

## VOCATIONAL PREFERENCES OF SCIENCE STUDENTS OF ELEVENTH STANDARD IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

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### ABSTRACT

*This study examined the influence of socio-economic status on vocational preferences of science students. Vocational aspiration of high, middle and low socio-economic status was discussed. Two objectives and one hypothesis were formed for this study with a sample of two hundred students of science stream of eleventh standard. Descriptive survey method was used to carry out the research study by taking sample from senior secondary school of Rewari district. Thurstone's interest schedule was used to measure the Vocational Preferences of science stream eleventh standard students. R.L.Bhardwaj's socio-economic status scale was used as a tool for measuring the level of socio-economic status of students. The results indicated the good correlation between vocational preferences and socio-economic status. Mostly science students preferred the physical science and executive fields and preferred less the persuasive field.*

### INTRODUCTION

Work's role is important in our life. Without work no identity of human being is there. Aptitude and interest help in choosing the vocation. Choosing work or an education program that matches, or is similar to your personality, will most likely lead to success and satisfaction. This good match is called "congruent". There are lots of causes and effect issues in life and in the field of vocational choices. These can be observed in the various factors like external factors and values like parents, teacher, peer group that affect the choice of an individual's vocation. Several external factors like, parents, teachers, friend, radio, television and books surround the adolescent in his day-to-day activities and they very much influence his way of life. The adolescents prefer only a few of the many vocations about which they have some knowledge. This is known as their vocational preference. Vocational preference is an indeterminate indicator of success, Intelligence, Values, Socio-economic status and academic achievement help the individual in having one or the other vocation. The vocation that an individual selects for himself is guided by his intelligence and achievement. The idea of vocation is central to the Christian belief that God has created each person with gifts and talents

oriented toward specific purposes and a way of life. In the broadest sense, as stated in the Catechism of the Catholic Church, "Love is the fundamental and innate vocation of every human being"

### CONCEPT OF SOCIO-ECONOMIC STATUS

(SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.

### OBJECTIVES

1. To find out the vocational preferences of science students.
2. To find out the relationship of socio-economic status and vocational preferences of science students of eleventh standard.

### HYPOTHESIS

The socio-economic status of science students does not influence their vocational preferences.

### SAMPLE

The study was carried out on a sample of 200 students of eleventh standard of science stream selected from urban senior secondary schools of Rewari district.

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### METHODOLOGY

Descriptive survey method of research has been used as it suited for the problem under investigation.

#### SELECTION OF THE TOOLS

1. Thurstone's Vocational Interest schedule (to measure vocational preferences).
2. R.L.Bhardwaj's Socio-economic status scale.

#### ANALYSIS AND INTERPRETATION OF RESULTS

**Table-1: Mean and rank order of vocational preferences of science students (N=200)**

<b>Variable</b>	<b>Mean</b>	<b>Rank</b>
<b>Physical science</b>	6.81	1
<b>Biological Science</b>	4.49	3
<b>Computation</b>	3.06	8
<b>Business</b>	3.36	6
<b>Executive</b>	5.36	2
<b>Persuasive</b>	2.54	10
<b>Linguistic</b>	3.50	5
<b>Humanistic</b>	2.97	9
<b>Artistic</b>	3.17	7
<b>Music</b>	3.69	4

Above table shows the mean and rank order of the scores of vocational preferences of the science students. The table reveals that the highest rank (6.81) has been gained by the area of physical science in the area of Vocational Preferences. Mostly Science students want to go in Physical Science area. They prefer the jobs of Physicist, Engineers, Scientists, Mechanical, Chemical Engineers type jobs. The second highest rank (5.36) has been gained by the executive area. These students want to go for the jobs of I.P.S. Officer, Vice Chancellor, Hotel Manager, School Principal etc.

In the tenth place (Persuasive area), the value of Mean is 2.54. The table shows that lowest preference has been given to the persuasive field of the Vocational Preferences by the science students.

**Table-2: Coefficient of correlation of Socio Economic status with Vocational Preferences of Science students. (N=200)**

Socio-Psychological variable	Physical Science	Biological Science	Computation	Business	Executive	Persuasive	Linguistic	Humanistic	Artistic	Music
Socio-Economic status (ascribed)	.141*	.152*	.081	.022	-.014	.048	.133	.098	.076	.023
Socio-Economic status (achieved)	.055	.008	.098	.084	.049	.096	.139	.137	.111	.038
Socio-Economic status (as a whole)	.144*	.123	.084	.067	.007	.087	.140	.128	.125	.041
Economic status (ascribed)	.149*	.176*	.159*	.079	.136	.148*	.149*	.157*	.094	.045
Economic status (achieved)	.017	.055	.077	.015	.122	.136	.127	.161*	.121	.066
Economic status (as a whole)	.133	.149*	.169*	.035	.136	.142*	.179*	.205**	.106	.069
Socio-Economic status (ascribed)	.136	.169*	.121	.032	.050	.113	.170*	.137	.095	.034
Socio-Economic status (achieved)	.055	.051	.101	.040	.089	.133	.153*	.172*	.118	.057
Socio-Economic status (as a whole)	.152*	.159*	.100	.041	.033	.098	.135	.159*	.109	.038

\*significant at the level of .05.      \*\*significant at the level of .01.

### INTERPRETATION AND DISCUSSION

Table No.2 shows the correlation between Socio-Economic status and different areas of vocational preferences of Science students. First of all, the table shows that social status, Ascribed correlates with Physical Science area (the value of correlation is .141, significant at .05 level), Biological Science area (the value of correlation is .152, significant at .05 level). In Social status, as a whole correlates with Physical Science area (the value of correlation is .144, significant at .05 level).

In Economic status, Ascribed correlates with Physical Science area (the value of correlation is .149, significant at .05 level), Biological Science area (the value of correlation is .176, significant at .05 level), Computation area (the value of correlation is .089, significant at .05 level), Persuasive area (the value of correlation is .148, significant at .05 level), Linguistic area (the value of correlation is .149, significant at .05 level), Humanistic area (the value of correlation is .157, significant at .05 level). In Economic status, Achieved correlates with Humanistic area (the value of correlation .161, significant at .05 level). In Economic status, As a whole correlates with Biological Science area (the value of correlation is .149, significant at .05 level), Computation area (the value of correlation is .169, significant at .05 level), Persuasive area (the value of correlation is .142, significant at .05 level), Linguistic area (the value of correlation is .179, significant at .05 level) and Humanistic area (the value of correlation is .205, significant at .01 level).

In Socio-Economic status, Ascribed correlates with Biological Science area (the value of correlation is .169, significant at .05 level) and Linguistic area (the value of correlation is .170, significant at .05 level). In Socio-Economic status, Achieved correlates with Linguistic area (the value of correlation is .153, significant at .05 level) and Humanistic area (the value of correlation is .172, significant at .05 level). In Socio-Economic status, As a whole correlates with Physical Science area (the value of correlation is .152, significant at .05 level), Biological Science area (the value of correlation is .159, significant at .05 level), and Artistic area (the value of correlation is .159, significant at .05 level).

Mostly students belong to middle or upper middle class families and very few students belong to upper and lower class families. Good correlation is between Socio-Economic status and areas of Vocational Preferences. In many areas of Vocational Preferences significant correlation is with Socio-Economic status. The result shows that the Socio-Economic status of the students influences on their Vocational Preferences. That's why, the hypothesis is rejected.

#### **FINDINGS AND CONCLUSION**

1. The science students have given more preferences to the physical science and Executive jobs and less preferences to the persuasive jobs.
2. The socio-economic status of the science students influences their vocational preference.

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