

# Vocational Interest of Tribal Adolescents of *Eklavya* Model Residential Schools of Madhya Pradesh Boys and Girls

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## ABSTRACT

Education is to bring happiness within and outside. Education can be defined as an instrument for developing the best human being. Vocational interest is defined as an expression of an individual's personality in work, school subjects and hobbies, and recreational activities and preferences. Vocation means a type of work or a way of life that one thinks suitable for him. When we go through the meaning of the word vocational, it is connected with the skills, knowledge, etc., that you need to have to do a particular job. The study was conducted on 300 tribal adolescents (150 boys and 150 girls) of 16 to 18 years, studying in the *Eklavya* model residential schools of Madhya Pradesh (MP). The sample was selected randomly. The vocational interest of students was assessed by the vocational interest record constructed by the researcher. The data were analyzed with the help of mean, standard deviation (SD), and t test to study the vocational interest of tribal adolescents of the *Eklavya* model residential school of MP. There is a significant difference between the mean scores of boys and girls' vocational interests in literary, household, agriculture, persuasive, constructive, scientific, social, commercial, technology, management, defense, media, and medical. Still, there is no significant difference between the mean scores of boys and girls' vocational interests scores in artistic and education.

**Keywords:** Adolescent, *Eklavya* model residential schools, Mean, Standard deviation, t test, Tribal, Vocational interest.

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## INTRODUCTION

Etymologically, the Latin language's word interest means "it matters," or "it concerns." One is interested in his salary because it matters to him. The student is interested in the examination results because he is concerned about it. I. L. Russel describes interest as an organism's condition, which leads to continuing stimulation of concern about particular objects, persons, and activities. Strong says that interest is behavior organized around activities. When we analyze both the above definitions, we find that the psychological term "interest" is related to several facts. Interest is a mode of experience of an individual. Vocational interest is an interest in a particular field in which the students desire to enter in the future. Vocational interests develop or should develop at the adolescent stage. Vocational interest cannot be distinct during the pre-adolescent stage. Children are usually driven by their desire and choose the vocations according to parent's aspiration. There is a need for children's systematic educational and vocational interest and stimulating them to have such interest if they have none. Vocational interest can be defined as the inclination of a person towards the possible vocational choices and goals. The vocational interest depends on knowledge, attitude, values, personality, aspirations, intelligence, and environmental influences. Career guidance helps a child to prefer himself for the right vocational choice. When the child finishes his schooling, it is time to help him choose, which would accord well with his developed abilities, aptitudes, interests, personality qualities, and present situation. After achieving his goal, the child can live a happy life and can contribute to his society. In other words, the school should take up the responsibility of helping the child in the vocational sphere of his life because occupation is a means of earning a livelihood and a way of life—a social role. It is essential to relate to a child's acquisition of knowledge, understanding, and skills according to vocational choices. It is very common in the school, where no guidance program exists, that pupils choose such subjects for

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the study that have no relationship with their vocational goals and ambitions, resulting in unemployment. Once vocational interest is deducted, it paves the path for vocational education. A student can use his abilities and qualities to the peak if he chooses his interest vocations. 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.

## SIGNIFICANCE OF STUDY

The tribal people can be called as children of nature, and their life depends on their eco-system. It is observed that the adolescent hostler students develop a sense of responsibility towards the family, as well as, society. Now their interest in vocational courses starts. As the students of *Eklavya* model residential school are hostellers and are tribal students, mostly the students are first-generation learners. The culture of a community gives approval or disapproval to some specific interests. Children of higher intelligence develop an interest in higher and complex types. Adolescents can carry out many activities with their hands. There are different courses apart from governed studies are included in the syllabus, such as, social work, agriculture, tie and die, preparation of soaps and decorative items, computer, preparation of bakery products, food preservation, primary information regarding pumps, wellness, and beauty course, embroidery, sewing, preparation of dolls, health and hygiene, tourism, plumbing, scientific method of cleaning

of fabrics, electrical and electronics, etc. But the implementation of these courses is not proper. These vocations are not according to the school's geographical condition and hence, do not create interest among the students. Due to parents' and teachers' disinterest, the students cannot develop an interest in different vocations. As there is a lack of proper guidance and counseling in the selection of vocations, the researcher decided to study the vocational interest of the tribal adolescent. Vocational education makes the child an active partner in the learning process by using his tendencies and habits to pay attention to their interest and awakens their minds. So it is essential to know the vocational interest of the child. Vocational education is an effective instrument to prepare middle-level manpower, produce entrepreneurs, and accelerate economic development. The country does require technical and skilled manpower, particularly because of the opening up of the economy in recent years and trust liberalization and globalization. Previously children were getting vocational training at home, but now parents are so busy that they hardly concentrate upon vocational training of their wards.

