher Secondary School	IT & ITES	Healthcare
4	Champhai	Gandhi Memorial Govt. Higher Secondary School	IT & ITES	Healthcare
5	Lawngtlai	Region Govt. Higher Secondary School	IT & ITES	Healthcare
6	Lunglei	Govt. Lunglei Higher Secondary School	IT & ITES	Healthcare
7	Mamit	Govt. Mamit Higher Secondary School	IT & ITES	Healthcare
8	Saiha	Govt. Siaha Higher Secondary School	IT & ITES	Healthcare
9	Serchhip	Govt. Serchhip Higher Secondary School,	IT & ITES	Healthcare
10	Aizawl	Govt. KM Higher Secondary School, Aizawl	IT & ITES	Automobile
11	Aizawl	Govt. Central Higher Secondary School, Aizawl	Agriculture	Plumber
12	Aizawl	Govt. Mamawii Higher	IT & ITES	Apparel

Higher Secondary Schools approved for Implementation of Vocational Scheme by PAB 2015 – 16				
Sl No	**Name of District**	**Name of School**	**Vocational Trade 1**	**Vocational Trade 2**
		Secondary School, Aizawl		
13	Aizawl	Govt. Republic Higher Secondary School, Aizawl	IT & ITES	Apparel

Source: Field work

Vocational Institutions in Mizoram:

1. ITI, Aizawl

Table 1.7 (a)

Vocational Institutions in Mizoram - ITI, Aizawl			
Sl. No.	**Name of Course**	**Duration**	**Entry qualification**
Craftmanship Training			
1	COPA (Computer Operator and Programming Assistant)	1 year	HSSLC
2	Electrician	2 years	HSLC
3	IT&ESM (Information Technology & electronic System Maintenance	2 years	HSLC (Maths & Science)
4	Surveyor	2 years	HSLC (Maths & Science)
5	Mechanic	2 years	HSLC (Maths & Science)

Vocational Institutions in Mizoram - ITI, Aizawl			
Sl. No.	**Name of Course**	**Duration**	**Entry qualification**
6	Fitter	2 years	HSLC
7	Motor Mechanic	2 years	HSLC
8	Electronic	2 years	HSLC
9	Draughtsman	2 years	HSLC
10	Diesel Mechanic	1 year	HSLC
11	Radio & TV Mechanic	2 years	HSLC
12	Welder	1 year	Class VIII
13	Wireman	1 year	Class VIII
14	Carpentry	1 year	Class VIII
15	Plumber	1 year	Class VIII
16	Mason	1 year	Class VIII
Non-Engineering trade			
1	Stenography	1 year	HSSLC (with English)
2	Hair & Skin care	1 year	HSLC
3	Bakery & Confectionery	1 year	HSLC
4	Cutting & Sewing	1 year	Class VIII

Source: Field work

2. ITI, Lunglei

Table 1.7 (b)

Vocational Institutions in Mizoram - ITI, Lunglei			
Sl. No.	Name of Course	Duration	Entry qualification
Engineering Trade			
1	COPA (Computer Operator and Programming Assistant)	1 year	HSSLC
2	Mechanic	2 years	HSLC (Maths & Science)
3	Carpentry	1 year	Class VIII
Non-Engineering trade			
1	Dress making	1 year	HSLC

Source: Field work

3. ITI Saiha

Table 1.7 (c)

Vocational Institutions in Mizoram - ITI, Saiha			
Sl. No.	**Name of Course**	**Duration**	**Entry qualification**
Engineering Trade			
1	IT&ESM (Information Technology & electronic System Maintenance	2 years	HSLC (Maths & Science)
2	Electrician	2 years	HSLC

Vocational Institutions in Mizoram - ITI, Saiha			
Sl. No.	**Name of Course**	**Duration**	**Entry qualification**
3	Mechanic	2 years	HSLC (Maths & Science)
Non-Engineering trade			
1	Hair & Skin care	1 year	HSLC

Source: Field work

4. Women Polytechnic, Aizawl

Table 1.7 (d)

Vocational Institutions in Mizoram - Women Polytechnic, Aizawl			
Sl. No.	**Name of Course**	**Duration**	**Entry qualification**
1	Modern Office Practice	3 years	HSSLC
2	Electronics & Telecommunication	3 Years	HSLC
3	Garment Technology	3 years	HSLC
4	Beauty Culture & Cosmetology	2 years	HSLC

Source: Field work

5. Mizoram Polytechnic, Lunglei

Table 1.7 (e)

Vocational Institutions in Mizoram - Women Polytechnic, Lunglei			
Sl. No.	**Name of Course**	**Duration**	**Entry qualification**
1	Civil Engineering	3 years	HSLC
2	Mechanical Engineering	3 Years	HSLC
3	Electrical Engineering	3 years	HSLC
4	Computer Science	3 years	HSLC

Source: Field work

6. National Institute of Electronics and Information Technology (NIELIT)

Table 1.7 (f)

Vocational Institutions in Mizoram - National Institute of Electronics and Information Technology (NIELIT)		
Sl. No.	**Name of Course**	**Entry qualification**
1	Certificate Course in Computer Application	HSSLC/Graduate in any discipline
2	Diploma in Computer Science and Engineering	HSSLC/Graduate in any discipline
3	Diploma in Electronic and Telecommunication Engineering	HSSLC/Graduate in any discipline

Source:School Education Office record

1.7 Rationale of the study:

Different studies have revealed that many young people have entered in different occupations not in accordance to their aptitude, capacity, interest, and suitability but entered by chance. This has led to an economic loss to the young workers in particular and to the society in general. This problem may be avoided if vocational interest is known at an early stage.

In psychological perspective, it has been strongly perceived and accepted that no two individuals are alike. They vary in their different aspects and traits due to individual differences. Therefore realization of vocational interests of students at school level will reveal the individual differences too in the field of occupation or job market.

The influence of science and technology has led the contemporary society to undergo a constant change. Due to this, the areas of specialization have been rising in order to cope with the changes that have taken place in economic, political, social, and cultural structure of the society. For this we require engineers, technologists, philosophers, doctors, scientists, technicians, educationists, administrators etc. Besides, new occupations are coming up to the forefront for meeting these needs. Thus, identification of the varied vocational interests of the student needs to be done.

Young individuals often select occupation having attractive pay without considering whether they are actually fit to meet the required demand of the occupation, they join the occupation but later do not get job satisfaction and leave. As a result, they change from one occupation to another and became frustrated. An individual must be able to give a satisfactory answer to the question of "What shall I do in life?". His success and future happiness depends upon a satisfactory answer to

this question. A wrong choice of occupation leads to discontentment, failure, frustration and desultoriness. This is because an occupation is a way of life rather than merely a means of earning livelihood. Knowledge of vocational interest is needed when the student is about to choose subjects and decide his future occupation. Moreover, it is needed at the stage of college and university education, since right after completion of college and university, the student will have to take up an occupation to earn his livelihood and to lead a way of life.

Looking into the Employment statistics of District Employment Exchange, Aizawl, there are 25632 unemployed registered as on September 2017. This makes up 2.33 % of the whole population when calculated according to census 2011 which was 5/6 years before. This data also does not include those who have not registered themselves but are still unemployed. This is a worrying fact especially in light of the people rising educated and unemployed youth.

Table 1.8

Employment statistics of District Employment Exchange, Aizawl as on September 2017		
Sl. No	**Category**	**Total**
1	Unskilled	46
2	Class VI to IX	3136
3	Matriculate / HSLC	3468
4	P.U/HSSLC	4896
5	B.A (Pass/General)	4032
6	B.A (Hons/Major)	2004

Employment statistics of District Employment Exchange, Aizawl as on September 2017		
Sl. No	**Category**	**Total**
7	Graduate	2448
8	BE/B.Tech	535
9	Post Graduate	2454
10	Technical Trade	2205
11	Physically Handicapped	105
12	Non-Mizo	303
	Total	25632

Source: Employment Office record

Thus, identification of vocational interest at high School stage may not only reduce number of unemployment, but will also assist the student to develop an insight into what he wants to be in life, what he is best capable of doing, his abilities, interests, aptitudes and his limitations as well.

Last but not the least, through knowledge of vocational interest, individuals opt for their vocations in accordance to their suitability. As a result of this they become a positive, valuable, and useful asset for the society instead of becoming a burden. With these thoughts in mind, the investigator considered it an absolute necessity to make a study of the Vocational Interests of Secondary School students.

The investigator chose this topic because identification of vocational interest at the right time can help students to choose their area of discipline before drifting endlessly in areas they may not be interested in. A study of this topic is important

because there is a chance to find out the vocational interest of students and subsequently give them the right kind of professional advice. The findings of the present research are also expected to be greatly beneficial for teachers teaching this stage of students.

1.8 Statement of the problem:

The statement of the problem is "Vocational Interests of Secondary School Students of Aizawl city".

1.9 Operational Definitions of the term used:

Vocation: In the present study, Vocation refers to a job or an economic activity which enables a person to earn a livelihood.

Vocational Interest: In the present study, 10 areas have been identified. These are - Literary, Scientific, Executive, Commercial, Constructive, Artistic, Agriculture, Persuasive, Social and household.

Secondary school: Secondary School in the present study refers to the Schools with class IX and class X.

Educational background: Educational Background in the present context refers to the educational qualification of the parents.

1.10 Research Questions:

1. What are the Vocational Interests of Secondary School Students of Aizawl city?
2. Is there a noteworthy variation in the Vocational Interests of male and female Secondary School Students of Aizawl city?
3. Do parents' educational backgrounds affect the Vocational Interests of Secondary School students?
4. Is there a difference in the Vocational Interests of students based on their origin (Rural/Urban)?
5. Can any improvement be made in the Vocational choices of Secondary School Students?

1.11 Objectives:

1. From the Research questions, the following objectives were identified for the present study.
2. To identify the Vocational Interests of Secondary School students of Aizawl city.
3. To compare the Vocational Interests of male and female Secondary School Students of Aizawl city.
4. To compare the Vocational Interests of Secondary School students of Aizawl city with rural and urban background.
5. To compare the Vocational Interests of Secondary School Students of Aizawl city from rural background with their counterpart from urban background.
6. To suggest measures for development of proper Vocational Interests among Secondary School students.

1.12 Hypotheses:

1. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Literary area.
2. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Scientific area.
3. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Executive area.
4. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Commercial area.
5. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Constructive area.
6. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Artistic area.
7. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Agriculture.
8. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Persuasive area.
9. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Social area.
10. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Household area.
11. There is no significant difference in the Vocational Interests of Literary area among Secondary School Students of Aizawl city with reference to their parents' educational background.

12. There is no significant difference in the Vocational Interests of Scientific area among Secondary School Students of Aizawl city with reference to their parents educational background.
13. There is no significant difference in the Vocational Interests of Executive area among Secondary School Students of Aizawl city with reference to their parents educational background.
14. There is no significant difference in the Vocational Interests of Commercial area among Secondary School Students of Aizawl city with reference to their parents educational background.
15. There is no significant difference in the Vocational Interests of Constructive area among Secondary School Students of Aizawl city with reference to their parents educational background.
16. There is no significant difference in the Vocational Interests of Artistic area among Secondary School Students of Aizawl city with reference to their parents educational background.
17. There is no significant difference in the Vocational Interests of areas of Agriculture among Secondary School Students of Aizawl city with reference to their parents educational background.
18. There is no significant difference in the Vocational Interests of Persuasive area among Secondary School Students of Aizawl city with reference to their parents educational background.
19. There is no significant difference in the Vocational Interests of Social area among Secondary School Students of Aizawl city with reference to their parents' educational background.

20. There is no significant difference in the Vocational Interests of Household area among Secondary School Students of Aizawl city with reference to their parents educational background.
21. There is no significant difference in the Vocational Interests of Literary area between Secondary school students of Aizawl city with urban background and students with rural background.
22. There is no significant difference in the Vocational Interests of Scientific area between Secondary school students of Aizawl city with urban background and students with rural background.
23. There is no significant difference in the Vocational Interests of Executive area between Secondary school students of Aizawl city with urban background and students with rural background.
24. There is no significant difference in the Vocational Interests of Commercial area between Secondary school students of Aizawl city with urban background and students with rural background.
25. There is no significant difference in the Vocational Interests of Constructive area between Secondary school students of Aizawl city with urban background and students with rural background.
26. There is no significant difference in the Vocational Interests of Artistic area between Secondary school students of Aizawl city with urban background and students with rural background.
27. There is no significant difference in the Vocational Interests between Secondary school students of Aizawl city with urban background and students with rural background in the area of Agriculture.

28. There is no significant difference in the Vocational Interests of Persuasive area between Secondary school students of Aizawl city with urban background and students with rural background.
29. There is no significant difference in the Vocational Interests of Social area between Secondary school students of Aizawl city with urban background and students with rural background.
30. There is no significant difference in the Vocational Interests of Household area between Secondary school students of Aizawl city with urban background and students with rural background.

CHAPTER II

Chapter II

REVIEW OF RELATED LITERATURE

The study of related literature is an indispensable task in research. It enables an investigator to have a clear comprehensive view of all the pros and cons of the work; keeps abreast with the latest trends, methods, tools and techniques makes aware with frontiers of the problem; develops deep inside into problem; points out the crucial aspects, stimulates thinking and promotes creativity, provide concepts and data for evaluation, interpretation, comparison, and discussion. The study guards against probable dangers and pitfalls, minimises the risks of dead ends, save against unnecessary duplication, and avoids the chances of inadequate procedure. Thus, the researcher get enlightened, capitalises on the previous literature, design adequately, follows effectively and makes best use of sources and resources.

The available studies are generally not comparable with one another as they differ in many respects – sample studied, tools employed, designs used etc. An attempt is made, in this chapter, to survey the relevant studies in brief. The existing researches that are directly and indirectly related to the present study may be conveniently classified under three headings:

Studies done abroad

Studies done within India

Studies done in Mizoram

2.1 Studies done abroad

Crites (1962) studied "Parental identification in relation to vocational interest development". The researcher conducted the study to derive and test 3 hypotheses about the relationship of parental identification to vocational interest development such as, the degree of correlation between vocational interest pattern with the father and mother, the kind of variation between vocational interest pattern with the father and mother, and identification pattern associated with masculinity-femininity of interests. Groups of 3 (N = 100, 100, 150) were tested in order to examine the hypotheses. The Semantic Differential and Strong Vocational Interest Blank revealed that parental identification had a significant variable in the selection of an occupation. The result showed that the formation of a child's vocational interest patterns were influenced by identification with both the parents, moreover, contribution with father's identification was found to have more importance than identification with the mother.

Lynch (1980) researched on "Birth Order and Vocational Preference". The researcher examined the relationship between the birth order of adolescents and their vocational preferences. The sample consists of 244 students of New York City Public School. Self Directed Search (SDS) was employed for the study. In the area of realistic, conventional, and enterprising, firstborns were found to be overrepresented, whereas, in the area of social, artistic, and investigative areas, later borns were found to be overrepresented. Thus, significant difference was found between firstborns and later borns in the vocational preferences.

