Chapter – 2

Study of Reference Literature

2.0.0 Introduction

There is discussion of statement of problem, importance of the study, objectives, hypothesis, limitations, operational definition, variables of the study in chapter – 1. In this chapter – 2 there is content that helpful to this chapter. Study of related literature is necessary to understand the core of problem. Even there is presentation how the present study is different from pre- researches.

2.1.0 Importance of Study of Reference Literature

Study of reference literature for any research is very important and necessary. In the words of Kulbir Siddhu (1984),

“A review of related literature helps the investigator to get the frontier in the field of his/ her research and develop a research project which will contribute to the knowledge already existing in the field.”¹

Investigator can select subject for the research and get direction to proceed. It also provides guidance for problem solving.

Walter R.Borg (1983) writes,

“The related literature in any field the foundation on which all future work will be built.”²

Reference literature contributes a lot in developing the base of research. Information related to objectives, hypothesis, methods, tools, data collection, analysis and interaction of data are cleared through study of reference literature. Reference literature is very important for any investigator to make their research useful.
2.2.0 History of Vocational Guidance

Guidance activity is quite new in many countries and in India the history of it is very short. As the other countries, in India in the beginning of this activity was more vocation guidance.

The credit of this activity is goes to Calcutta University. In 1938, under the guidance of Dr. G.M. Bose, Department of Psychology was established and started and then onwards psychological test or vocation and education researches were started.

After Calcutta this activity started in Mumbai in 1941. The success of this activity in Calcutta Batliboy and Mukherjee has established Batliboy. Vocational guidance Bureau in Mumbai.

In 1945 Patna University has conducted this activity. It takes important place in guidance, as the main programme was guidance for college students.

Parsi Panchayat has started guidance activity for their community members in 1947, psychological test and tools were also available for this Panchayat vocational guidance Bureau. In our country Parsi Panchayat vocational guidance Bureau has done job to develop guidance activity in our country even though the severe financial crisis and limited facilities. Administrator of this Bureau Dr. P. Maheta has started Journal of Vocational Guidance and educational Guidance. Guidance programme also started in some schools but of unfortunately because of financial crises it stopped.

In 1947 Allahabad bureau of psychology was established with objective to give educational and vocational guidance in schools.

Some schools of this bureau were also started. Mumbai state government has also taken interest in guidance activity after UP government in 1957 vocation guidance bureau was established which later on known as “Institute of Vocational Guidance”
It can say, this institute has produced or prepared more workers then other. Mumbai state (now Maharashtra) is on the top in country in guidance activity.

Vocational guidance association of Bombay was started in 1952. One seminar was organized in the presence of American Kalbrite professor Dr. Bare. In 1954 the second seminar in central institute of education was held. After two years it was established in Baroda. One conference of officers of central bureau of education of educational and vocational guidance was organized in 1960.

In 1954 this activity became nationwide, and then education department Indian government has started educational and vocational guidance. Many states have taken benefit of it. Many other institutes were also started up to 1962 14 institutes were started.

The development of guidance in National Employment Service was as many programmes of national employment service. Vocational guidance and employment council entered in national employment service during second five year afterwards 95 vocational guidance employment exchange offices in country was established. These departments have collected literature for vocational information and published useful literature for guidance and contribute a lot in guidance activity.

2.2.1 Meaning of Interest

Every child has own unique mental ability or interest. Someone is art loving, someone is literature lover, someone has interest in science. This special ability of child indicates towards their interest. Everyone’s interests are of different types. We know anyone has ability to learn one particular type work and in another person has ability to work other type of work. This type of individual difference is called interest.

Interest is direction of present time which has relation with future. This is a group of characteristics- attributes of this direction which considered as sign or symbol
towards possibilities. “Interest is present quality – which future outcome is considered as future statement.”

Interest has that indirect power. There is contribution of environmental and heredity qualities in its development. In other words this is a present ability, on the bases of it is decided that an individual would fully success in that particular area in future.

When a person joined any activity with a chance he got, involve in , get satisfaction and tried to live in that activity for long time then it can say that person has interest in that activity.

Interest is a universal concept.

2.2.2 Types of Interest

2.2.1 Reading Interest

The child develops interest of listening fairytales even when he does not learn reading. Their interest turns towards cartoon pictures. Child takes interest in stories of birds and animals up to class – 4 to 6. In class – 7 or 8 their interest is in comics stories or have expertise in some other skills such as sports, reading of magazines, film posters, detective novels.

