



A Study of Vocational Interest of Male and Female Sports Students of University

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Abstract

The present investigation was conducted on a total of 50 students of Department of Physical Education of CDLU Sirsa. The subjects were in the age group of 20-25 years. Out of total sample of 50 players, 25 were male and 25 were female. The Vocational interest record constructed and standardised by V.P. Bansal was used for collecting the data. The purpose of the study was to find the difference between vocational interests of boy and girl students of department of Physical Education of Chaudhary Devi Lal University, Sirsa. The researcher used the t test for analyzing the data. In the present study it has been found that the students of department of Physical Education differ significantly in inter-vocational interests. These findings show that with the spread of educational opportunities and the explosion of knowledge almost all the students are aware of the present development in the field of physical education. And this awareness has helped them in bringing the gap among various students with regard to the vocational choices. The female students have poor vocational interests, the cause might be such that the female students are not equally exposed to the educational opportunities like male again.

Keywords: Vocation, sports, interest.

Introduction

Interest is motivation for the task and an important factor in achievement. It affords pleasure and satisfaction, creates enthusiasm and curiosity and strengthens vocational aspect of mind. It is the source of one's life routine and affects one's behavior. It results in full attention and concentration¹.

The term interest has been defined as a favorable attitude towards objects. It is a tendency to become absorbed in an experience and to continue with it².

The term 'Vocational Interest' is used with different meanings. It may mean interest in the occupation as a whole. It may mean pleasure in the activities of the occupation or it may even mean satisfaction in the job³.

Vocational interest is defined as one's own pattern of preferences, attitudes, likes and dislikes, preferred in any manner, wisely or unwisely by self or aptitudes, likes and dislikes, preferred in any manner, wisely or unwisely by self or by another sources for a given vocational areas or vocation⁴.

According to Webster's dictionary⁵, meaning of occupation is an activity by which one earns one's living or fills time and vocation means any trade, profession or occupation. Oxford's Dictionary defines vocation as a career or occupation. Hence, the terms occupation or vocation can be used interchangeably.

The most necessary demand of our country is to have vocationalization of our Physical education and to provide more and more vocational courses after primary education according to the interest of students⁶.

Success of the entire programme of educational and vocational guidance depends to a considerable extent on the identification of interest pattern of the individual development of personality of an individual mainly depends upon his interest, aptitudes, ability, motive and several other related factors⁷. It is absolutely necessary to know something about the kind, direction and level of one's interest for the assessment of his personality, for the development of total personality the rate of interest is significant⁸. Jones says that "any adequate description of personality must include interests of the individual-intellectual, physical, cultural, occupational, social and recreational"⁹.

Plan and Procedure

The present investigation was conducted on a total of 50 students of Department of Physical Education of CDLU Sirsa. The subjects were in the age group of 20-25 years. Out of total sample of 50 players, 25 were male and 25 were female.

Tools Used

Keeping in view these consideration the Vocational interest record constructed and standardized by V.P. Bansal was used for collecting the data.

Description of vocational interest record

Vocational interest record contains 128 vocational belonging to 8 vocational fields. The interest fields and symbols used in this study are given below:

| S. No. | Interest area | symbols used |
|--------|---------------|--------------|
| 1 | Literary | L |
| 2 | Executive | E |
| 3 | Constructive | Co |
| 4 | Persuasive | P |

Administration of the test

The maximum possible scores under each vocational interest area are 20 and the minimum is zero. Assign 1 mark for each right marked (\checkmark) responses and count out 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 (\checkmark) responses vertically for first figure in 1st column and for L2 add all the right marked (\checkmark) 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.

Statistical techniques used

The purpose of the study was to find the difference between vocational interests of boy and girl students of department of Physical Education of Chaudhary Devi Lal University, Sirsa. The researcher used the t test for analyzing the data.

Analysis and Interpretation

Table-1 shows that the mean value on Literary Interest (L) of female players of Department of Physical Education is 14.80 whereas for male it is 16.32.