Wroblewski & Huston (1987) conducted a study in Midwest on "Televised occupational stereotypes and their effects on early adolescents: Are they changing? The sample consisted of 65 students, where 35 were male and 30 were female. Their ages ranged from 10 – 13 years. For collection of data, Questionnaires was used which was based on content analyses of television (Williams et.al (1996) ratings by group of 18 professionals in child development and pilot interview. The researcher argued that even though sample students did not have personal contact with members of a particular occupations in their everyday lives, they have gained knowledge through television that are often shown and telecasted. Their awareness of television occupations contrasted sharply with their lack of knowledge about many other occupations that are not available in their everyday life experiences. **Mei Tang (2001)** had done a study on "Investigation of the Structure of Vocational Interests of Chinese College Students". The researcher used Chinese version of Strong Interest Investigatory (1994) which was at that time recently completed translation by David S. Goh in collaboration with psychology professionals in mainland China. The research objective was to investigate occupational interest of Chinese college students. Additional validity data was provided for the Chinese version of the Strong Interest Inventory. The structure of vocational interests of Chinese college students was examined by comparing it with the description of Holland's theory. The researcher selected 166 college students in the north eastern area of China from various universities. The study found that the Chinese students of both male and female had similar order of RIASEC, but the similarity was not identical. No exact resemblance between the Basic Interest Scales and the original classification was found by the factor analysis.

Gideon, P.DE Bruin, (2002) studied "The relationship between Personality traits and Vocational interests". The objective was to inquire the relationship between vocational interests and personality traits by using 19-Field-Interest Inventory (19FII) and 16 Personality Factor Questionnaire (16PF). As measured by factor extension analysis, relationship was found between the interest fields of the 19-Field-Interest Inventory and the second order factors of the 16 Personality Factor Questionnaires. A meaningful relationship was found between vocational interests and the three second-order personality factors such as Extroversion, Tough Poise and Independence. Individuals who had high scores in Extroversion were found to have interested in areas that are associated with other people. Areas such as performing arts and languages were interested by individuals who had low scores in Tough Poise, but were likely not to have interest in numbers, business and stereotypical practical such as male activities. Individuals who scored high in the Independence factor were attracted towards creative thinking. The researcher concluded that the personality trait and vocational interests measured by the 16PF and 19FII can be greatly useful for gathering information in the process of career counselling. The career counsellor would be able to understand his client with the help of measured information of personality traits and vocational interests. Likewise, the client would also tend to gain self-understanding if personality traits and vocational interests play part in the process of psychological assessment.

Bloye E. J (2007) studied on "Vocational Interest and other Non-cognitive factors as predictors on Academic achievement". The tools selected by the researcher were, General Scholastic Aptitude Test (GSAT) which was developed by Classen et. al in

1998, the Self Directed Search (SDS) developed by John Holland in 1985 and Academic Behaviours and Attitudes Questionnaire (ABAQ) by De Bruin, De Bruin, Schoeman and Hardy in 2005. Number of 285 students from 10th grade, consisting of 132 male and 153 female were selected for the sample. The sample was a form of multicultural representation from black, coloured, Indian and white (N = 70, 15, 17, 183). He concluded in his findings that academic performance of the students was significantly and positively influenced by Achievement Motivation, Self directedness in learning, Academic ability, Vocational Interest, Self-efficacy and avoidance of procrastination. Despite the fact that when the subject content did not match vocational interest pattern, the Investigative and realistic interest however had an effect on academic performance significantly.

Amani, (2013) conducted a study "Social Influence and Occupational Knowledge as Predictors of Career Choice Intentions among Undergraduate Students in Tanzania". The investigator tried to discover the influenced of occupational knowledge and social influence from significant others in the prediction of the undergraduate students in deciding careers to join after they complete their studies in Tanzania. Keeping in mind the quantitative character of the study, the researcher adapted cross-sectional survey design. 100 sample from first and finalist undergraduate students consisting of 63 males, 37 females and ages ranging from 19 to 40 years were participated. The researcher used structured questionnaire for assessing the level of occupational knowledge, demographic characteristics, career choice intentions and social influence. It was found from the study that the level of occupational knowledge and social influence from lecturers, friends and parents had high

influenced on the undergraduate students' intentions to join their careers. Further, low but positive correlation was observed between occupational knowledge and career choice intentions. It was found that most of the students intended to join their careers after completing their graduation.

Jonathan et. al (2014) done a research on "Parental Influence on Creativity Development and Vocational Interest of Children in Ekiti State Nigeria". The study tried to discover the vocational interests of the students, the types of creative activity that are normally engaged by the students and the parental influenced in the students' vocational interest as well as creativity development. The researchers selected 400 students of Junior Secondary School between the age of 11 to 13 as sample and used A Child Creative Inventory Form (CCIF) for collection of the data. The study revealed that children loved to involve in creative activities mostly in the skills such as technical and vocational at the outcome of their parents' motivation. The study also found that despite the engaged in vocational skill of creative activities, the vocational interest of the students was drawn more towards other discipline order than vocational subjects as a result of their parental influence. The researchers therefore recommended parents and the teachers to motivate the students at any moments they are engaged in creative activities in schools or at home and support them to develop their career, with keeping in mind the areas of children's interest.

Paessler (2015) studied "Sex differences in Variability in Vocational Interests: Evidence from Two Large Samples". The researcher employed Convenience sampling method. Sample 1 consisted of 40 participants and the age varied from 8 to 88 years who were all originated from Austria, Germany, Switzerland, and other

countries of origin respectively where as Sample 2 consisted of 71 and the age varied from 12 to 70 years who were from secondary school students, apprentices, college students, and employees originated from Germany. For collection of the data German version of the Self-Directed-Search (SDS), online-based interest inventory – Explorix and Was-Studiere-Ich (WSI) was used. The study found men varied more in Realistic and Enterprising interests and women varied more in Artistic and Conventional interests.

2.2 Studies done within India:

Kulshrestha (1969) employed Chatterji's non language preference record, Kuppuswamy's socio economic status scale, Jalota's test of intelligence and questionnaire to study vocational interest, occupational choices, socio economic status and intelligence of 11th standard. The result indicated that the socio economic status and occupational choice of the sampled students were not related to congruity choices and the vocational interests had no relationship with their parent's education or occupation.

Jayapoorani N (1982) studied vocational interest of higher secondary students, the major findings were:

i. Majority of the students preferred Natural science, mathematics and English subjects.
ii. Boys preferred engineering jobs while girls preferred to work as doctor.
iii. Between the age of 13 – 14 years, Boys and girls (53%) developed their vocational interest.

iv. In the field of aptitude, the numerical ability of the boys had better numerical ability than girls.

v. Boys were found to have better mechanical reasoning than girls. The difference between the different income groups with regard to mechanical reasoning was not much.

vi. There was only slight difference between boys and girls as well as between the income groups on aptitude with regard to clerical speed and accuracy.

vii. There was significant difference between boys and girls in attitude for sentence construction. Boys showed higher attitude as compared to girls.

viii. Favourable attitude towards vocational course was shown by all the teachers as they considered the course as job oriented. They opined the age of 16 years as appropriate for introducing these courses.

Mathur and Sharma (2001) examined the career maturity among adolescents. Significant difference was found between boys and girls in the attitude towards career choice. Boys had a more favourable attitude towards career choice in comparison with girls. Boys had better career competency than the girls. It was also found that most of the students had an average level of Career Maturity.

Neeraj (2002) conducted a study entitled, "A comparative study of family environment, achievement motivation and self-esteem of students of vocational and academic streams" and in the study, significant difference was found between boys and girls in the streams of vocational and academic in respect to family environment. No significant difference was found between boys and girls in vocational and

academic streams in respect to self-esteem. A positive relationship was found among family environment, achievement motivation and self-esteem.

Sultana (2002) had done a study on "A comparative study of the Vocational Interest of the students of IX standard of Urdu and Marathi Medium schools of Aurangabad City". Vocational Interest Record (VIR) by Dr. S. P Kulshrestha was employed for gathering the data. Sample was selected by Random sampling. The sample consists of 1000 students during the academic year 1998 – 99. The students comprised of 250 from each category i.e Urdu Medium boys and girls, Marathi Medium boys and girls. The study found no significant difference between Marathi and Urdu medium students in the Vocational Interest. There was no significant difference found in Vocational Interest between boys and girls. Among all the subjects, 28 vocational subjects were prescribed in the syllabus. Therefore, some provision of Vocational subjects was found in the syllabus of IX Standard. During the time vocational Interest Record data was collected in the schools, no Vocational Guidance was given to the students.

Rajeedali (2004) carried out a study to compare the vocational interest of Boys and Girls student from secondary schools of Malapuram District in kerala state, with reference to their motivation and level of aspiration. 100 sample students were collected, out of these, 50 students were boys and 50 students were girls. Girl students had high vocational interest than boys in respect to their achievement, motivation and level of aspiration.

Venkateshwarlu & Chandrasekhar (2008) carried out "A study of attitude of lecturers of vocational education institution in relation to certain personal and demographic values". The objective was to study teachers' attitude towards the existing practices of vocationalization of education. The sample of the study covered 84 institutions, consisting of 24 High Schools, 24 Junior Colleges, 24 Industrial Training Institutes and 12 Polytechnic Colleges and 200 teachers/lecturers by adopting a three stage stratified random sampling technique. The investigator developed an attitude scale. The study revealed that teachers/lecturers were not pleased with the prevalent situation in the vocational education domain. Moreover, large amount of subjects was found to be dissatisfied with the curricula for vocational education. Based on teachers/lecturers attitudes, it was found that 80% of the lecturers assumed that there were no proper linkages in the vocational courses introduced at different levels in various institutions.

Alika, H. I. & Egbochuku, E. O. (2009) investigated in the paper "Vocational Interest, Counselling, Socio-economic status and age as a Correlates of Re-entry of Girls into School in Edo State" that there is a significant relationship between vocational interest, counselling, and socio-economic status on re-entry of girls into schools.

Patel, Mohammad Soel (2010) carried out "Study of vocational Interest of boys studying 10th of secondary of school of Ahmedabad". The investigator selected 120 students from the secondary school of Ahmedabad, 60 students were boys and 60 students were girls from 10^{th} standard. Amin's vocational Interest inventory was

employed. The study revealed that - Significant difference was not found in the students of 10th standard with reference to vocational Interest. No significant differences exist among the students of 10th standard with reference to the educational level and vocational Interest of their mother. There exists no significant difference among the students studying in 10th standard with reference to the vocational Interest of the father.

Singh Bhupendra Kumar (2012) conducted 'A study of an Interested Areas of Higher Secondary school students of Ahmedabad' to know the interest of the students studying in 11th &12th Standard. 500 students from 12 schools of Ahmedabad city, studying in general and science stream were selected for the sample by employing the method of stratified random sampling. His study revealed that the students had special interest in computational, literacy, scientific and music area. Girls had shown special interest in the areas of literacy, scientific, computational, literacy and social services.

Anup Singh (2014) conducted a comparative study of vocational interest of secondary level students. Vocational Interest Record (VIR) by Dr. S.P. Kulshrestha (1971), published by National Psychological Corporation, Agra was employed. A slightly high interested was found among girls in the field of literary, constructive, artistic, social and household as compared with the boys. On the other hand, boys showed slightly high interest in the field of scientific, executive, agriculture and persuasive as compared with girls. Great importance could probably be given to the findings by educational thinkers, teachers, psychologists, parents and others who are concerned in the realm of education.

Roy (2014) conducted a study to compare Vocational Interests of Arts, Science and Commerce studying at graduation level. The sample of the study comprised of 180 students from 6 Colleges of Bareilly city. The study found that there was no significant difference among the Vocational Interest of the students of different academic stream i.e. Arts, Science and Commerce.

Bharti (2015) had undertaken a study of 'A Comparative Study of Vocational Interest of +2 Students in Relation to Area'. The sample comprised of 200 students of +2 standard. Out of 200 students, 100 were from urban area and 100 were from rural area. The researcher used Vocational interest record by Dr. S.P. Kulshreshta. For analysing the data, Mean, standard deviation, standard error of means and critical ratio was used. The result showed that there was a significant difference between urban and rural students in the 10 areas of vocations. The urban students had higher interest as compared to rural students in all the 10 areas such as literary, scientific, executive, commercial, constructive, artistic, agriculture, Persuasive, social, household.

Rajitha (2015) studied the influence of achievement motivation on the vocational interests of adolescents. The sample subjects were randomly selected from 10th and Intermediate classes of schools and Junior colleges in Guntur District, Andhra Pradesh, India and the final sample comprised of 588 subjects, out of which, 376 were boys and 212 were girls. The subjects were within the age group of 15-17 years. The Researcher employed Deo-Mohan Achievement Motivation Scale(DAMS) to assess Achievement motivation, and Vocational Interest

Scale(VIS) to assess vocational interests of adolescents. The obtained data was analysed by using analysis of variance and t-tests. The results revealed that achievement motivation had a significant influence on the vocational interests of adolescents in the areas of Modern Technology, Literary, Persuasive and Artistic. Further findings indicated that boys had higher achievement motivation than girls and 10th class students had high achievement motivation compared to the Intermediate students.

Prasannakumar (2016) conducted a study to identify Vocational Interests of High School students. The sample of the study comprised of Government High School of Dindigul district in Tamil Nadu. The researcher collected the sample of 100 students constituting 50 boys and 50 girls of classes 9^{th} and 10^{th}. The study found that there was no significant difference in the Vocational Interest of girls and boys of High School students. A slightly higher interest was found among girls in the field of literary, commercial, constructive, artistic, social and household and boys were found to have slightly higher interest than girls in scientific, executive, agriculture and persuasive fields.

Hasan (2016) conducted a study entitled "Vocational Interest of High School Students in relation to their School Environment and Personal Values.".The researcher found that Girls of co-educational and single sex schools differ significantly on executive area of vocational interest. Significant difference was exists on scientific area of vocational interest between boys of co-educational and single sex school. There was a significant difference on creative stimulation,

cognitive encouragement and permissiveness dimension of school environment between the girls belonging to single sex and co-educational schools. There was a significant difference between the boys belonging to single sex and co-educational schools on creative stimulation, cognitive encouragement, acceptance rejection and control dimension of school environment. The girls and boys belonging to single sex schools differed significantly on creative stimulation, acceptance, rejection and control. The boys belonging to single sex schools differed significantly from the boys of co-educational schools on economic value. The girls belonging to single sex schools differ significantly from the girls of co-educational schools on dimension of personal values like religious, economic, hedonistic and family prestige. Significant difference was also found between the personal values of girls and boys belonging to co –educational schools on family prestige value dimension.

Shaikh et. al. (2016) studied "Vocational Interest of Secondary School Students with reference to their gender and type of family". Total samples of 120 students were selected in the study. Out of which, Sample of 60 secondary school students were from joint family and another 60 secondary school students from nuclear family. Vocational Interest Inventory prepared by Dr. Ashwin Jansari (2015) was administered for data collection. "t" test was used. The result revealed the students of secondary school girls had more artistic vocational interest than students of secondary school boys. The students of secondary school boys had more adventurous vocational interest than students of secondary school girls. The students of secondary school girls had more artistic vocational interest than students of secondary school boys.