2.2.2 Entertainment Interest

The main interest in children is in sports. Child spends most of his time in playing. Generally interest of child turns towards television or radio from the playing after 14 or 154 years. Types of games also change with interest in tour and trip in the beginning of school life. 10 to 12 years children special likes group activity, walking, playing. The adolescence has interest in sports but they more like to study players and their life instead of playing games. They also take interest in games like kabaddi, volleyball, kho – kho in schools days and all these provides joy and entertainment to children.
2.2.3 Debate Interest

Here, debate does not mean discussion from the very childhood child motivates to ask question because of his curiosity. The people who are not talkative can easily separate from the talkative people. The children who are talkative and skill of discussion can get support of other children. The interest of debate such as expression of thoughts, fear, and stress of the growing children leads towards success. The children who have skill and common over debate can be a good journalists, lawyer and can have harmony with the society or can attract other people. The topic of debate among youth can be political issues, gender related issues, film etc. Discussion of the various topic of interest with friends is the main interest area of adolescents.

2.2.4 Interest for Radio, Television and Films

In western countries children like more watching violence, loot, unimaginable adventures, rocking scene as per a survey. In college, they like to watch or listen adventurous stories, sports and happy drama.

2.2.5 Various Hobbies and Interest in Collection of Different Things

The hobby of collection of students is on the peak at the age of 10. From this proper hobby of collection of post – stamps, photo, old ancient coins, different plants or leaf, autograph developed. The good hobby of collection of different books in own library is also developed in many. Unproductive or unwanted hobbies like gossiping with the friends, roaming, and mischief in area also seen in some youngsters.

2.3.0 Summary of Pre-researches

Study – 1

Title: Construction and Standardised of Interest Inventory for SSC Students of Gujarat State

Investigator: J.C.Parikh
Institute: Sardar Patel University, Vadodara

Level: Ph.D.

Year: 1972

Objectives of the Study:

1. To prepare tool for measure interest.
2. To help the students work in individual guidance and counseling.

Sample:

3921 boys and 979 girls of SSC of urban and rural area of Gujarat were taken as sample in which 63 percentage rural area and 37 urban area students were included.

Research Method:

In this students’ response were studies so Survey method was employed.

Research Tool:

Vocational interest inventory prepared on the bases of Kuder Preference Record Vocational Model used for data collection. In which students of 11 standard interests was measured for 11 different sections.

Data Analysis:

Test –retest reliability and split half reliability were found out. The score of the person who were in that vocation were more and that is the validity of the tool.

Findings:

1. The main activity of business is the same for all.
2. Mean is changed for boys and girls.
3. There is gender difference in the work area of individual.
4. There is very low correlation between technical aptitude and inventory of SSC students.
5. The students interest was high in education, science and technical interest areas. While natural and open space related vocation interest was very low.

**Study – 2**

**Title:** Construction and Standardization of Vocational Interest Inventory for Higher Secondary School Students of Gujarat

**Investigator:** Amin Surekha V.

**Institute:** Department of Education, Gujarat University, Ahmedabad

**Level:** Ph.D

**Year:** 1995

**Objectives of the Study**

1. To construct vocational interest inventory for higher secondary and secondary school students.

2. To standardize on the students of Gujarat.

3. To establish percentile and stenine norms according to gender and area.

4. To estimate different types of reliability and validity.

**Population:**

Secondary school students of Ahmedabad district was selected as population.

**Sample**

Sample was selected by stratified cluster sampling method. Total 1263 students were comprised as sample.

**Research Method**

Survey method was employed in this method.
Research Tool

Self constructed and standardized interest inventory was used in this study.

Data Analysis

Mean and SD were find out for different groups and then significance difference between two mean of area and stream were find out by t – test.

Findings

1. Percentile and stenine norms were established.

2. There is significant difference between class – 9 and class – 10 students in artistic, explanatory and clerk related areas.

3. There is significant difference between arts and science students in science related, explanatory, and clerk related areas.

4. There is significant difference between interest areas of class – 11 and class – 12 students.

Study – 3

Title: Construction and Tryout of Interest Inventory for Secondary and Higher Secondary School Students of Ahmedabad City

Investigator: Desai Jyoti K.

Institute: A.G.Teachers’College, Gujarat University, Ahmedabad.

Level: M.Ed.

Year: 1988

Objectives of the Study:

1. To study vocational interest of class 8 to 12 students of Ahmedabad district.

2. To decide interest pattern of different vocations.
3. To compare pattern of adult work in that occupation with the interest pattern of students.

**Population:** Secondary and Higher Secondary School Students of Ahmedabad city.

**Sample:**
The students of class 8 to 12 were selected by cluster and systematic random sampling method. The person of different vocation was done by considered them common man.