Table-1
Comparison of mean values between female and male players on literary interest (L)

| Groups | Mean | Std. Dev | d.f. | S.E.D. | 't'-Ratio |
|--------|-------|----------|------|--------|-----------|
| Female | 14.80 | 3.01 | 48 | .72 | 2.10 |
| Male | 16.32 | 2.01 | | | |

Level of Significance: 0.05

$t_{0.05} = 1.67$

Since the obtained 't' value 2.10 for both the groups is greater than tabulated 't' value 1.67 required to be significant.

It was hypothesized that there will be no significant difference between literary interest by male and female sports person. With the help of the table, it is evident that the male students have more literary interest as compared to their counterparts. Hence, the 1st hypothesis is rejected.

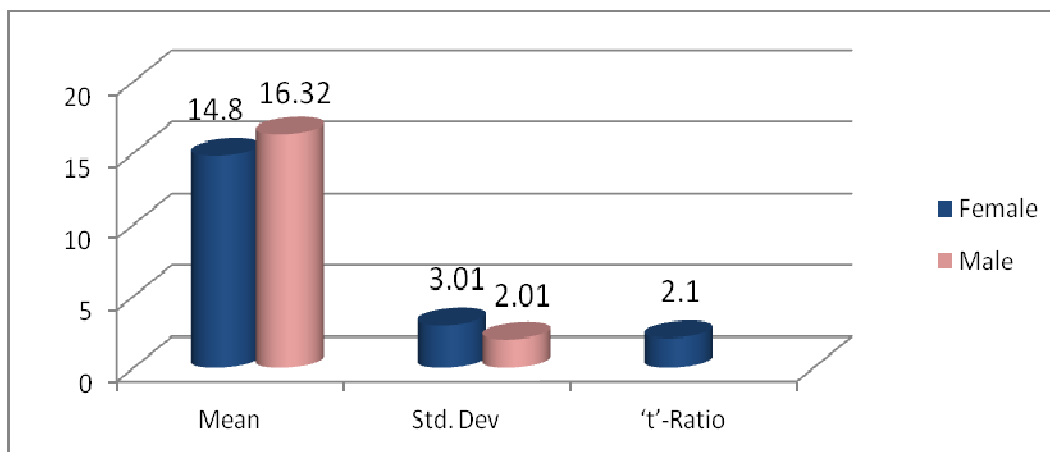


Figure-1
Comparison of mean, SD and T Value between female and male players on Literary Interest (L)

Table-2
Comparison of mean values between female and male players on executive interest (E)

| Groups | Mean | Std. Dev | d.f. | S.E.D. | 't'-Ratio |
|--------|-------|----------|------|--------|-----------|
| Female | 15.56 | 2.71 | 48 | .72 | 2.11 |
| Male | 17.08 | 2.38 | | | |

Level of Significance: 0.05. $t_{0.05} = 1.67$

It is evident from table-2 that the mean value on Executive Interest (E) of female players of Department of Physical Education is 15.56 whereas for male it is 17.08.

Since the obtained 't' value 2.11 for both the groups is greater than tabulated 't' value 1.67 required to be significant.

It was hypothesized that there will be no significant difference between executive interest of male and female person. With the help of the table, it is evident that the male students have more executive interest as compared to the female students of department of Physical Education, CDLU Sirsa. Hence, the 2nd hypothesis is rejected.

It is evident from table-3 that the mean value on Constructive Interest (Co) of female players of Department of Physical Education is 14.84 whereas for male it is 16.92.

Since the obtained 't' value 2.75 for both the groups is greater than tabulated 't' value 1.67 required to be significant.

It was hypothesized that there will no significant difference between constructive interest of male and female person. With the help of the table, it is evident that the male students have more constructive interest as compared to the female students of department of Physical Education, CDLU Sirsa. Hence, the 3rd hypothesis is rejected.

It is clear from table-4 that the mean value on Persuasive Interest (P) of female players of Department of Physical Education is 15.76 whereas for male it is 16.76.

Since the obtained 't' value 1.88 for both the groups is greater than tabulated 't' value 1.67 required to be significant.