Zahra (2016) studied Vocational Interests of Adolescents on the basis of Educational Boards. The sample of the study consists of 100 students from 4 Colleges of Lucknow city belonging to ICSE and UP Board. The study was to examine relationships among scores on vocational interests, and educational boards of students. Vocational Interest Record (VIR) by Dr. S.P. Kulshrestha (1971) was used. The data were analyzed with the help of 'percentage'. The study found that in the field of Science, students of ICSE Board showed more interest in comparison with UP Board students.

Kumar (2017) conducted a study "Vocational Interests of Secondary School Students in Relation to the Locality of Schools". The investigator intended to know and acknowledge the vocational interests of secondary students. 200 students were selected for sample which was drawn randomly from 12 numbers of secondary schools of district kangra of Himachal Pradesh. The study stated that the urban secondary school students were slightly more interested in literary, outdoor, executive and scientific fields. The rural secondary school students were slightly more interested than that of urban secondary school students in mechanical, business and agricultural fields.

Khandwala (2017) studied "Personality, Vocational Interest and Achievement Motivation of the Students". For the sample, the researcher selected 600 school students equally distributed between gender, types of residential area and type of faculty from various higher secondary schools from Ahmedabad district by Randomized sampling method. Three psychological tests - High School Personality

Questionnaire (HSPQ) by S.D. Kapoor, S.S. Shrivastava and G.N. Shrivastava (Revised) (2015), Career Preference Record (CPR) by Vivek Bhargava and Rajshree Bhargava (2001) and Achievement Motive Test (AMT) by Bishwanath Mukherji (Revised) (2009) were selected for data collection. Following are the findings of the study:

1. Higher secondary school boy students showed higher personality score than higher secondary school girl students.
2. Rural area School students showed higher personality score than urban area School students.
3. Urban Area boy students showed higher score on personality scale than any other group of students.
4. Boy students of arts and science faculty group showed higher personality score than girl students of arts and science faculty group.
5. Boys of commerce faculty showed lesser score on the personality scale as compared to girls of commerce faculty.
6. Rural area school students of each faculty group showed higher personality score than urban area school students of each faculty group.
7. Students of rural area school boys of arts faculty group showed higher score on personality scale than students of urban area school boys of commerce faculty group.
8. School students of science faculty group had good vocational interest than school students of arts faculty group.

9. Boy students of science faculty group had higher vocational interest than girl students of science faculty group. In other two faculties girls had higher score in vocational interest than the boys.
10. Students of urban area school girls of science faculty group had highest vocational interest than any other sub groups.
11. School students of commerce faculty group had good achievement motivation than school students of science and arts faculty group.
12. Rural girls from arts faculty had the achievement motivation as per their personality.

Dhull (2018) carried out a study entitled "A Study of Career Maturity among Adolescents in relation to their Gender and Type of Schools". The objective of the study was to find out the relationship in career maturity of adolescent students with reference to their gender and type of schools. For the sample, 120 students of senior secondary schools from Rohtak district of Haryana were randomly selected. The tool employed for data collection was Career Maturity Inventory (Attitude scale & Competence Test) prepared by John Crites which was adapted in Indian version by Dr. Nirmala Gupta. For analysing the data, the researcher used Mean, Standard Deviation and 't' test. Significant difference was found in the career maturity among adolescents in respect to gender and type of schools. Female students possessed more career maturity as compared with male students. Students of private schools possessed more career maturity in comparison with students of Government schools.

Hoque (2018) studied 'Vocational Interests of Secondary School Students in relation to their Level of Aspiration'. Sample students of 100 from secondary school were

collected, 50 were male and 50 were female. Level of Aspiration Test (LOA) developed by Dr. V.P. Bhargava and Vocational Interest Scale by Dr. Parveen Begum was employed for collection of the data. Mean, Standard Deviation and correlation were used for analyzing the collected data. No significant relationship was found between vocational interests and level of aspiration of the secondary students. Likewise, no significant relationship was found between vocational interests and level of aspiration among the male students of secondary school. The investigator further had not found any significant relationship between the vocational interests and level of aspiration of the female secondary school students.

Gourish Chandra Mondal (2018) 'A Study of Vocational Interests of Secondary School Students in relation to their Parental Factors'. The 200 sample students were taken from 4 (four) Secondary Schools of Raghunathganj-1 block of Murshidabad District. Simple Random Sampling Procedure was used for selection of the sample. Vocational Interest Record developed by Bansal V. P & Srivastava D. N. (1975) was utilized for collection of the data. The researcher found a huge disparity in the parental monthly income. Majority of the parents' occupation was found to be farming. The findings revealed that students especially boys preferred Executive choices to the Agricultural trade apparently to avoid poverty and solve financial problem literally. On the other hand, the girls showed highest tendency towards House-Hold discipline and a high interest towards Artistic discipline which is quite natural and a usual tendency.

2.3 Studies done in Mizoram:

Hmingthanzuala (2001) carried out a study entitled "A study of vocational interest of class X student of Mizoram as related to occupational aspiration and SES and academic achievement" the study revealed that boys had significantly high interest in areas such as Mechanical and Outdoor whereas girls student showed significantly high interest in areas such as Business, Aesthetic and clerical. The study further found significant difference between the students of different district. No significant relation was observed between subject and their interests in Mechanical and Outdoor activities. Similarly, there was no significant difference between the age of the student and their occupational aspirations.

Lalhriatpuii (2018) studied "Vocational Education at Higher Secondary Stage of Education in Mizoram: Status, Problems and Prospects". The research population covered 14 Higher Secondary schools offering vocational subjects. The sample consist of 618 students, teachers presented at the time of data collection and randomly selected parents. Self developed tool was employed by the researcher. Some of the findings are mentioned below:

- Vocational students of Computer Technique, Medical Laboratory Technician and Horticulture worried about college admission and further studies
- Vocational students of Computer Technique and Medical Laboratory Technician worried about job placement
- *Problems faced relating to facilities*: Insufficient equipments, irregular power supply, congested classroom and insufficient furniture.

- *Problems regarding practical work*: Less practical classes, irregular supply of electricity, congested practical room/ laboratories and lack of required space for practical work.
- *Problems regarding textbook*: High cost of textbook, unavailability of textbook in the market.
- *Problems regarding contents of the textbooks*: Unavailability of textbooks written in Mizo, difficult to understand the contents in the textbook, the whole syllabus does not covered in the textbook.
- *Problems relating to on-the-job training*: Long distance of training centre from school.
- *Problems Faced by Teachers*: Irregular payment of salary, salary not at par with that of the general course teachers, insufficient number of Vocational teacher, 63.64 per cent of teachers of vocational subjects faced the problem in transacting the skills due to weakness in English on the part of the student.
- *Perception of students about introducing more vocational courses in higher secondary schools*: Photography was the most frequently preferred course suggested and other suggested course were Hospital Documentation (Health and Para medical), Health Care, Beauty, Catering and Restaurant Management, Dairying (Agriculture), Vegetable Seed Production and Food Preserving and Processing (Home science)
- *Vocational courses which had prospects for better job placement in Mizoram*: Computer Technique, Computer Software Application and Medical Laboratory Technician.

- 43.18% parents perceived the vocational courses offered in Mizoram Higher secondary schools as sufficient

As seen from the review of related literature, various researches have been conducted in the field of vocational interest, but the problem of vocational interest in relation to career preferences, especially for students in the State of Mizoram is still a relatively unexplored area. Hence, proper investigations are the need of the hour to throw light on this topic and thus, the researcher's resolve to take up this topic is further strengthened.

CHAPTER III

Chapter III

METHODOLOGY

This chapter deals with the Method of the study, description of the Population and sample, Tools and Mode of data collection and analysis of data in order to make the data interpretative and meaningful.

3.1 Method of the study: The present study is largely descriptive. Therefore, descriptive survey method has been employed for the present study. It is both qualitative and quantitative in nature

3.2 Population: The population of the present study consists of all students studying in Government Secondary Schools and Private Secondary Schools of Aizawl city.

3.3 Sample: The sample of the present study comprised of 200 students. Out of which, 100 students were male and 100 were female. The sample was collected based on Stratified random sampling.

3.4 Tools of data collection: The study was done by making use of primary data. Secondary data has also been employed where needed.

For collection of primary data, the investigator used Vocational Interest Record (VIR) developed by Dr. S. P. Kulshrestha in 1965, which was thoroughly revised in 1970, 1975 and 1977 by the author. The VIR contains 200 vocations belonging to different vocational interest areas. It covers 10 vocational areas such as

Literary, Scientific, Executive, Commercial, Constructive, Artistic, Agriculture, Persuasive, Social and household. The time limit to complete the test is 10 minutes. The test retest reliability were found to vary from .73 to .89. Correlation Coefficients with parents' rating were found to vary from .79 to .81 with friends' opinion from .80 - .85 and with teachers' opinion from .78 to .83. Norms have been developed in the form of stanine scores.

3.4.1 Description of the Test:

i. Literary: Associated with literary works. The Literary includes jobs like editor, translator, critic, journalist, poet, writer, language specialist, dramatist, epic writer, language teacher, novelist and story writer etc.

ii. Scientific: Relating to or used in science. This includes jobs like Engineer, Scientist, Astrologer, Medical representative, Botanist, Doctor, Chemist Scientific Apparatus manufacturer etc.

iii. Executive: Relating to or having the power to put plans or actions into effect. This includes Mayor, Officer. President, Superintendent, Magistrate, Judge, Inspector, Manager, Principal etc.

iv. Commercial: Related to business and the buying and selling of goods and services. This includes Typist, Secretary, Steno, Accountant, Treasurer, Draftsman, Income tax officer, Salesman, Industry Manager, Life Insurance Manager etc.

v. Constructive: The action, process, art, or manner of building something. This include Goldsmith, Mechanic, Book binder, welder, carpenter, toy maker etc

vi. Artistic: Natural creative skill. This includes Singer, musician, painter, cartoonist, photographer, dancer, sculptor etc.

vii. Agriculture: The science or practice of farming. This include Gardener, farmer, animal husbandry, soil and water conservation, Horticulture, manure specialist, dairyman etc.

viii. Persuasive: Good at persuading someone to do or believe something through reasoning. This include Advertisement worker, Politician, Counsellor, Ambassador, Tourist guide, Advocate, Religious preacher etc.

ix. Social: Relating to society or its organization. This include Village level worker, Socialist, social worker, Religious reformer, red-cross worker, voluntary worker, Guide, Scout and Guide etc

x. Household: Household chore. This includes Cooking, tailoring, embroidery, home science, decorating, home management, nursing etc.

For collection of secondary data, office records and relevant secondary data were utilized.

3.5 Collection of Data: The investigator sought permission in advance from the School authority. When the application was approved, the investigator went to the schools. After brief instructions, the Vocational Interest Test was administered. The completed answer sheet was collected and checked. The scores were then tabulated, analysed and interpreted according to the norms provided in the manual of the test booklet.

3.6 Data analysis: The responses obtained from the subjects were scored by following the standard scoring procedures. The scores were classified, tabulated and analyzed. Standard statistical methods were employed for analysis of the data.

CHAPTER IV

Chapter IV

ANALYSIS AND INTERPRETATION

The present chapter deals with the analysis of the collected data and its interpretation.

The responses obtained from the subjects were scored by following the standard scoring procedures. The scores were classified, tabulated and analyzed. Standard statistical methods were employed for analysis of the data. The findings of the study are presented as follows in accordance with the objectives of the study:

Objective No.1

To identify the Vocational Interests of Secondary School students of Aizawl city.

The investigation research was done based on the Vocational Interests Record developed by Dr. S. P. Kulshrestha. The findings were as highlighted in the following Table No.4.1:

Table No. 4.1

Distribution of students' score in different Vocational areas										
	Literary	**Scientific**	**Executive**	**Commercial**	**Constructive**	**Artistic**	**Agriculture**	**Persuasive**	**Social**	**Household**
High Interest	2(1%)	3(1.5)	4(2%)	0(0%)	0(0%)	4(2%)	0(0%)	1(0.5%)	1(0.5%)	0(0%)
Above Average	11(5.5%)	32(16%)	31(15.5%)	2(1%)	0(0%)	19(9.5%)	7(3.5%)	4(2%)	7(3.5%)	27(13.5%)
Average Interest	102(51%)	97(48.5%)	112(56%)	67(33.5%)	58(29%)	136(68%)	66(33%)	95(47.5%)	78(39%)	101(50.5%)
Below Average	45(22.5%)	40(20%)	32(16%)	70(35%)	52(26%)	30(15%)	49(24.5%)	56(28%)	62(31%)	42(21%)
Low Interest	40(20%)	28(14%)	21(10.5%)	61(30.5%)	90(45%)	11(5.5%)	78(39%)	44(22%)	52(26%)	30(15%)

Source: Field Work

- From the Table No. 4.1, it can be observed that only 1% of the Secondary School students had High Interest in the Literary area, 5.5% had Above Interest and maximum students i.e., 51% had Average Interest in the Literary area. whereas 22.5% had Below Average and 20% were having Low Interest.
- In the scientific area, 1.5% of Secondary students had High Interest, 16% had Above Interest while 48.5% had Average Interest, 20% had Below Average and 14% had Low Interest.
- In the Executive area, 2% of Secondary students were found to have High Interest, 15.5% were in the level of Above Interest. Greater number i.e. 56% of the Secondary students had Average Interest, 16% came in the level of Below Average Interest and 10% had Low Interest.
- In the Commercial area, no Secondary student was found to have High Interest. This shows that majority of the Secondary students did not have interest in this area. Only 1% came in the level of Average Interest, 33.5% had Average Interest, whereas, 35% were seen to have Below Average Interest while 30.5% had Low Interest in it.
- No Secondary student was found to have High Interest as well as Above Average Interest in the Constructive area. This shows that this area was the most commonly disliked area by the students, for which they were unlikely to pursue for further studies. 29% of had Average Interest where as 26% had Below Average Interest and majority ie. 45% of Secondary students had Low Interest. This indicates that majority of Secondary students were not interested in the area of Agriculture

- In the Artistic area 2% of Secondary students had High Interest, 9.5% had Above Interest whereas, majority of the students ie. 68% had Average Interest. This was the area, where majority of the students' Average interest was found. 15% had Below Average Interest and 5.5% had Low Interest in this particular area.
- In the area of Agriculture, there were no Secondary students who had High Interest. 3.5% were found in the level of Above Average Interest. 33% had Average Interest. 24.5% were seen on Below Average and 39% had Low Interest which indicates that most of the Secondary students were not interested in the area of Agriculture.
- There were 0.5% of Secondary students who had High Interest in Persuasive area of Vocational Interest. 2% had Above Average Interest. This may indicate that the Secondary students did not have high aptitude for politics and other professions where persuasion would have a primary place of importance. 47.5% had Average Interest. 28% were in the level of Below Average and 22% had Low Interest.
- It was found that 0.5% of the Secondary students had High Interest in Social area, 3.5% had Above Average Interest and 39% had Average Interest. Whereas, 31% had Below Average and 26% had Low Interest.
- In Household area, no Secondary student was in the level of High Interest, 13.5% were in that of Above Average Interest and 50.5% were found to have Average Interest. 21 % had Below Average Interest while 15% had Low Interest in this particular area.

Objective No 2

To compare the Vocational Interests of male and female Secondary School Students of Aizawl city.