**Tool:**
The inventory was prepared in context of Indian situation by some changes in original inventory of Strong and Campbell. The tool was prepared in Guajarati by translation of original tool. Reliability was decided by try out and the range of it was 0.31 to 0.82.

**Findings:**
1. The students of class – 8 can more succeed in science related, technical and open space.
2. The interest pattern of class – 9 students is like the interest pattern of the person of different vocations.
3. The class – 10 students have more interest in science related vocation.
4. Class – 11 students have more interest in science related vocations that means they have qualities to be a good teacher.
5. The class – 12 students have more interest in science related vocation and open space work.

**Study – 4**

**Title:** Tryout of Vocational Inventory on Class – 9 to 12 students of Ahmedabad district.
Investigator: Shah Rajul R.

Institute: Department of Education, Gujarat University, Ahmedabad.

Level: M.Ed.

Year: 1990

Objectives of the Study

1. To tryout vocational interest inventory on class – 9 to 12 students of Ahmedabad district.

2. To prepare profile of 10 interest groups of class – 9 to 12 from mean tulit bharanko.

3. To study, which type of changes in interest pattern of students and their interest from class 9 to 12.

Population:

Secondary school students of Ahmedabad city were included as population.

Sample:

Stratified cluster sample was used and total 400 students were comprised as sample.

Research Tool:

Self constructed and non standardized inventory was used.

Data Analysis

Standard wise mean and SD were calculated from the obtained score in the test and then t- value was found out.
Findings:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Literature related vocation</td>
<td>Artistic related vocation</td>
<td>Music related vocation</td>
<td>Calculated related vocation</td>
</tr>
<tr>
<td>10</td>
<td>Literature related vocation</td>
<td>Artistic Related vocation</td>
<td>Music related vocation</td>
<td>Calculated related vocation</td>
</tr>
<tr>
<td>11</td>
<td>Literature related vocation</td>
<td>Explanatory vocation</td>
<td>Music related vocation</td>
<td>Music related vocation</td>
</tr>
<tr>
<td>12</td>
<td>Literature related vocation</td>
<td>Open space work</td>
<td>Music related vocation</td>
<td>Music related vocation</td>
</tr>
</tbody>
</table>

Study – 5

Title: Gujarati Translation and Tryout of Bernard Vocational Selection Inventory

Investigator: Malkankar Purnima S.

Institute: Department of Education, Gujarat University, Ahmedabad

Level: M.Ed.

Year: April, 1990

Objectives of the Study:

1. Translation of Bernard Vocational selection inventory in Gujarati.

2. To try our Gujarati translated inventory.

3. To established norms for translated inventory.
Population:
The students of class – 10, 11, 12 of secondary and higher secondary schools of Ahmedabad city.

Sample:
The sample was selected by Stratified cluster sampling method in which total 811 students were comprised as sample.

Tool:
Bernard’s vocational selection inventory which was published in 1932. After the necessary changes 140 items were classified in 28 sections and vocation areas.
That is in questionnaire form. 120 items in 6 areas in which Bernard’s vocational selection inventory was translated into Gujarati.

Data Analysis:
Mean and SD were found out of score and then correlation was found out.

Findings:
1. There is significant difference in technical vocational areas selection of class – 10, 11 and 12 students.
2. There is no significant difference in business related vocational areas of class – 10, 11 and 12 students.
3. There is no significant difference in art related vocational selection of class – 10, 11 and 12.

Study – 5

Title: A Study of Attitude of Primary School Teachers towards Teaching Profession of Ahmedabad City in context of some Variables.

Investigator: Prajapati Bhanu B.
Institute: Gujarat University

Level : M.Ed.

Year: 2000

Objectives of the Study

1. To study attitude of primary school teachers towards teaching profession in context of some variables.

2. To study attitude of primary school teachers towards teaching profession in context of teachers’ qualification.

3. To study attitude of primary school teachers towards teaching profession in context of their gender.

4. To study interaction of school type and teachers’ qualification on attitude of teachers.

5. To study interaction of teachers’ qualification and their gender on attitude of teachers.

6. To study interaction of school type and their gender on attitude of teachers.

7. To study interaction of school type, their educational qualification and their gender on attitude of teachers.

Findings:

1. There is no significant difference in attitude of municipal school teachers and private school teachers towards teaching profession of Ahmedabad city.

2. There is no significant difference between the attitude of PTC teachers and B.Ed. teachers towards teaching profession.

3. There is no significant difference between attitude of male and female teachers towards teaching profession.
4. There is no effect of interaction of school type and teachers’ qualification on attitude of teachers towards teaching profession.

5. There is no effect of interaction of teachers’ qualification and their gender on attitude towards teaching profession.