It was hypothesized that there will no significant difference between persuasive interest of male and female person. With the help of the table, it is evident that the male students have more persuasive interest as compared to the female students of department of Physical Education, CDLU Sirsa. Hence, the 4th hypothesis is rejected.

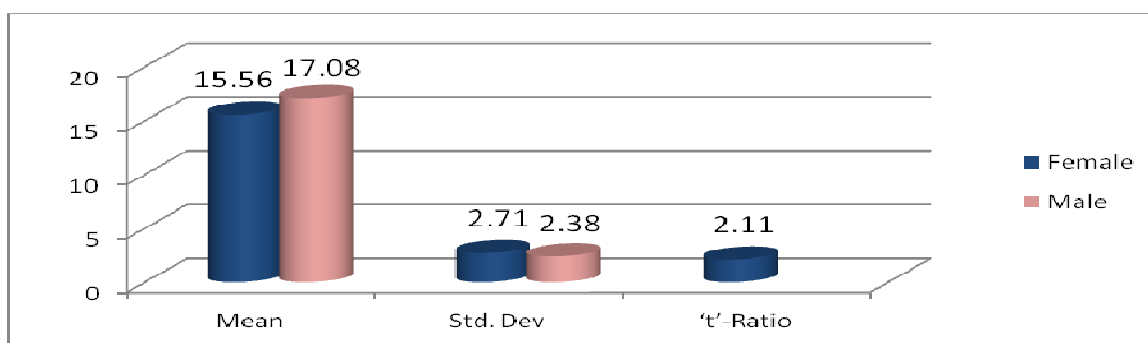


Figure-2

Comparison of mean, SD and T Value between female and male players on Executive Interest (E)

Table-3

Comparison of mean values between female and male players on constructive interest (Co)

| Groups | Mean | Std. Dev | d.f. | S.E.D. | 't'-Ratio |
|--------|-------|----------|------|--------|-----------|
| Female | 14.84 | 3.37 | 48 | .76 | 2.75 |
| Male | 16.92 | 1.71 | | | |

Level of Significance: 0.05. $t_{0.05} = 1.67$

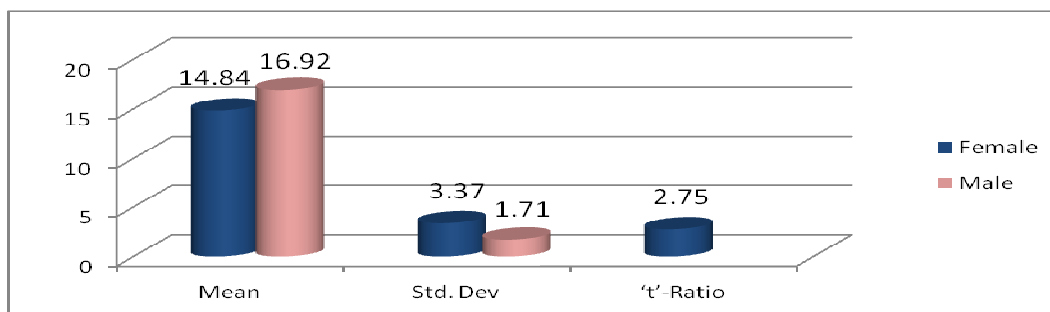


Figure-3

Comparison of mean, SD and T Value between female and male players on Constructive Interest (Co)

Table-4

Comparison of mean values between female and male players on persuasive interest (P)

| Groups | Mean | Std. Dev | d.f. | S.E.D. | 't'-Ratio |
|--------|-------|----------|------|--------|-----------|
| Female | 15.76 | 3.37 | 48 | .84 | 1.88 |
| Male | 16.76 | 2.54 | | | |