Table No. 4.2 (a)

Comparison of Vocational Interests between male and female students in the Literary area:

LITERARY						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Male	100	6.59	3.985	1.340	2.459	.05
Female	100	7.93	3.718			

Source: Field Work

Table No. 4.2 (a) clearly shows the mean value of male group to be 6.59 and that of female group at 7.93 whereas the SD score of the groups are seen to be 3.985 for males and 3.718 for females. It may be interesting to note that the mean of the female group is higher than that of the male group. The obtained 't' value for the two compared groups is found to be 2.459 which is significant at .05 level. It may be inferred that there is a significant difference among male and female students in the Literary area. Thus, the hypothesis No. 1 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Literary area' is rejected.

Table No. 4.2 (b)

Comparison of Vocational Interests between male and female students in the Scientific area:

SCIENTIFIC						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Male	100	10.26	4.261	2.700	4.325	.01
Female	100	7.56	4.562			

Source: Field Work

As found in Table No. 4.2 (b) the mean value of male group is 10.26 and female group is 7.56 whereas the SD scores of the groups are 4.261 for males and 4.562 for females. Here again, the mean of the male group is higher than that of the female group. The obtained 't' value for the two compared groups is found to be 4.325 which is significant at .01 level. It may be inferred that there is a significant difference among male and female students in the Scientific area. Thus, the hypothesis No. 2 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Scientific area' is rejected.

Table No. 4.2 (c)

Comparison of Vocational Interests between male and female students in the Executive area:

EXECUTIVE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Male	100	9.71	4.267	1.140	1.912	NS
Female	100	8.57	4.164			

Source: Field Work

As can be seen in Table No. 4.2 (c) the mean value of male group is 9.71 and female group is 8.57 whereas the SD scores of the groups are 4.267 for males and 4.164 for females. The mean of the male group is higher than that of the female group in this case too. The obtained 't' value for the two compared groups is found to be 1.912 which is not significant at any level. It may be inferred that there is no significant difference among male and female students in the Executive area. Thus, the hypothesis No. 3 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Executive area' is accepted.

Table No. 4.2 (d)

Comparison of Vocational Interests between male and female students in the Commercial area:

COMMERCIAL						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Male	100	5.96	3.384	.900	1.982	.05
Female	100	5.06	3.028			

Source: Field Work

Table No. 4.2 (d) clearly shows that the mean value of male group is 5.96 and female group is 5.06 whereas the SD scores of the groups are 3.384 for males and 3.028 for females. The male group is slightly higher than that of the female group. The obtained 't' value for the two compared groups is found to be 1.982 which is significant at .05 level. It may be inferred that there is a significant difference among male and female students in the Commercial area. Thus, the hypothesis No. 4 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Commercial area' is rejected.

Table No. 4.2 (e)

Comparison of Vocational Interests between male and female students in the Constructive area:

CONSTRUCTIVE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Male	100	5.54	3.588	1.920	4.263	.01
Female	100	3.62	2.722			

Source: Field Work

As can be observed in Table No. 4.2 (e) the mean value of male group is 5.54 and female group is 3.62 whereas the SD scores of the groups are 3.588 for males and 2.722 for females. Here also, the mean of the male group is higher than that of the female group. The obtained 't' value for the two compared groups is found to be 4.263 which is significant at .01 level. It may be inferred that there is a significant difference among male and female students in the Constructive area. Thus, the hypothesis No. 5 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Constructive area' is rejected.

Table No. 4.2 (f)

Comparison of Vocational Interests between male and female students in the Artistic area:

ARTISTIC						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Male	100	8.75	3.427	1.630	3.238	.01
Female	100	10.38	3.687			

Source: Field Work

From Table No. 4.2 (f) it can be stated that the mean value of male group is 8.75 and female group is 10.38 whereas the SD scores of the groups are 3.427 for males and 3.687 for females. The mean of the female group is higher than that of the male group. The obtained 't' value for the two compared groups is found to be 3.238 which is significant at .01 level. It may be inferred that there is a significant difference among male and female students in the Artistic area. Thus, the hypothesis No. 6 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Artistic area' is rejected.

Table No. 4.2 (g)

Comparison of Vocational Interests between male and female students in the area of Agriculture:

AGRICULTURE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Male	100	5.89	4.161	1.050	1.908	NS
Female	100	4.84	3.601			

Source: Field Work

Table No. 4.2 (g) reveals that the mean value of male group is 5.89 and female group is 4.84 whereas the SD scores of the groups are 4.161 for males and 3.601 for females. The obtained 't' value for the two compared groups is found to be 1.908 which is not significant at any level. It may be inferred that there is no significant difference among male and female students in the area of Agriculture. Thus, the hypothesis No. 7 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Agriculture' is accepted.

Table No. 4.2 (h)

Comparison of Vocational Interests between male and female students in the Persuasive area:

PERSUASIVE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Male	100	7.55	3.968	1.390	2.599	.01
Female	100	6.16	3.587			

Source: Field Work

The Table No. 4.2 (h) clearly shows that the mean value of male group is 7.55 and female group is 6.16 whereas the SD scores of the groups are 3.968 for males and 3.587 for females. The mean of the male group is higher than that of the female group. The obtained 't' value for the two compared groups is found to be 2.599 which is significant at .01 level. It may be inferred that there is a significant difference among male and female students in the Persuasive area. Thus, the hypothesis No. 8 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Persuasive area' is rejected.

Table No. 4.2 (i)

Comparison of Vocational Interests between male and female students in the Social area:

SOCIAL						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Male	100	6.05	3.886	.270	.505	NS
Female	100	6.32	3.676			

Source: Field Work

Table No. 4.2 (i) presents that the mean value of male group is 6.05 and female group is 6.32 whereas the SD scores of the groups are 3.886 for males and 3.676 for females. The obtained 't' value for the two compared groups is found to be .505 which is not significant at any level. It may be inferred that there is no significant difference among male and female students in the Social area. Thus, the hypothesis No. 9 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Social area' is accepted.

Table No. 4.2 (j)

Comparison of Vocational Interests between male and female students in the Household area:

HOUSEHOLD						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Male	100	7.01	4.179	2.270	4.645	.01
Female	100	9.73	4.102			

Source: Field Work

As appeared in Table No. 4.2 (j) the mean value of male group is 7.01 and female group is 9.73 whereas the SD scores of the groups are 4.179 for males and 4.102 for females. Not surprisingly, the mean of the female group is higher than that of the male group. The obtained 't' value for the two compared groups is found to be 4.645 which is significant at .01 level. It may be inferred that there is a significant difference among male and female students in the Household area. Thus, the hypothesis No. 10 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Household area' is rejected.

Objective No 3: To compare the Vocational Interests of Secondary School Students of Aizawl city with reference to their parents' educational background.

Table No. 4.3

Parents' Educational Qualification			
Sl. No.	**Educational Qualification**	**Nos.**	**%**
1	Graduate	72	36
2	Undergraduate	128	64

Source: Field Work

In order to compare the Vocational Interests of Secondary School students of Aizawl city with reference to their parents' educational background, qualification of their parents was identified. As seen on Table No. 4.3, there are 72 (36%) Graduates among the parents of Secondary School students of Aizawl city. Whereas, 128 (64%) are found to be Under Graduates.

Table No. 4.3 (a)

Comparison of Vocational Interests of Literary area among Secondary School Students of Aizawl city with reference to their parents' educational background:

LITERARY						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Graduate	72	8.39	4.314	1.764	2.961	.01
Undergraduate	128	6.63	3.512			

Source: Field Work

The Table No. 4.3 (a) clearly shows that the mean value of students with Graduate parents group is 8.39 and Undergraduate parents group is 6.63 whereas the SD scores of the groups are 4.314 for students with Graduate parents and 3.512 for students with Undergraduate parents. It may be interesting to note that the mean of the students with Graduate parents group is higher than that of the students with Undergraduate parents group. The obtained 't' value for the two compared groups is found to be 2.961 which is significant at .01 level. It may be inferred that there is a significant difference between students with Graduate and Undergraduate parents of Secondary Schools in the Literary area. Thus, the hypothesis No. 11 which states that 'There is no significant difference in the Vocational Interests of Literary area among Secondary School Students of Aizawl city with reference to their parents' educational background' is rejected.

Table No. 4.3 (b)

Comparison of Vocational Interests of Scientific area among Secondary School Students of Aizawl city with reference to their parents' educational background:

SCIENTIFIC						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Graduate	72	8.40	5.031	.793	1.122	NS
Undergraduate	128	9.20	4.344			

Source: Field Work

Table No. 4.3 (b) shows that the mean value of students with Graduate parents is 8.40 and those with Undergraduate parents is 9.20 whereas the SD scores of the groups are 5.031 for students with Graduate parents and 4.344 for students with

Undergraduate parents. The 't' value for the two compared groups was found to be 1.122 which is not significant at any level. It may be inferred that the group under the study did not differ significantly in the vocational interest of Scientific area in relation to their parents' educational background. Thus, the hypothesis No. 12 which states that 'There is no significant difference in the Vocational Interests of Scientific area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.

Table No. 4.3 (c)

Comparison of Vocational Interests of Executive area among Secondary School Students of Aizawl city with reference to their parents' educational background:

EXECUTIVE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Graduate	72	9.07	4.426	.110	.173	NS
Undergraduate	128	9.18	4.155			

Source: Field Work

As can be observed in Table No. 4.3 (c) the mean value of students with Graduate parents is 9.07 and those with Undergraduate parents is 9.18 whereas the SD scores of the groups are 4.426 for students with Graduate parents and 4.155 for students with Undergraduate parents. The 't' value for the two compared groups is found to be .173 which is not significant at any level. It may be inferred that the group under the study did not differ significantly in the vocational interests of Executive area in relation to their parents' educational background. Thus, the hypothesis No. 13 which

states that 'There is no significant difference in the Vocational Interests of Executive area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.

Table No. 4.3 (d)

Comparison of Vocational Interests of Commercial area with reference to parents' educational background of Secondary School students of Aizawl city:

COMMERCIAL						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Graduate	72	5.31	3.442	.319	.651	NS
Undergraduate	128	5.63	3.120			

Source: Field Work

As found in Table No. 4.3 (d) the mean value of students with Graduate parents is 5.31 and those with Undergraduate parents is 5.63 whereas the SD scores of the groups are 3.442 for students with Graduate parents and 3.120 for students with Undergraduate parents. The 't' value for the two compared groups is found to be .651 which is not significant at any level. It may be inferred that the group under the study did not differ significantly in the vocational interest of Commercial area in relation to their parents' educational background. Thus, the hypothesis No. 14 which states that 'There is no significant difference in the Vocational Interests of Commercial area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.

Table No. 4.3 (e)

Comparison of Vocational Interests of Constructive area with reference to parents' educational background of Secondary school students of Aizawl city:

CONSTRUCTIVE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Graduate	72	4.58	3.439	.005	.010	NS
Undergraduate	128	4.58	3.264			

Source: Field Work

Table No. 4.3 (e) presents that the mean value of students with Graduate parents is 4.58 and those with Undergraduate parents is 4.58 whereas the SD scores of the groups are 3.439 for students with Graduate parents and 3.264 for students with Undergraduate parents. The 't' value for the two compared groups is found to be .010 which is not significant at any level. It may be inferred that the group under the study did not differ significantly in the vocational interest of Constructive area in relation to their parents' educational background. Thus, the hypothesis No. 15 which states that 'There is no significant difference in the Vocational Interests of Constructive area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.

Table No. 4.3 (f)

Comparison of Vocational Interests of Artistic area with reference to parents' educational background of Secondary School students of Aizawl city:

ARTISTIC						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Graduate	72	10.01	4.051	.701	1.245	NS
Under Graduaate	128	9.31	3.383			

Source: Field Work

Table No. 4.3 (f) reveals that the mean value of students with Graduate parents is 10.01 and those with Undergraduate parents is 9.31 whereas the SD scores of the groups are 4.051 for students with Graduate parents and 3.383 for students with Undergraduate parents. The 't' value for the two compared groups is found to be 1.245 which is not significant at any level. It may be inferred that the group under the study did not differ significantly in the vocational interest of Artistic area in relation to their parents' educational background. Thus, the hypothesis No. 16 which states that 'There is no significant difference in the Vocational Interests of Artistic area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.

Table No. 4.3 (g)

Comparison of Vocational Interests in the area of Agriculture with reference to parents' educational background of Secondary School students of Aizawl city:

AGRICULTURE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Graduate	72	5.38	4.143	.016	.026	NS
Under Graduate	128	5.36	3.800			

Source: Field Work

As appeared in Table No. 4.3 (g) the mean value of students with Graduate parents is 5.38 and those with Undergraduate parents is s 5.36 whereas the SD scores of the groups are 4.143 for students with Graduate parents and 3.800 for students with Undergraduate parents. The 't' value for the two compared groups is found to be .026 which is not significant at any level. It may be inferred that the group under the study did not differ significantly in the vocational interests of areas of Agriculture in relation to parents' educational background. Thus, the hypothesis No. 17 which states that 'There is no significant difference in the Vocational Interests of areas of Agriculture among Secondary School Students of Aizawl city with reference to their parents' educational background' was accepted.

Table No. 4.3 (h)

Comparison of Vocational Interests of Persuasive area with reference to parents' educational background of Secondary School students of Aizawl city:

PERSUASIVE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Graduate	72	6.81	4.251	.077	.130	NS
Under Graduate	128	6.88	3.599			

Source: Field Work

Table No. 4.3 (h) clearly shows that the mean value of students with Graduate parents is 6.81 and those with Undergraduate parents is 6.88 whereas the SD scores of the groups are 4.251 for students with Graduate parents and 3.599 for students with Undergraduate parents. The 't' value for the two compared groups is found to be .130 which is not significant at any level. It may be inferred that the group under the study did not differ significantly in the vocational interests of Persuasive area in relation to their parents' educational background. Thus, the hypothesis No. 18 which states that 'There is no significant difference in the Vocational Interests of Persuasive area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.

Table No. 4.3 (i)

Comparison of Vocational Interests of Social area with reference to parents' educational background of Secondary School students of Aizawl city:

SOCIAL						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Graduate	72	6.51	3.979	.514	.902	NS
Under Graduate	128	6.00	3.659			

Source: Field Work

Table No. 4.3 (h) clearly states that the mean value of students with Graduate parents is 6.51 and those with Undergraduate parents is 6.00 whereas the SD scores of the groups are 3.979 for students with Graduate parents and 3.659 for students with Undergraduate parents. The obtained 't' value for the two compared groups was found to be .902 which was not significant at any level. It may be inferred that the group under the study did not differ significantly in relation to their parents' educational background. Thus, the hypothesis No. 19 which states that 'There is no significant difference in the Vocational Interests of Social area among Secondary School Students of Aizawl city with reference to their parents' educational background' was accepted.

Table No. 4.3 (j)

Comparison of Vocational Interests of Household area with reference to parents' educational background of Secondary School students of Aizawl city:

HOUSEHOLD						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Graduate	72	8.14	4.492	.361	.555	NS
Under Graduate	128	8.50	4.280			

Source: Field Work

Table No. 4.3 (j) clearly states that the mean value of students with Graduate parents is 8.14 and those with Undergraduate parents is 8.50 whereas the SD scores of the groups are 4.492 for students with Graduate parents and 4.280 for students with Undergraduate parents. The 't' value for the two compared groups is found to be .555 which is not significant at any level. It may be inferred that the group under the study did not differ significantly in the vocational interests of Household area in relation to their parents' educational background. Thus, the hypothesis No. 20 which states that 'There is no significant difference in the Vocational Interests of Household area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.