Moreover, in this changing era, the children do not have to take an interest in their parents' vocations. So this is the high time to know about the vocational interest of the adolescents. Vocational education refers to the various experiences, i.e., out of school, as well as, in school, which are acquired by the learner and which supports him to carry some socially useful occupation is successful way. Many educationist and educational philosophers stressed the need for vocational training and skill training. As vocational education is related to child interest, the researcher felt the need to study adolescents' vocation interest. As vocational interests make the child an active partner in the learning process, it agitates their minds. It excites the intelligence to put an end to lethargy and inactivity. It not only solves the unemployment problem but also raises the living standards. Now in this era of liberalization and globalization country needs technical and skilled manpower. Hence, the researcher thought to know about the vocational interest of adolescents of *Eklavya* model residential schools in MP. Mostly, the stream chosen by students depends on their secondary school certificate result and percentage. Student's vocational interest is never considered.

## REVIEW AND RELATED LITERATURE

Ansari (2002) conducted a study on boys' and girls' vocational interest at senior secondary level concerning intelligence. A sample of 100 students (50 boys and 50 girls) was selected from the Gandhi Nagar Public Senior Secondary School (Moradabad). It was found that the vocational interest of boys and girls was not significantly different. Both boys and girls showed equal interest and a positive attitude towards vocational interest.

Rafeed (2004) conducted a study on the vocational interest of secondary school students of boys and girls of Malapuram district in the Kerala state concerning their motivation and aspirations. The sample of the study comprised of higher secondary students of Malapuram district in Kerala. The researcher collected samples from a hundred students from respective schools that constitute 50 boys and 50 girls. The present study found that girls' vocational interest is higher than boys of secondary school students of Malapuram district in Kerala state.

Chauhan and Chocha (2017) undertook a study of vocational interest among secondary students. The results revealed that a maximum number of Scheduled Tribe (ST) 10th students showed vocational interest in outdoor, scientific, mechanical, literary, and artistic vocational fields.

Singh (2018) designed a study to assess Pahadi and Bakarwal school students' vocational interest in relation to their gender. The findings are as follows:

- Girls are somewhat more interested in music, agriculture, and teaching area of vocational interest.
- Boys are slightly more interested in literary, mechanical, outdoor, business, sports, social, executive, and scientific.

## OBJECTIVES

To study the difference in the vocational interest of boys and girls tribal adolescent students of *Eklavya* Model Residential Schools (EMRS) of MP.

## HYPOTHESES

There is no significant difference in the vocational interest of boys and girls tribal adolescent students of EMRS of MP.

## SAMPLE

The present study sample consists of tribal adolescents (16–18 years of age) from *Eklavya* model residential schools in MP. The sample for investigation consists of 300 tribal adolescents (150 boys and 150 girls) selected randomly.

## MATERIALS AND METHODS

### Tool Used

#### *Vocational Interest Record*

The researcher constructed a vocational interest record. The record was developed under Prof. Kalika Yadav, Head, Department of Continuing Education and Extension, Barkatullah University, Bhopal. First, collections of items were done. The researcher has read books, newspapers, research papers, and journals on vocational interest. Two hundred vocations were collected. A pilot study was done on 50 adolescents (25 girls and 25 boys) of different schools from Shahpur (Betul). They were asked to respond on the record. A list of 160 vocations in 16 different vocational interest areas was used for the study. Four experts in the field determined the items and weighed the basics of content. Four experts did item analysis.

#### *Delimitation*

For the validity and reliability of the research, it is essential to choose a limited area.

- This study is confined to EMRS of MP only.
- For sampling, considering time, sources, and resources, the researcher selected 300 tribal adolescents.
- The samples for the study were drawn from 7 out of 20 higher secondary EMRS.
- In this study, the demographic variable of gender is taken.
- The study is confined to tribal adolescents of the age group of 15 to 17 years.
- Though it is a representative population, the sample is restricted to 150 tribal adolescent boys and 150 tribal adolescent girls.

## RESULTS AND DISCUSSION

### Findings

Every person has their vocational interest due to the heterogeneity of perception and community, culture, and family background.

Some want to be a doctor, few want to be an engineer, someone takes an interest in agriculture, and most students have taken interest in various vocational fields. The Table 1 mentioned below showed that all students had taken an interest in various fields of vocational interest.

#### Literary

Fifteen tribal adolescents of EMRS of MP, out of 300, like literary. It means 5% of tribal adolescents liked literary, 4 girls out of 150 (2.7%), and 11 boys out of 150 (7.3%).

#### Household

Five tribal adolescents of EMRS of MP out of 300 like household. It means 1.7% of tribal adolescents liked household, among them 2 girls out of 150 (1.3%) and 3 boys out of 150 (2%) like household.

#### Agriculture

Thirty-five tribal adolescents of EMRS of MP, out of 300, like agriculture. It means 11.7% of tribal adolescents liked agriculture, among them 11 girls out of 150 (7.3%) and 24 boys out of 150 (16%) like agriculture.