Level of Significance: 0.05. $t_{0.05} = 1.67$

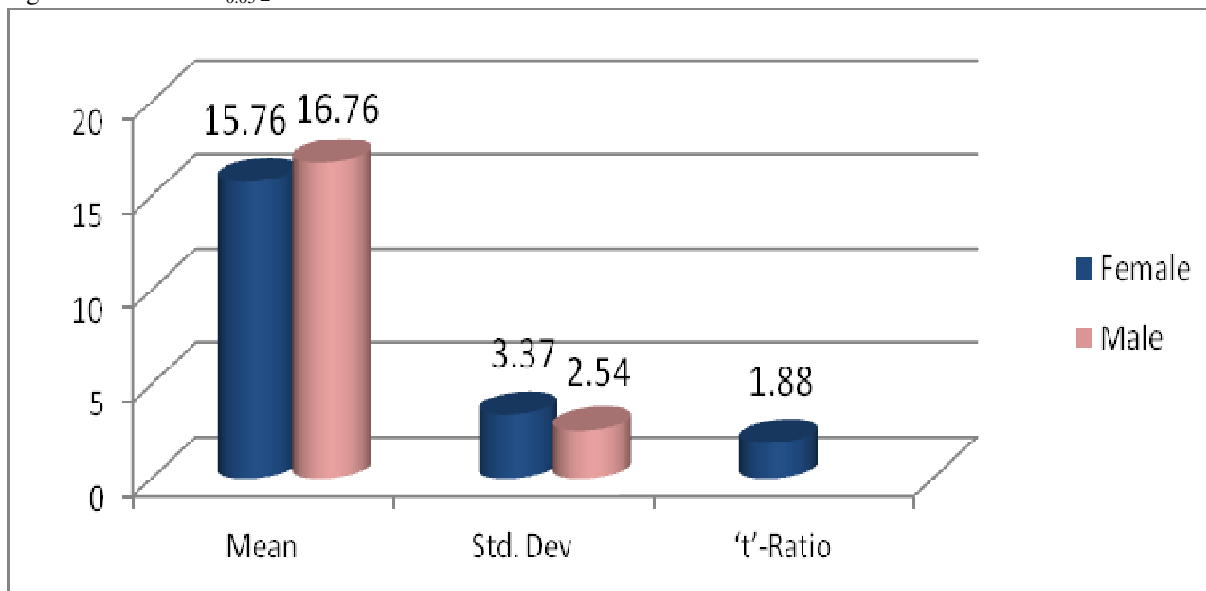


Figure-4

Comparison of mean, SD and T Value between female and male players on Persuasive Interest (P)

Main findings

On the basis of the analysis of the data, the major findings of the study are: i. The mean value on Literary Interest (L) of female players is 14.80 whereas for male it is 16.32 which is significantly different as the obtained 't' value 2.10 for both the groups is greater than tabulated 't' value 1.67 required to be significant. It was hypothesized that there will be no significant difference between literary interest by male and female sports person is rejected. ii. The mean value on Executive Interest (E) of female players is 15.56 whereas for male it is 17.08 which is significantly different as the obtained 't' value 2.11 for both the groups is greater than tabulated 't' value 1.67 required to be significant. It was hypothesized that there will be no significant difference between Executive Interest (E) by male and female sports person is rejected. iii. The mean value on Constructive Interest (Co) of female players is 14.84 whereas for male it is 16.92 which is significantly different as the obtained 't' value 2.75 for both the groups is greater than tabulated 't' value 1.67 required to be significant. It was hypothesized that there will be no significant difference between Constructive Interest (Co) by male and female sports person is rejected. iv. The mean value on Persuasive Interest (P) of female players is 15.76 whereas for male it is 16.76 which is significantly different as the obtained 't' value 1.88 for both the groups is greater than tabulated 't' value 1.67 required to be significant. It was hypothesized that there will be no significant difference between Persuasive Interest (P) by male and female sports person is rejected.

Conclusion

In the present study it has been found that the students of department of Physical Education differ significantly in inter-vocational interests. These findings show that with the spread of educational opportunities and the explosion of knowledge almost all the students are aware of the present development in the field of physical education. And this awareness has helped then in bringing the gap among various students with regard to the vocational choices. The female students have poor vocational interests, the cause might be such that the female students are not equally exposed to the educational opportunities like male again.

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