Objective No 4

To compare the Vocational Interests of Secondary School students of Aizawl city with rural and urban background.

To find out if there is any significant difference between urban and rural Secondary students in the ten (10) areas of Vocational Interests, statistical analysis using 't'value was done and interpretation was made.

Table No. 4.4 (a)

Comparison of Vocational Interests of Literary area between Secondary school students of Aizawl city with urban background and students with rural background:

LITERARY						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Urban	160	7.36	3.964	.481	.730	NS
Rural	40	6.88	3.667			

Source: Field Work

From Table No. 4.4 (a) it can be stated that the mean value of Secondary School students of Aizawl city with urban background group is 7.36 and students with rural background group is 6.88. Whereas the SD scores of the groups are 3.964 for students with urban background and 3.667 for students with rural background. The 't' value is found to be .730 which is not significant at any level. It may be inferred that there is no significant difference in the vocational interest of Literary area among students with urban background and rural background. Thus, the hypothesis No. 21 which states that 'There is no significant difference in the Vocational Interests of

Literary area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.

Table No. 4.4 (b)

Comparison of Vocational Interests of Scientific area between Secondary school students of Aizawl city with urban background and students with rural background:

SCIENTIFIC						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Urban	160	8.85	4.645	.300	.375	NS
Rural	40	9.15	4.498			

Source: Field Work

Table No. 4.4 (b) reveals that the mean value of Secondary School students of Aizawl city with urban background group is 8.85 and students with rural background group is 9.15. Whereas the SD scores of the groups are 4.645 for students with urban background and 4.498 for students with rural background. The 't' value is found to be .375 which is not significant at any level. It may be inferred that there is no significant difference in the vocational interest of Scientific area among students with urban background and rural background. Thus, the hypothesis No. 22 which states that 'There is no significant difference in the Vocational Interests of Scientific area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.

Table No. 4.4 (c)

Comparison of Vocational Interests of Executive area between Secondary school students of Aizawl city with urban background and students with rural background:

EXECUTIVE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Urban	160	9.18	4.263	.206	.276	NS
Rural	40	8.98	4.215			

Source: Field Work

As can be observed in Table No. 4.4 (c) the mean value of Secondary School students of Aizawl city with urban background group is 9.18 and students with rural background group is 8.98. Whereas the SD scores of the groups are 4.263 for students with urban background and 4.215 for students with rural background. The 't' value is found to be .276 which is not significant at any level. It may be inferred that there is no significant difference in the vocational interest of Executive area among students with urban background and rural background. Thus, the hypothesis No. 23 which states that 'There is no significant difference in the Vocational Interests of Executive area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.

Table No. 4.4 (d)

Comparison of Vocational Interests of Commercial area between Secondary school students of Aizawl city with urban background and students with rural background:

COMMERCIAL						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Urban	160	5.49	3.325	.081	.154	NS
Rural	40	5.58	2.881			

Source: Field Work

Table No. 4.4 (d) reveals that the mean value of Secondary School students of Aizawl city with urban background group is 5.49 and students with rural background group is 5.58. Whereas the SD scores of the groups are 3.325 for students with urban background and 2.881 for students with rural background. The 't' value is found to be .154 which is not significant at any level. It may be inferred that there is no significant difference in the vocational interest of Commercial area among students with urban background and rural background. Thus, the hypothesis No. 24 which states that 'There is no significant difference in the Vocational Interests of Commercial area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.

Table No. 4.4 (e)

Comparison of Vocational Interests of Constructive area between Secondary school students of Aizawl city with urban background and students with rural background:

CONSTRUCTIVE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Urban	160	4.65	3.395	.350	.638	NS
Rural	40	4.30	3.023			

Source: Field Work

As observed in Table No. 4.4 (e) the mean value of Secondary School students of Aizawl city with urban background group is 4.65 and students with rural background group is 4.30. Whereas the SD scores of the groups are 3.395 for students with urban background and 3.023 for students with rural background. The 't' value is found to be .638 which is not significant at any level. It may be inferred that there is no significant difference in the vocational interest of Constructive area among students with urban background and rural background. Thus, the hypothesis No. 25 which states that 'There is no significant difference in the Vocational Interests of Constructive area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.

Table No. 4.4 (f)

Comparison of Vocational Interests of Artistic area between Secondary school students of Aizawl city with urban background and students with rural background:

ARTISTIC						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. Level**
Urban	160	9.76	3.681	.988	1.610	NS
Rural	40	8.78	3.416			

Source: Field Work

Table No. 4.4 (f) shows that the mean value of Secondary School students of Aizawl city with urban background group is 9.76 and students with rural background group is 8.78. Whereas the SD scores of the groups are 3.681 for students with urban background and 3.416 for students with rural background. The 't' value is found to be 1.610 which is not significant at any level. It may be inferred that there is no significant difference in the vocational interest of Artistic area among students with urban background and rural background. Thus, the hypothesis No. 26 which states that 'There is no significant difference in the Vocational Interests of Artistic area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.

Table No. 4.4 (g)

Comparison of Vocational Interests of area of Agriculture between Secondary school students of Aizawl city with urban background and students with rural background:

AGRICULTURE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Urban	160	5.42	3.945	.269	.394	NS
Rural	40	5.15	3.840			

Source: Field Work

Table No. 4.4 (g) states that the mean value of Secondary School students of Aizawl city with urban background group is 5.42 and students with rural background group is 5.15. Whereas the SD scores of the groups are 3.945 for students with urban background and 3.840 for students with rural background. The 't' value is found to be .394 which is not significant at any level. It may be inferred that there is no significant difference in the vocational interest of area of Agriculture among students with urban background and rural background. Thus, the hypothesis No. 27 which states that 'There is no significant difference in the Vocational Interests of area of Agriculture between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.

Table No. 4.4 (h)

Comparison of Vocational Interests of Persuasive area between Secondary school students of Aizawl city with urban background and students with rural background:

PERSUASIVE						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Urban	160	6.83	3.863	.150	.224	NS
Rural	40	6.98	3.772			

Source: Field Work

Table No. 4.4 (h) reveals that the mean value of Secondary School students of Aizawl city with urban background group is 6.83 and students with rural background group is 6.98. Whereas the SD scores of the groups are 3.863 for students with urban background and 3.772 for students with rural background. The 't' value is found to be .224 which is not significant at any level. It may be inferred that there is no significant difference in the vocational interest of Persuasive area among students with urban background and rural background. Thus, the hypothesis No. 28 which states that 'There is no significant difference in the Vocational Interests of Persuasive area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.

Table No. 4.4 (i)

Comparison of Vocational Interests of Social area between Secondary school students of Aizawl city with urban background and students with rural background:

SOCIAL						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Urban	160	5.98	3.617	1.050	1.424	NS
Rural	40	7.03	4.300			

Source: Field Work

Table No. 4.4 (i) clearly shows that the mean value of Secondary School students of Aizawl city with urban background group is 5.98 and students with rural background group is 7.03. Whereas the SD scores of the groups are 3.617 for students with urban background and 4.300 for students with rural background. The 't' value is found to be 1.424 which is not significant at any level. It may be inferred that there is no significant difference in the vocational interest of Social area among students with urban background and rural background. Thus, the hypothesis No. 29 which states that 'There is no significant difference in the Vocational Interests of Social area between Secondary School students of Aizawl city with urban background and students with rural background' is accepted.

Table No. 4.4 (j)

Comparison of Vocational Interests of Household area between Secondary school students of Aizawl city with urban background and students with rural background:

HOUSEHOLD						
Groups	**Number**	**Mean**	**SD**	**MD**	**T value**	**Sig. level**
Urban	160	8.44	4.324	.369	.468	NS
Rural	40	8.08	4.492			

Source: Field Work

As seen in Table No. 4.4 (j) the mean value of Secondary School students of Aizawl city with urban background group is 8.44 and students with rural background group is 8.08. Whereas the SD scores of the groups are 4.324 for students with urban background and 4.492 for students with rural background. The 't' value is found to be .468 which is not significant at any level. It may be inferred that there is no significant difference in the vocational interest of Household area among students with urban background and rural background. Thus, the hypothesis No. 30 which states that 'There is no significant difference in the Vocational Interests of Household area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.

Objective No.5

To suggest measures for development of proper Vocational Interests among Secondary School students.

The importance of Vocational Interest cannot be over emphasised. It is imperative for the state to have a set of citizens who are focused and goal oriented. For this, the following steps may be suggested:

1. It would be wise to carry out a research of this kind on a State-wide level so that students, both from rural and urban areas may be given proper guidance regarding their choice of career.
2. The government of Mizoram needs to have a special research department solely devoted to the Vocational Interest of students, to find out their needs and seek solution at the government level.
3. The International Association for Educational and Vocational Guidance (IAEVG) stated in the topic '*Strategies for Vocational Guidance in the twenty-first Century*'that Guidance helped people understand the available education and training options and the requirements for admission and success, and select an appropriate field of study. It is suggested to keep in mind the statement given by this trusted organization and follow as far as possible by providing career guidance to all students, especially at class X level so that students become aware of the pros and cons, the scope and limitations of different vocational areas.
4. Awareness should be created from Elementary stage onwards so that students will at least have some idea of their ideal profession and how to pursue it.

5. The present study found that there was no significant difference in the choice of Vocational Interest between students with graduate and undergraduate parents. Therefore, it is clear that parents can be motivated to guide their children, regardless of their educational background, if parents are actively involved, there will be better chances for students to select better vocations.
6. Successful students of respective schools may be invited to speak to students so that they can share their valuable experience for the benefit of present students.

CHAPTER V

Chapter V

MAJOR FINDINGS AND DISCUSSION

5.1 Discussion on the findings relating to the vocational interest of Secondary School students of Aizawl city:

- Most students of Secondary School of Aizawl city had interest in Artistic area. This could be due to the reason that this area has advantages such as getting popular and being regarded as successful in the society. It will be of a great emotional and financial benefit if they are influenced to take up vocations in photography, acting, theatre, painting, music and composition.
- No students were found to have High Interest in the Constructive, Agriculture and Commercial area. This shows that, these are the 3 areas most commonly disliked by the students, for which they are unlikely to pursue further studies. This is not surprising because Secondary School students of Aizawl city have not had any experience in cultivation and farming. Moreover, most parents preferred their children to pursue academic achievement. Therefore, a set of circumstances for these areas of work was not made available for the students. If students are given the opportunity such as field trip or project work in order to experience tasks related to these areas, their interest may be increased.
- On the other hand, once the major vocational interest areas of students have been identified, teachers can guide the students regarding their future choice of subjects. On a wider scale, the same tool can also be used on a state-wide level so as to identify the vocational interest areas of students all over the

state. Once students are guided in the proper direction, they will have proper focus and soon become financially independent. Moreover, delinquency is also expected to come down as the adolescents will be involved in their respective areas of interest.

5.2 Discussion on the findings relating to the vocational interests of male and female Secondary School students of Aizawl city:

The present finding revealed that, female Secondary School students of Aizawl city showed higher interest than male Secondary students in the vocational interest of Literary, Artistic and Household areas, whereas, Male Secondary School students showed higher interest than female Secondary students in the vocational interest of Scientific, Commercial, Constructive and Persuasive areas. The result corroborates the findings of Prasannakumar (2016) where the study found a slightly higher interest among girls in the field of literary, commercial, constructive, artistic, social and household and boys were found to have slightly higher interest than girls in scientific, executive, agriculture and persuasive fields.

5.3 Discussion on the findings relating to the vocational interests of Secondary School students of Aizawl city with reference to their parents' educational background:

Significant difference exists only in the Literary area of vocational interest among the Secondary School students of Aizawl city with reference to their parents' educational background whereas no significant difference was found in the other 9 areas. This finding substantiates the study of Patel, Mohammad Soel (2010) and

Kulshrestha (1969) which revealed that the vocational interests had no relationship with their parent's education or occupation. The present finding further contributed a light to all the parents regardless of their educational background, that if they understand their children's interests and gives them opportunity to choose what they wish, they would become a reason for success.

5.4 Discussion on the findings relating to the vocational interests of Secondary School students of Aizawl city with reference to their origin (Urban/Rural):

The finding of the present study revealed that no significant difference was found in all the 10 areas of vocational interest among the Secondary School students of Aizawl city with reference to their origin. This finding contradicts the study of Bharti (2015) which assert that urban students had higher vocational interest than their rural counterparts. The present study also assert the opposite of a statement made by Kumar (2017) that the urban secondary school students were slightly more interested in literary, outdoor, executive and scientific fields whereas the rural secondary school students were slightly more interested than that of urban secondary school students in mechanical, business and agricultural fields. The reason of the present finding could be the availability of the information that they get from various sources like mass media and electronic media, which helps them for better knowledge and broader outlook that supports Wroblewski & Huston (1987) findings which argued that children knew more about the "real life" and "television occupations" than other jobs, therefore, television serves as an important source of knowledge since it regularly depicts work related activities of imaginary characters.

5.5 Conclusion

To conclude, it may be inferred from the findings in various interest areas, that Secondary students of Aizawl city had diverse interest during the time the research was done. Therefore, students within different interest areas need to be given the right kind of experience to pursue their interest. More opportunity should be made available in the schools by means of co-curricular activities. The skills developed will allow them to contribute their best to the development of the society around and to employ the skill so as to develop according to their own satisfaction as well as towards building up the society in which they live. Moreover, if suitable vocational guidance is rendered to the students on the basis of their interest for a particular vocation, they would be able to utilize their strength in a desirable direction and this will increase their efficiency.The findings of the present study could be an eye-opener for the parents, teachers and the makers of curriculum as well. It will help them understand vocational interestsof our children, their respective roles in guiding them towards healthy vocational interest and further help them in guidingthe studentsaccordingly.