#### Persuasive

Eight tribal adolescents of EMRS of MP, out of 300, like persuasive. It means 2.6% of tribal adolescents liked persuasive, among them 1-girl out of 150 (0.7%) and 7 boys out of 150 (4.7%) like persuasive.

#### Constructive

Twenty-six tribal adolescents of EMRS of MP, out of 300, like constructive. It means 8.7% of tribal adolescents liked constructive, among them 11 girls out of 150 (7.3%) and 15 boys out of 150 (10%) like constructive.

#### Scientific

Thirty tribal adolescents of EMRS of MP, out of 300, like scientific. It means 10% of tribal adolescents liked scientific, among them 14 girls out of 150 (9.4%) and 16 boys out of 150 (10.6%) like scientific.

#### Social

Fourteen tribal adolescents of EMRS of MP, out of 300, like social. It means 4.7% of tribal adolescents liked social, among them 9 girls out of 150 (6%) and 5 boys out of 150 (3.3%) like social.

#### Executive

Seventeen tribal adolescents of EMRS of MP, out of 300, like executive. It means 5.7% of tribal adolescents liked executive, among them 1-girl out of 150 (0.7%) and 16 boys out of 150 (10.7%) like executive.

#### Commercial

Nine tribal adolescents of EMRS of MP, out of 300, like commercial. It means 3% of tribal adolescents liked commercial, among them 2 girls out of 150 (1.3%) and 7 boys out of 150 (4.7%) like commercial.

#### Artistic

Twenty-seven tribal adolescents of EMRS of MP, out of 300, like artistic. It means 9% of tribal adolescents liked artistic, among them 26 girls out of 150 (17.3%) and 1-boy out of 150 (0.7%) like artistic.

#### Technology

Sixteen tribal adolescents of EMRS of MP, out of 300, like technology. It means 5.3% of tribal adolescents liked technology, among them 9 girls out of 150 (6%) and 7 boys out of 150 (4.7%) like technology.

#### Management

Eight tribal adolescents of EMRS of MP, out of 300, like management. It means 2.6% of tribal adolescents liked management, among them 6 girls out of 150 (4%) and 2 boys out of 150 (1.3%) like management.

#### Defense

Eighteen tribal adolescents of EMRS of MP, out of 300, like defense. It means 6% of tribal adolescents liked defense, among them 3 girls out of 150 (2%) and 15 boys out of 150 (10%) like defense.

Table 1

Vocational interest	Total no. of students	Percentage of students	Girls	Percentage	Boys	Percentage
Literary	15	5	4	2.7	11	7.3
Household	5	1.7	2	1.3	3	2
Agriculture	35	11.7	11	7.3	24	16
Persuasive	8	2.6	1	0.7	7	4.7
Constructive	26	8.7	11	7.3	15	10
Scientific	30	10	14	9.4	16	10.6
Social	14	4.7	9	6	5	3.3
Executive	17	5.7	1	0.7	16	10.7
Commercial	9	3	2	1.3	7	4.7
Artistic	27	9	26	17.3	1	0.7
Technology	16	5.3	9	6	7	4.7
Management	8	2.6	6	4	2	1.3
Defence	18	6	3	2	15	10
Education	39	13	36	24	3	2
Media	24	8	7	4.7	17	11.3
Medical	9	3	8	5.3	1	0.7
Total	300	-	150	-	150	-



### Education

Thirty-nine tribal adolescents of EMRS of MP, out of 300, like education. It means 13% of tribal adolescents liked education, among them 36 girls out of 150 (24%) and 3 boys out of 150 (2%) like education.

### Media

Twenty-four tribal adolescents of EMRS of MP, out of 300, like media. It means 8% of tribal adolescents liked media, among them 7 girls out of 150 (4.7%) and 17 boys out of 150 (11.3%) like media.

### Medical

Nine tribal adolescents of EMRS of MP, out of 300, like medical. It means 3% of tribal adolescents liked medical, among them 8 girls out of 150 (5.3%) and 1-boy out of 150 (0.7%) like medical.

## CONCLUSION

### Suggestions for Further Research

It is suggested that further investigations may be taken up on the following aspects.

- This study was limited to a sample of 300 tribal adolescents of EMRS of MP. MP-wide samples could also be taken, and other variables may be included for further research. It may be extended to all EMRS of MP.
- The relationship among the affective domain variables, such as, educational aspiration, motivation, educational achievement, and vocational interest on the one hand and creativity, social

maturity, attitude, values and adjustment, and emotional intelligence, can be conducted.

- This study can be conducted in private and public sectors school.
- The study can be conducted on college-level students.
- This work mainly focuses on tribal adolescents of EMRS of MP. Further studies can be conducted on the overall population of the country.
- This study can be conducted as a comparative study of *Eklavya* model.
- Residential schools and *Navodaya Vidyalaya*.
- A comparative study can be conducted within the two states, like Madhya Pradesh and Orissa.
- This is not an exhaustive list of research projects possible in this field. Only those projects have been suggested, which are the direct outcomes of the present project.

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