APPENDICES

APPENDIX - I

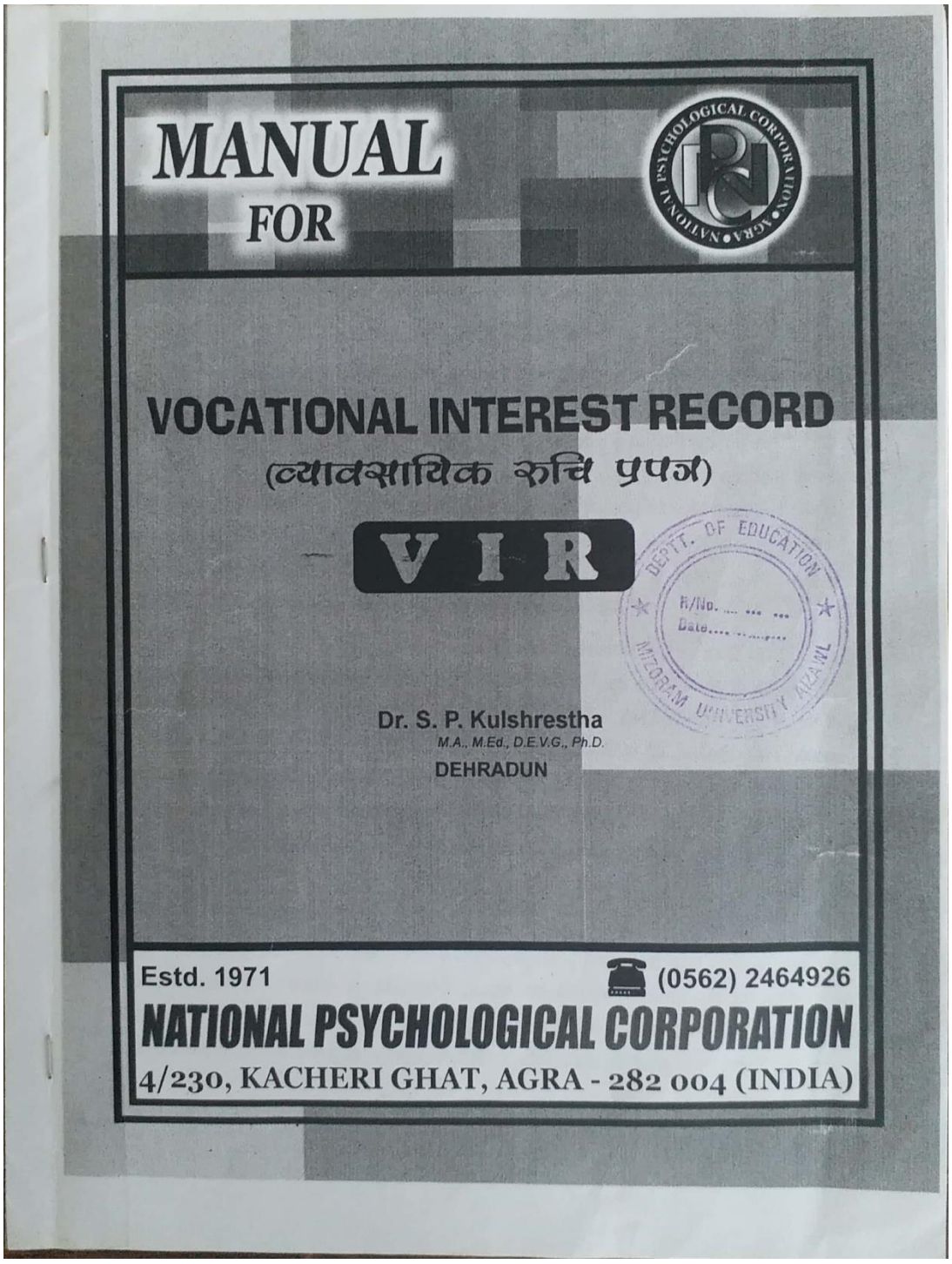
STUDENTS INVOLVED IN THE STUDY

Table showing students involved in the study				
Sl. No.	Name of the School	Male	Female	Total
1	Govt. Central High School	4	11	15
2	Govt. Chawnpui High School	4	3	7
3	Govt. Mamawii Girls' High School	0	5	5
4	Govt. Dinthar High School	9	7	16
5	Govt. KM High School	6	9	15
6	Govt. Aizawl North High School	6	1	7
7	Govt. Chaltlang High School	1	3	4
8	Tuikual South High School	19	7	26
9	Govt. J L High School	3	4	7
10	Greenland High School	14	18	32
11	Helen Lowry School	7	9	16
12	Arr Ell School	21	13	34
13	Hermon School	2	4	6
14	St. Joseph High School	4	6	10
	Total	**100**	**100**	**200**

Source: Field work

APPENDIX - II

MANUAL FOR VOCATIONAL INTEREST RECORD (VIR)



MANUAL FOR VOCATIONAL INTEREST RECORD (V I R)

INTRODUCTION

One of the major functions of guidance programme is to help the child to prepare himself for a right vocational choice and, when he has finished schooling, to help him in making a choice which would accord well with his developed abilities, aptitudes, interests, personality qualities and present situations and would contribute to his individual happiness and social good. In other words, the school should take up the responsibility of helping the child in the vocational sphere of his life, because occupation is not only a means of earning a livelihood but also a way of life—a social role.

Therefore vocational guidance should be provided to the child from the very early stage when the child enters school and continues even after a stable choice has been made. It is intimately related with child's acquisition of knowledge, understanding and skill which actually from the basis for his vocational choices. It is usually happens in the schools where no guidance programme exist, that pupils choose such subjects for the study which have no or little relationship with their vocational goals and ambitions, with the result they get fraumatic shock when they find that they have not prepared themselves for the vocations which they wanted to enter.

On the basis of the above discussion, now we are in a position to understand the nature of vocational guidance. In this respect author agrees with Super's (1957) concept, "vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his

role in the world of work, to test this concept against reality, and to convert it into a reality with satisfaction to himself and benefit to society." Therefore it is included that vocational guidance programme is essential at all the stages of education—elementary, secondary & college. The study of interests has probably received its strongest impetus from vocational & educational guidance & counselling. To a slightly lesser extent, the development of tests in this area has also been stimulated by vocational selection & classification. From the view point of both the worker & the employer, a consideration of the individual's interest is of practical significance (Anastasi, 1976). The early investigations included the direct questionning to find out the individual's interests, which were discovered superficial, unreliable and unrealistic (Fryer, 1931). Therefore the indirect approaches were employed and several standardized interest inventories were subsequently prepared. Berkshire, Bugental and Cassens (1948) report the Strong Vocational Interest Blanks, Kuder Preference Record and the California Test Bureau's Occupational Interest Inventory to be the most frequently used. The other important foreign tests of interest are Thorpe, Meyers & Sea : An Inventory of Children Interest, Steward & Brainard : Specific Interest Inventory, Thurstone : Interest Schedule, Giest ; Picture Interest Inventory.

In India, sufficient work has been done for the purpose of measuring the interests of the persons. The first work was done by Allahabad Bureau (1956), who his developed the Vocational Interest Record, based on Kuder Preference Record Ray Choudhary has developed 'Vernon Ray Interest Survey' in 1957, and Ojha has prepared Interest Test based on Strong's Test in 1958. Chaterjee (1960) has developed 'Non Language Preference Record (CNPR) the other important Tests are PSM: Jabalpur Interest Inventory, Hafeez : Interest Test, Pandey : Interest Test, Singh : Interest Record, Mascaren Vias : Interest Inventory, Chatterjee : Interest Inventory, Kulshrestha : Interest Parisuhi, ISPT Semistructured Vocational Interest test and ISPT : Prediction of Vocational Interest etc.

Forms of Interest Test

All the above mentioned tests are more related to general interest area rather than specific, Generally we can categorize all the interest tests into three categories—(1) General Interest Test, (2) Vocational Interest Test, and (3) Educational Interest Test.

VOCATIONAL INTEREST RECORD (VIR)

This interest record was first developel in the year 1965, which was thoroughly revised in 1970, 1975 and 1977 by the author. By this time this scale has been used in about 250 research studies. It has been consistently in use for the testing-practicum at graduate and postgraduate level of many Universities in Psychology & Education Subject Guidance workers have also found it very useful as a screening device for discovering the vocational interests of their clients.

Purpose

Vocational interest is defined as one's own pattern of preferences aptitudes, likes & dislikes, preferred in any manner, wisely or unwisely by self or by another source for a given vocational area or vocation. Therefore the purpose of the present record is to help students to adjust themselves to the carers/jobs/ vocations, by making wise choices. Only by making right choice the student will be able to utilize his all the potentialities to the maximum extent.

Thus the main purpose of the VIR is to measure vocational interests, to enable the pupils to select such subjects in schools which are according to their preferred vocations.

This record has been successfully used for more than a decade by the research workers guidance counsellors and psychologists (since 1965) and found suitable for delta and higher secondary students, as well as for the students of colleges and also for young adults out of schools & colleges.

Description of the Test :

The present record contains 200 vocations belonging to the different vocational interest areas :

1. Literary (L)—The literary scale includes the jobs like Editor, Translater, Critic, Journalist, Poet, Writer, Language specialist, Dramatist, Epic Writer, Language teacher, Novelist, and Story writer etc.

2. Scientific (Sc)—This includes jobs like Mechanical Engineer, Chemical Engineer, Scientist, Civil Engineer, Health Officer, Compounder, Aestrologer, Atomic Scientist, Medical Representative, Botanist, Science Teacher, Veternary Doctor, Vaccinater Chemist, Doctor, Scientific Apparatus Manufactures and Electric Engineers etc.

3. Executive (E)—Executive area includes the jobs like Mayor of Corporation. Hospital Supperintendent, President, Dy. Collector, Probation Officer, Army Officer. Hony. Magistrate, City Magistrate, Judge, Police Superintendent, Manager, School Inspector, Principal, Tehsildar etc.

4. Commercial (C)—The following jobs are included in the area of commercial interests, Typist, Secretary, Shopkeeper, Steno, Accoutant, Ticket Collector, Commerce Teacher, Treasurer, Draftsman, Income lax Officer, Salesman, Industry Manager etc.

5. Constructive (Co)—Constructive includes the interest in vocations of Goldsmith, Ironsmith, Forman, Radio Mechanic, Dyer, Teacher of Art Crafts, Bookbinder, Washerman, Welder, Carpenter, Potter, Toy maker etc.

6. Artistic (A)—Artistic jobs include the assignment Singer, Music Director, Painter, Cartoonist, Photographer, Dancer, Sculptural etc.

7. Agriculture (Ag)—This area is concerned with the assignments of Gardener, Farmer, Animal Husbender, Agri. Inspector, Seedstone Officer, Soil Specialist, Manure Specialist, Tractor Driver, Agri-researcher, Poultry man, Agri-teacher, Breeder, Nursery-prepare Horticulturist, Dairyman etc.

8. Persuasive (P)—Persuasive jobs are full of persuation. They are Advertisement manager, M. P., M.L.A., Insurance agent, Order bookers,

Vocational-counsellor, Political lecturer. Ambassador, Advocate, Religious preecher, Tourist-guide, Sales Manager etc.

9. Social (S)—Social jobs which were taken in the test, are : Village level, Scout & Guide, Religious Reformer, Red-cross workers catering the need of happy children, Free medicine seller Hony teacher, Guide, Social worker, etc.

10. Householeld (H)—Householeld jobs are Cooker, Embroider, Home Science Teacher, Home Science Researcher, Nurse, Home manager, Expert in cooking, Home Decorater etc.

Thus, this test includes 10 vocational areas. Each of these areas has twenty jobs/vocations/assignment on the record, 10 in horizontal and 10 on vertical side.

ADMINISTRATION OF V I R

It is a self administering record and may be administered individually as well as in group. The instructions with examples are given on the front page of the reeord are as follows :

Instructions

1. The main objective of this inventory is to know your vocational interest so that you can be guided for your vocation.
2. Two vocations are mentioned in each box of this inventory. You can mention your choice from the two vocations given in each box, keeping in view their salary, prestige and future. You have to mark your vocational choice in the following way :—

   (a) It you like first vocation of the box, then make a tick mark (√) against No. 1 in the box e.g.

√ ☐	1 Scientist
Journalist 2 ☐	

   (b) If you like second vocation of the box, then make a tick mark (√) against No. 2 in the box e.g.

☐	1 Teacher
Judge 2 ☐ √	

(c) If you like both the vocations of the box, then make a tick mark (√) against both the Nos. 1 & 2 in the box e.g.

	√ ☐ 1 Lawyer
Doctor 2 ☐	√

(d) If you dislike both the vocations of the box, then make a cross mark (×) against both the Nos. 1 & 2 e.g.

	× ☐ 1 Doctor
Lawyer 2 ☐	×

In this way you have to mark your like/dislike regarding the vocation of each box blank. If you have any doubt in this respect, please ask.

3. Though there is no time-limit for this inventory even then answer quickly. Usually 7 to 10 minutes are required to complete this.

4. After marking your vocational choice of every box return this inventory record.

निर्देश

1. इस प्रपत्र का मुख्य उद्देश्य आपकी व्यावसायिक पसन्द जानना है जिससे कि आपका व्यावसायिक निर्देशन किया जा सके।

2. इस प्रपत्र के प्रत्येक खाने में दो व्यवसाय अंकित हैं, वेंतन, प्रतिष्ठा एवं उसके भविष्य को दृष्टिगत रखते हुए आपके प्रत्येक खाने में अंकित दोनों व्यवसायों में से अपनी व्यावसायिक रुचि के सम्बन्ध में विचार प्रकट कर सकते हैं। आपको निम्न भाँति अपनी व्यावसायिक पसन्द अंकित करनी है :—

(अ) यदि आप खाने का पहला व्यवसाय पसन्द करते हैं तो नं 1 के सामने सही (√) का चिह्न अंकित कीजिये। जैसे—

	√ ☐ 1 वैज्ञानिक
पत्रकार 2 ☐	

(ब) यदि आप खाने का दूसरा व्यवसाय पसन्द करते हैं तो नं 2 के सामने सही (√) का चिह्न अंकित कीजिये। जैसे—

	√ ☐ 1 शिक्षक
जज 2 ☐	

(स) यदि आप खाने के दोनों व्यवसाय पसन्द करते हैं तो नं 1 एवं 2 दोनों के सामने (√) का चिह्न अंकित कीजिए। जैसे—

	√ ☐ 1 वकील
डाक्टर 2 ☐	√

(द) यदि आप खाने के दोनों व्यवसाय पसन्द करते हैं तो नं 1 एवं 2 दोनों के सामने क्रास (×) का चिह्न अंकित कीजिए। जैसे—

	× ☐ 1 डाक्टर
वकील 2 ☐	×

इस प्रकार प्रत्येक खानों में व्यवसायों के सम्बन्ध में आपकी अपनी, रुचि-अरुचि व्यक्त करनी है तथा कोई भी खाना खाली नहीं छोडना है । यदि इस सम्बन्ध में कोई शंका है तो पूछ लीजिए ।

3. इस प्रपत्र के लिए यद्यपि कोई समय सीमा निश्चित नहीं है फिर भी शीघ्रता से उत्तर दीजियेगा । अधिकांशतः इसे करने में 7 से 10 मिनट का समय लगता है ।

4. समस्त खानों में अपनी व्यावसायिक पसन्द अंकित करने के पश्चात यह प्रपत्र वापस कर दीजियेगा ।

The tester should patiently read the above instructions alongwith examples aloud and the testee should be asked to read them silently. The practice items (how to record responses) should be emphasized. Although there is no fixed time limit in completing the responses on the record, but usually pupils take 7 to 10 minutes in responding the record. If necessary the testee may be asked to total up their scores under each different area.

SCORING

The maximum possible scores under each vocational interest area is 20 and the minimum is zero. Assign 1 mark for each right marked (√) responses and countout the total scores under each interest area. For example, to know the interest in literary (L) area, sum the total for L1 and L2. For L1 sum up all the right marked (√) responses vertically for first figure in first column and for L2 add all the right marked (√) responses horizontally for second figure in first (horizontal) column. Thus both the sums for L1 (vertically) and L2 (horizontally) provide a total score for L which indicates the interest in literary field and may be recorded on the last page of the blank. In the same manner, raw scores for other vocational areas may be counted. After obtaining raw scores on all the ten different vocational areas, the scores may be transcribed on profile areawise.

SAMPLE

It has been standardized on a sample of 1050 students of delta class and 700 students of high school grade of different institutions of U. P. and M. P. provinces. Stratified random sampling is employee for the purpose.

RELIABILITY

The test retest reliabitity coefficient is obtained .69 with a time interval of 15 days.

VALIDITY

1. Initially only highly valid items were selected from Thurston's Interest Schedule, Strong's Vocational Interest Blank, Kuder's Preference Record Form C etc.

2. The scores on the record were correlated with parent's teacher's and friend's opinion about the interests of the pupils and coefficient of validity was found .81, .83 and .85 respectively.

3. The coefficient of validity is found .74 when this record is valudated with Labh Singh's Vocational Interest Inventory.

4. The comparison of results also done with the results of follow up study of the students and the coefficient of correlation was found about .80 which is significant at .01 level.

NORMS & INTERPRETATION

Scores can be interpreted in two ways quantitatively and qualitatively.

The interest scores can be presented in hierarchical order through the profile (given on the last page of the record) and thus main vocational interest area (मुख्य रुचि क्षेत्र), second interest area (द्वितीय रुचि क्षेत्र), third interest area (तृतीय रुचि क्षेत्र) and the least interest area (सबसे कम रुचि क्षेत्र) may be understood by counting the frequencies of each vocational interest area. Percentage for each interest area can also be calculated. This is a qualitative interpretation of the scores.

The other quantitative method of interpretation is on the basis of classification and based on the result of revised norms follows :

Classification	Scores
High Interest (उच्च रुचि)	18 – 20
Above Average Interest (औसत से ऊपर रुचि)	14 – 17
Average Interest (औसत रुचि)	7 – 13
Below Average Interest (औसत से नीचे रुचि)	4 – 6
Low Interest (निम्न रुचि)	0 – 3

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RAW SCORES OF DIFFERENT AREAS OF INTEREST

Different Areas	L		SC		E		C		CO		A		AG		P		S		H	
	L_1	L_2	SC_1	SC_2	E_1	E_2	C_1	C_2	CO_1	CO_2	A_1	A_2	AG_1	AG_2	P_1	P_2	S_1	S_2	H_1	H_2
Raw Scores																				

PROFILE

Stanine	Interest area → / Interest group ↓	Raw Scores	L	SC	E	C	CO	A	AG	P	S	H
IX	High Interest	20 19 18	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
VIII VII	Above Average Interest	17 16 15 14	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •
VI V IV	Average Interest	13 12 11 10 9 8 7	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •
III II	Below Average Interest	6 5 4	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
I	Low Interest	3 2 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. Interest above average
3. Average interest
4. Interest below average
5. Low interest

VOCATIONAL INTEREST RECORD (V I R)

AREA	L_1 ↓	SC_1 ↓	E_1 ↓	C_1 ↓	CO_1 ↓	A_1 ↓	AG_1 ↓	P_1 ↓	S_1 ↓	H_1 ↓	TOTAL
L_2 →	☐ 1 Magazine Editor Historian 2 ☐	☐ 1 Scientist Poet 2 ☐	☐ 1 City Magistrate Novelist 2 ☐	☐ 1 Typist Script Translator 2 ☐	☐ 1 Paper flower Maker Anthologist 2 ☐	☐ 1 Musician Literature Researcher 2 ☐	☐ 1 Gardener Drama Adjudicator 2 ☐	☐ 1 Ambassador Literary Writer 2 ☐	☐ 1 Scout Story Writer 2 ☐	☐ 1 Home-Science Teacher Critic 2 ☐	L_2 =
SC_2 →	☐ 1 Language Translator Mechanical Engineer 2 ☐	☐ 1 Doctor Chemical Engineer 2 ☐	☐ 1 Judge Secretary Veterinary Doctor 2 ☐	☐ 1 Private Vaccinator 2 ☐	☐ 1 Ironsmith Chemist 2 ☐	☐ 1 Painter Surgeon 2 ☐	☐ 1 Farmer Overseer 2 ☐	☐ 1 Advocate Chemical Manufacturer 2 ☐	☐ 1 Village Level Worker Scientific Apparatus Manufacturer 2 ☐	☐ 1 Home Manager Electrical Engineer 2 ☐	SC_2 =
E_2 →	☐ 1 Reviewer Industry Manager 2 ☐	☐ 1 Civil Engineer Superintendent Honorary Magistrate 2 ☐	☐ 1 Police Army Officer 2 ☐	☐ 1 Shop-keeper Foreman Crew-Captain 2 ☐	☐ 1 Workshop Deputy Collector 2 ☐	☐ 1 Cartoonist Husbander Probation Officer 2 ☐	☐ 1 Animal Agent President 2 ☐	☐ 1 Insurance Lt. Governor2 ☐	☐ 1 Social Reformer Budget Hospital Superintendent 2 ☐	☐ 1 Maker of Home Mayor of Corporation 2 ☐	E_2 =
C_2 →	☐ 1 Journalist Steno 2 ☐	☐ 1 Health Officer Proof-reader 2 ☐	☐ 1 Hotel Manager Draftman 2 ☐	☐ 1 Company Accountant Income-Tax Officer 2 ☐	☐ 1 White-Washman Type Instructor 2 ☐	☐ 1 Teacher of Fine Arts Business Agent 2 ☐	☐ 1 Agriculture Salesman 2 ☐	☐ 1 Politician Inspector Cash-book Writer2 ☐	☐ 1 Red-Cross Worker Business Manager 2 ☐	☐ 1 Teacher of Arts & Crafts Steno-typist 2 ☐	C_2 =
CO_2 →	☐ 1 Poet Wooden Toy Maker 2 ☐	☐ 1 Compounder Spinner 2 ☐	☐ 1 Governor Weilder 2 ☐	☐ 1 Ticket-Collector Goldsmith 2 ☐	☐ 1 Radio Mechanic Carpenter 2 ☐	☐ 1 Painter Watch Mechanic 2 ☐	☐ 1 Seedstore Officer Knitter 2 ☐	☐ 1 Religious Preacher Book Binder 2 ☐	☐ 1 Famine Reliever Small-scale Unit Manufacturer 2 ☐	☐ 1 Home Decorator Potter 2 ☐	CO_2 =
A_2 →	☐ 1 Literary Writer Singer 2 ☐	☐ 1 Astrologer Radio Singer 2 ☐	☐ 1 School Inspector Manufacturer of Musical Instruments 2 ☐	☐ 1 Accountant Flute-Player 2 ☐	☐ 1 Dyer Music Director 2 ☐	☐ 1 Photographer Film Artist 2 ☐	☐ 1 Soil Specialist Fashion Designer 2 ☐	☐ 1 Village Sarpanch Stage Director 2 ☐	☐ 1 Patron of Dumb and Deaf Artist 2 ☐	☐ 1 Caretaker of Children Art Critic 2 ☐	A_2 =
AG_2 →	☐ 1 Linguist Agro-teacher 2 ☐	☐ 1 Atomic Scientist Nursery-preparer 2 ☐	☐ 1 Education Director Manure Manufacturer 2 ☐	☐ 1 Shorthand Teacher Irrigator 2 ☐	☐ 1 Teacher of Creative Arts Breeder 2 ☐	☐ 1 Dancer Veterinary Doctor 2 ☐	☐ 1 Manure Specialist Horticulturist 2 ☐	☐ 1 Teacher Agriculture Student 2 ☐	☐ 1 First Aid Doctor Worker of Agriculture Co-operative Dairyman 2 ☐	☐ 1 Manufacturer of Marmalades Society 2 ☐	AG_2 =
P_2 →	☐ 1 Dramatist Advertisement Manager 2 ☐	☐ 1 Medical Representative Publicist 2 ☐	☐ 1 District Magistrate Election Contestant 2 ☐	☐ 1 Commerce Teacher Social Reformer 2 ☐	☐ 1 Book-binder Insurance Officer 2 ☐	☐ 1 Sculpturist Advertisement Writer 2 ☐	☐ 1 Agro-Researcher Order Booker 2 ☐	☐ 1 Tourist Guide Vocational Counsellor2 ☐	☐ 1 Welfare Committee Worker Politician Lecturer 2 ☐	☐ 1 Nurse Innovative Ideas Publicist 2 ☐	P_2 =
S_2 →	☐ 1 Epic Writer Doctor Serving Free 2 ☐	☐ 1 Botanist Philanthropist 2 ☐	☐ 1 Principal Social Worker 2 ☐	☐ 1 Ledger Keeper Patron of Poor Pupils 2 ☐	☐ 1 Washerman Volunteer 2 ☐	☐ 1 Playback Singer Guide 2 ☐	☐ 1 Tractor Driver Soldier 2 ☐	☐ 1 Contractor Philanthropist 2 ☐	☐ 1 Free Medicine Distributor Volunteer 2 ☐	☐ 1 Home-Science Researcher Servant 2 ☐	S_2 =
H_2 →	☐ 1 Language Teacher Expert in Cooking 2 ☐	☐ 1 Science Teacher Embroider 2 ☐	☐ 1 Tehsildar Tailor 2 ☐	☐ 1 Treasurer Scholar of Home Science 2 ☐	☐ 1 Workshop Mechanic Nursing Enthusiast 2 ☐	☐ 1 Art Centre Director Dancer 2 ☐	☐ 1 Poultryman Home Science Student 2 ☐	☐ 1 Sales Manager Home Manager 2 ☐	☐ 1 Honorary Teacher Family Doctor 2 ☐	☐ 1 Tailor Expert in Household Art 2 ☐	H_2 =
TOTAL	L_1 =	SC_1 =	E_1 =	C_1 =	CO_1 =	A_1 =	AG_1 =	P_1 =	S_1 =	H_1 =	

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COMMENCEMENT OF DISSERTATION	**:**	**January 2018**
APPROVAL OF RESEARCH PROPOSAL		
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2. SCHOOL BOARD	**:**	**26th April 2018**
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ABSTRACT ON

VOCATIONAL INTERESTS OF SECONDARY SCHOOL STUDENTS OF AIZAWL CITY

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INTRODUCTION

Vocational interests may be defined as one's own pattern of preferences, aptitudes, likes or dislikes, preferred by self or by another source for a given vocational area or vocation.

In India, overall education can be divided into social, spiritual and vocational. Concerns related to society are covered under social education, personality is the part of spiritual education and vocational education consists of technical education that further deals with branches like agriculture, medicine, engineering and commerce. Technical education is a skill-based education that primarily keeps the job prospects in mind. It provides training to the individual in a specific field. (Kaur 2013)

One of the aims of education today, is to make the students able to earn livelihood. There are various types of vocations depending on the required area of intelligence, capacities, interests and aptitudes. A person is satisfied when he is engaged with a job that matches his vocational interest. But if he is mistakenly engaged into a profession that does not suit his vocational interest, he may fail to cope with the demand of the job and that may lead to a situation where he finds himself maladjusted, thwarted and frustrated.

Vocation is a job or a career skill relating to education designed to provide the necessary skills for a particular job or career (Encarta 1999 pg. 2081). Interests are the activities that are enjoyed doing and the subjects that are liked to spend time learning about (Cambridge dictionary 2019 pg. 753).

RATIONALE OF THE STUDY

The investigator chose this topic because identification of vocational interest at the right time can help students to choose their area of discipline before drifting endlessly in areas, they may not be interested in. A study of this topic is important because there is a chance to find out the vocational interest of students and subsequently give them the right kind of professional advice. The findings of the present research are also expected to be greatly beneficial for teachers teaching this stage of students.

Research Questions:

1. What are the Vocational Interests of Secondary School Students of Aizawl city?
2. Is there a noteworthy variation in the Vocational Interests of male and female Secondary School Students of Aizawl city?
3. Do the parents' educational background affect the Vocational Interests of Secondary School students?
4. Is there a difference in the Vocational Interests of students based on their origin (Rural/Urban)?
5. Can any improvement be made in the Vocational choices of Secondary School Students?

Statement of the problem:

The statement of the problem is "Vocational Interests of Secondary School Students of Aizawl city".

Objectives:

1. To identify the Vocational Interests of Secondary School students of Aizawl city.
2. To compare the Vocational Interests of male and female Secondary School Students of Aizawl city.
3. To compare the Vocational Interests of Secondary School Students of Aizawl city with reference to their parents' educational background.
4. To compare the Vocational Interests of Secondary School Students of Aizawl city from rural background with their counterpart from urban background.
5. To suggest measures for development of proper Vocational Interests among Secondary School students.

Hypotheses:

1. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Literary area.
2. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Scientific area.
3. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Executive area.

4. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Commercial area.
5. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Constructive area.
6. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Artistic area.
7. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Agriculture.
8. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Persuasive area.
9. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Social area.
10. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Household area.
11. There is no significant difference in the Vocational Interests of Literary area among Secondary School Students of Aizawl city with reference to their parents' educational background.
12. There is no significant difference in the Vocational Interests of Scientific area among Secondary School Students of Aizawl city with reference to their parents educational background.
13. There is no significant difference in the Vocational Interests of Executive area among Secondary School Students of Aizawl city with reference to their parents educational background.

14. There is no significant difference in the Vocational Interests of Commercial area among Secondary School Students of Aizawl city with reference to their parents educational background.
15. There is no significant difference in the Vocational Interests of Constructive area among Secondary School Students of Aizawl city with reference to their parents educational background.
16. There is no significant difference in the Vocational Interests of Artistic area among Secondary School Students of Aizawl city with reference to their parents educational background.
17. There is no significant difference in the Vocational Interests of areas of Agriculture among Secondary School Students of Aizawl city with reference to their parents educational background.
18. There is no significant difference in the Vocational Interests of Persuasive area among Secondary School Students of Aizawl city with reference to their parents educational background.
19. There is no significant difference in the Vocational Interests of Social area among Secondary School Students of Aizawl city with reference to their parents' educational background.
20. There is no significant difference in the Vocational Interests of Household area among Secondary School Students of Aizawl city with reference to their parents educational background.
21. There is no significant difference in the Vocational Interests of Literary area between Secondary school students of Aizawl city with urban background and students with rural background.

22. There is no significant difference in the Vocational Interests of Scientific area between Secondary school students of Aizawl city with urban background and students with rural background.
23. There is no significant difference in the Vocational Interests of Executive area between Secondary school students of Aizawl city with urban background and students with rural background.
24. There is no significant difference in the Vocational Interests of Commercial area between Secondary school students of Aizawl city with urban background and students with rural background.
25. There is no significant difference in the Vocational Interests of Constructive area between Secondary school students of Aizawl city with urban background and students with rural background.
26. There is no significant difference in the Vocational Interests of Artistic area between Secondary school students of Aizawl city with urban background and students with rural background.
27. There is no significant difference in the Vocational Interests between Secondary school students of Aizawl city with urban background and students with rural background in the area of Agriculture.
28. There is no significant difference in the Vocational Interests of Persuasive area between Secondary school students of Aizawl city with urban background and students with rural background.
29. There is no significant difference in the Vocational Interests of Social area between Secondary school students of Aizawl city with urban background and students with rural background.

30. There is no significant difference in the Vocational Interests of Household area between Secondary school students of Aizawl city with urban background and students with rural background.

Operational Definitions of the term used:

Vocation: In the present study, Vocation refers to a job or an economic activity which enables a person to earn a livelihood.

Vocational Interest: In the present study, 10 areas have been identified. These are - Literary, Scientific, Executive, Commercial, Constructive, Artistic, Agriculture, Persuasive, Social and household.

Secondary school: Secondary School in the present study refers to the Schools with class IX and class X.

Educational background: Educational Background in the present context refers to the educational qualification of the parents.

METHODOLOGY

Method of the study: The present study is largely descriptive. It is both qualitative and quantitative in nature.

Population: The population of the present study consists of all students studying in Government Secondary Schools and Private Secondary Schools of Aizawl city.

Sample: The sample of the present study comprised of 200 students. Out of which, 100 students were male students and 100 were female students. The sample was collected based on Stratified random sampling.

Tools of data collection: For collection of primary data, the investigator used Vocational Interest Record (VIR) developed by Dr. S. P. Kulshrestha. The VIR contains 200 vocations belonging to different vocational interest areas. It covers 10 vocational areas such as Literary, Scientific, Executive, Commercial, Constructive, Artistic, Agriculture, Persuasive, Social and household.

For collection of secondary data, office records and other relevant secondary data were utilized

Collection of Data: The investigator sought permission in advance from the School authority. When the application was approved, the investigator went to the schools. After brief instructions, the Vocational Interest Test was administered. The completed answer sheet was collected and checked. The scores were then tabulated, analysed and interpreted according to the norms provided in the manual of the test booklet.

Data analysis: The responses obtained from the subjects were scored by following the standard scoring procedures. The scores were classified, tabulated and analyzed. Standard statistical methods were employed for analysis of the data. The findings of the study are presented in accordance with the objectives.

ANALYSIS AND INTERPRETATION

- Only 1% of the Secondary School students had High Interest in the Literary area, 5.5% had Above Interest and maximum students i.e., 51% had Average Interest in the Literary area. whereas 22.5% had Below Average and 20% were having Low Interest.
- In the scientific area, 1.5% of Secondary students had High Interest, 16% had Above Interest while 48.5% had Average Interest, 20% had Below Average and 14% had Low Interest.
- In the Executive area, 2% of Secondary students were found to have High Interest, 15.5% were in the level of Above Interest. Greater number i.e. 56% of the Secondary students had Average Interest, 16% came in the level of Below Average Interest and 10% had Low Interest.
- In the Commercial area, no Secondary student was found to have High Interest. This shows that majority of the Secondary students did not have interest in this area. Only 1% came in the level of Average Interest, 33.5% had Average Interest, whereas, 35% were seen to have Below Average Interest while 30.5% had Low Interest in it.
- No Secondary student was found to have High Interest as well as Above Average Interest in the Constructive area. This shows that this area was the most commonly disliked area by the students, for which they were unlikely to pursue for further studies. 29% of had Average Interest where as 26% had Below Average Interest and majority ie. 45% of Secondary students had Low Interest. This indicates that majority of Secondary students were not interested in the area of Agriculture

- In the Artistic area 2% of Secondary students had High Interest, 9.5% had Above Interest whereas, majority of the students ie. 68% had Average Interest. This was the area, where majority of the students' Average interest was found. 15% had Below Average Interest and 5.5% had Low Interest in this particular area.
- In the area of Agriculture, there were no Secondary students who had High Interest. 3.5% were found in the level of Above Average Interest. 33% had Average Interest. 24.5% were seen on Below Average and 39% had Low Interest which indicates that most of the Secondary students were not interested in the area of Agriculture.
- There were 0.5% of Secondary students who had High Interest in Persuasive area of Vocational Interest. 2% had Above Average Interest. This may indicate that the Secondary students did not have high aptitude for politics and other professions where persuasion would have a primary place of importance. 47.5% had Average Interest. 28% were in the level of Below Average and 22% had Low Interest.
- It was found that 0.5% of the Secondary students had High Interest in Social area, 3.5% had Above Average Interest and 39% had Average Interest. Whereas, 31% had Below Average and 26% had Low Interest.
- In Household area, no Secondary student was in the level of High Interest, 13.5% were in that of Above Average Interest and 50.5% were found to have Average Interest. 21 % had Below Average Interest while 15% had Low Interest in this particular area.

- There is a significant difference among male and female students in the Literary area. Thus, the hypothesis No. 1 which states that ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Literary area’ is rejected.
- There is a significant difference among male and female students in the Scientific area. Thus, the hypothesis No. 2 which states that ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Scientific area’ is rejected.
- There is no significant difference among male and female students in the Executive area. Thus, the hypothesis No. 3 which states that ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Executive area’ is accepted.
- There is a significant difference among male and female students in the Commercial area. Thus, the hypothesis No. 4 which states that ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Commercial area’ is rejected.
- There is a significant difference among male and female students in the Constructive area. Thus, the hypothesis No. 5 which states that ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Constructive area’ is rejected.
- There is a significant difference among male and female students in the Artistic area. Thus, the hypothesis No. 6 which states that ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Artistic area’ is rejected.

- There is no significant difference among male and female students in the area of Agriculture. Thus, the hypothesis No. 7 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Agriculture' is accepted.
- There is a significant difference among male and female students in the Persuasive area. Thus, the hypothesis No. 8 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Persuasive area' is rejected.
- There is no significant difference among male and female students in the Social area. Thus, the hypothesis No. 9 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Social area' is accepted.
- There is a significant difference among male and female students in the Household area. Thus, the hypothesis No. 10 which states that 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the Household area' is rejected.
- There is a significant difference between students with Graduate and Undergraduate parents of Secondary Schools in the Literary area. Thus, the hypothesis No. 11 which states that 'There is no significant difference in the Vocational Interests of Literary area among Secondary School Students of Aizawl city with reference to their parents' educational background' is rejected.
- The group under the study did not differ significantly in the vocational interest of Scientific area in relation to their parents' educational background. Thus, the hypothesis No. 12 which states that 'There is no significant difference in the

Vocational Interests of Scientific area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.

- The group under the study did not differ significantly in the vocational interests of Executive area in relation to their parents' educational background. Thus, the hypothesis No. 13 which states that 'There is no significant difference in the Vocational Interests of Executive area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.
- The group under the study did not differ significantly in the vocational interest of Commercial area in relation to their parents' educational background. Thus, the hypothesis No. 14 which states that 'There is no significant difference in the Vocational Interests of Commercial area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.
- The group under the study did not differ significantly in the vocational interest of Constructive area in relation to their parents' educational background. Thus, the hypothesis No. 15 which states that 'There is no significant difference in the Vocational Interests of Constructive area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.
- The group under the study did not differ significantly in the vocational interest of Artistic area in relation to their parents' educational background. Thus, the hypothesis No. 16 which states that 'There is no significant difference in the Vocational Interests of Artistic area among Secondary School Students of Aizawl city with reference to their parents' educational background' is accepted.
- The group under the study did not differ significantly in the vocational interests of areas of Agriculture in relation to parents' educational background. Thus, the

hypothesis No. 17 which states that ‘There is no significant difference in the Vocational Interests of areas of Agriculture among Secondary School Students of Aizawl city with reference to their parents’ educational background’ was accepted.

- The group under the study did not differ significantly in the vocational interests of Persuasive area in relation to their parents’ educational background. Thus, the hypothesis No. 18 which states that ‘There is no significant difference in the Vocational Interests of Persuasive area among Secondary School Students of Aizawl city with reference to their parents’ educational background’ is accepted.
- The group under the study did not differ significantly in relation to their parents’ educational background. Thus, the hypothesis No. 19 which states that ‘There is no significant difference in the Vocational Interests of Social area among Secondary School Students of Aizawl city with reference to their parents’ educational background’ was accepted.
- The group under the study did not differ significantly in the vocational interests of Household area in relation to their parents’ educational background. Thus, the hypothesis No. 20 which states that ‘There is no significant difference in the Vocational Interests of Household area among Secondary School Students of Aizawl city with reference to their parents’ educational background’ is accepted.
- There is no significant difference in the vocational interest of Literary area among students with urban background and rural background. Thus, the hypothesis No. 21 which states that ‘There is no significant difference in the Vocational Interests of Literary area between Secondary school students of

Aizawl city with urban background and students with rural background' is accepted.

- There is no significant difference in the vocational interest of Scientific area among students with urban background and rural background. Thus, the hypothesis No. 22 which states that 'There is no significant difference in the Vocational Interests of Scientific area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.
- There is no significant difference in the vocational interest of Executive area among students with urban background and rural background. Thus, the hypothesis No. 23 which states that 'There is no significant difference in the Vocational Interests of Executive area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.
- There is no significant difference in the vocational interest of Commercial area among students with urban background and rural background. Thus, the hypothesis No. 24 which states that 'There is no significant difference in the Vocational Interests of Commercial area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.
- There is no significant difference in the vocational interest of Constructive area among students with urban background and rural background. Thus, the hypothesis No. 25 which states that 'There is no significant difference in the Vocational Interests of Constructive area between Secondary school students of

Aizawl city with urban background and students with rural background' is accepted.

- There is no significant difference in the vocational interest of Artistic area among students with urban background and rural background. Thus, the hypothesis No. 26 which states that 'There is no significant difference in the Vocational Interests of Artistic area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.
- There is no significant difference in the vocational interest of area of Agriculture among students with urban background and rural background. Thus, the hypothesis No. 27 which states that 'There is no significant difference in the Vocational Interests of area of Agriculture between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.
- There is no significant difference in the vocational interest of Persuasive area among students with urban background and rural background. Thus, the hypothesis No. 28 which states that 'There is no significant difference in the Vocational Interests of Persuasive area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.
- There is no significant difference in the vocational interest of Social area among students with urban background and rural background. Thus, the hypothesis No. 29 which states that 'There is no significant difference in the Vocational

Interests of Social area between Secondary School students of Aizawl city with urban background and students with rural background' is accepted.

- There is no significant difference in the vocational interest of Household area among students with urban background and rural background. Thus, the hypothesis No. 30 which states that 'There is no significant difference in the Vocational Interests of Household area between Secondary school students of Aizawl city with urban background and students with rural background' is accepted.
- The importance of Vocational Interest cannot be over emphasised. It is imperative for the state to have a set of citizens who are focused and goal oriented. For this, the following steps may be suggested:
    1. It would be wise to carry out a research of this kind on a State-wide level so that students, both from rural and urban areas may be given proper guidance regarding their choice of career.
    2. The government of Mizoram needs to have a special research department solely devoted to the Vocational Interest of students, to find out their needs and seek solution at the government level.
    3. The International Association for Educational and Vocational Guidance (IAEVG) stated in the topic '*Strategies for Vocational Guidance in the twenty-first Century*' that Guidance helped people understand the available education and training options and the requirements for admission and success, and select an appropriate field of study. It is suggested to keep in mind the statement given by this trusted organization and follow as far as possible by providing career guidance to all students, especially at class X

level so that students become aware of the pros and cons, the scope and limitations of different vocational areas.

4. Awareness should be created from Elementary stage onwards so that students will at least have some idea of their ideal profession and how to pursue it.
5. The present study found that there was no significant difference in the choice of Vocational Interest between students with graduate and undergraduate parents. Therefore, it is clear that parents can be motivated to guide their children, regardless of their educational background, if parents are actively involved, there will be better chances for students to select better vocations.
6. Successful students of respective schools may be invited to speak to students so that they can share their valuable experience for the benefit of present students.

MAJOR FINDINGS AND DISCUSSION

- Most students of Secondary School of Aizawl city had interest in Artistic area. This could be due to the reason that this area has advantages such as getting popular and being regarded as successful in the society. It will be of a great emotional and financial benefit if they are influenced to take up vocations in photography, acting, theatre, painting, music and composition.
- No students were found to have High Interest in the Constructive, Agriculture and Commercial area. This shows that, these are the 3 areas most commonly

disliked by the students, for which they are unlikely to pursue further studies. This is not surprising because Secondary School students of Aizawl city have not had any experience in cultivation and farming. Moreover, most parents preferred their children to pursue academic achievement. Therefore, a set of circumstances for these areas of work was not made available for the students. If students are given the opportunity such as field trip or project work in order to experience tasks related to these areas, their interest may be increased.

- On the other hand, once the major vocational interest areas of students have been identified, teachers can guide the students regarding their future choice of subjects. On a wider scale, the same tool can also be used on a state-wide level so as to identify the vocational interest areas of students all over the state. Once students are guided in the proper direction, they will have proper focus and soon become financially independent. Moreover, delinquency is also expected to come down as the adolescents will be involved in their respective areas of interest.
- The present finding revealed that, female Secondary School students of Aizawl city showed higher interest than male Secondary students in the vocational interest of Literary, Artistic and Household areas, whereas, Male Secondary School students showed higher interest than female Secondary students in the vocational interest of Scientific, Commercial, Constructive and Persuasive areas. The result corroborates the findings of Prasannakumar (2016) where the study found a slightly higher interest among girls in the field of literary, commercial, constructive, artistic, social and household and boys were found to have slightly

higher interest than girls in scientific, executive, agriculture and persuasive fields.

- Significant difference exists only in the Literary area of vocational interest among the Secondary School students of Aizawl city with reference to their parents' educational background whereas no significant difference was found in the other 9 areas. This finding substantiates the study of Patel, Mohammad Soel (2010) and Kulshrestha (1969) which revealed that the vocational interests had no relationship with their parent's education or occupation. The present finding further contributed a light to all the parents regardless of their educational background, that if they understand their children's interests and gives them opportunity to choose what they wish, they would become a reason for success.
- The finding of the present study revealed that no significant difference was found in all the 10 areas of vocational interest among the Secondary School students of Aizawl city with reference to their origin. This finding contradicts the study of Bharti (2015) which assert that urban students had higher vocational interest than their rural counterparts. The present study also assert the opposite of a statement made by Kumar (2017) that the urban secondary school students were slightly more interested in literary, outdoor, executive and scientific fields whereas the rural secondary school students were slightly more interested than that of urban secondary school students in mechanical, business and agricultural fields. The reason of the present finding could be the availability of the information that they get from various sources like mass media and electronic media, which helps them for better knowledge and broader outlook that supports Wroblewski& Huston (1987) findings which argued that children knew more

about the “real life” and “television occupations” than other jobs, therefore, television serves as an important source of knowledge since it regularly depicts work related activities of imaginary characters.

CONCLUSION

To conclude, it may be inferred from the findings in various interest areas, that Secondary students of Aizawl city had diverse interest during the time the research was done. Therefore, students within different interest areas need to be given the right kind of experience to pursue their interest. More opportunity should be made available in the schools by means of co-curricular activities. The skills developed will allow them to contribute their best to the development of the society around and to employ the skill so as to develop according to their own satisfaction as well as towards building up the society in which they live. Moreover, if suitable vocational guidance is rendered to the students on the basis of their interest for a particular vocation, they would be able to utilize their strength in a desirable direction and this will increase their efficiency. The findings of the present study could be an eye-opener for the parents, teachers and the makers of curriculum as well. It will help them understand vocational interests of our children, their respective roles in guiding them towards healthy vocational interest and further help them in guiding the students accordingly.