6. There is no effect of interaction of school type and their gender on attitude towards teaching profession.

7. There is no effect of interaction of school type, teachers’ qualification, gender on attitude of teachers towards teaching profession.

**Study – 6**

**Title:** A Study of Vocational Interest of Secondary School Students in context of some Variables. (Dr. R.S.Patel)

**Investigator:** Patel Balabhai M.

Institute: Gujarat University

**Level:** M.Ed.

**Year:** 2006

**Objectives of the Study**

1. To know vocational interest of students.

2. To study vocational interest of students in context of their standard and gender.

**Population:**

All the students of class – 9 and 10 of secondary schools of Vav taluka of Banaskantha district was the population of the study.

**Sample:**

In this study three schools by draw method of random sampling method three schools were selected from all the secondary schools of Vav taluka of Banaskantha
district and then one – one class from the class – 9 and class – 10 from the selected schools were comprised as sample. All the students of these classes were selected by cluster sampling method. Total 248 students were selected as sample. But 38 answer sheets from this sample were incomplete and improper filled and that were cancelled. Thus, finally 210 students were included as sample by random systematic cluster sampling method.

**Tool:**

In the present study Vocational Interest Inventory by Dr. Surekhaben Amin (1995) was used as tool for data collection as it is standardized test.

**Research Method:**

Survey method was used in this study.

**Analysis Method**

Frequency distribution was prepared on the basis of percentile according to score obtained in context of objectives of the study. Mean, SD, Standard Error and CR were found out to decided significant difference between independent variables like standard, gender.

**Findings:**

1. Most interest in art related, social service related and outdoor related areas out of 10 vocational areas. While low interest in music related areas.

2. In context of gender boys and girls have most interest in social service related, art related area out of 10 vocational areas. Or boys have more interest in literature related areas. While the lowest interest in music related area.

3. There is significant effect of gender in explanatory and clerk related vocation out of 10 vocations. In which Explanatory related vocation girls have more interest then the boys. While in clerk related vocations boys have more inters the girls.
Study – 7

Title: A Study of Job Satisfaction of Teachers of Secondary Schools (Dr. R.D.Mulia)

Investigator: Ankita P. Trivedi

Institute: Gujarat University

Level: M.Ed.

Year: 2006

Objectives of the Study:

1. To decide level of job satisfaction of teachers.
2. To test the effect of their gender and teaching experiences on job satisfaction of teachers.

Sample:

In the present study 20 Gujarati medium schools of Ahmedabad city were randomly selected and teachers were selected randomly by dividing them in level. In which 40 teachers more then five years experience and more then 10 years experience and less then 15 years experience or 35 teachers having more then 15 years experience. These total 110 teachers were comprised as sample by stratified random sampling method.

Tool:

In the present study inventory developed by K.U. Lavingia for studying job satisfaction of secondary school teachers was used.

Research Method:

In the present study Survey method was used.
Analysis Method

In the present study data were classified according to total score also decide level of job satisfaction. Contingency co relation of each group and chi – square were calculated to study effect of gender and teaching experience.

Findings:

1. In secondary schools the teachers having average job satisfaction is more then the rest of two. There very less proportion of teachers having low job satisfaction. While the teachers having high job satisfaction were also average

2. There is effect of experience on each level of job satisfaction of teachers of secondary schools.

3. There is significant effect of gender on each level of job satisfaction teachers of secondary schools. This effect is in favour of male.

Study – 8

Title: A Study of Vocational Interest of Students of Secondary Schools of Kadi Taluka

Investigator: Kokilaben M.Patel

Institute: Hemchandracharya North Gujarat University, Patan

Level: M.Ed.

Year: 2007

Objectives of the Study

1. To study vocational interest of all the students of class – 9 and 10.

2. To compare opinion about vocational interest.
Population

All the students of class – 9 and 10 of secondary schools of Kadi taluka of Gujarat was the sample of the study.

In sample 400 students of Kadi taluka of Gujarat were comprised in this study.

Tool for Data Collection:

In this study a readymade standardized inventory developed by Dr. Surekhaben Amin was used as tool.

Data Analysis:

In this study according to the objectives, null hypotheses by t – test.

Finding:

1. In context of class – 10 t – value of opinion for area – 1, area – 2, area – 4 and area – 9 is less then 1.96 so hypotheses are not rejected. So in these areas girls have equal opinion. In context of class – 9 area – 1 and area – 10 are significant at 0.01 level so there is significant difference in these areas. So, boys and girls have specific choice in these areas.

2.4.0 Analysis of Findings

In this study investigator studied eight researches related to interest.

For the present study Ph.D., M.Phil. and M.Ed. level studies were reviewed. The pre-related studies have some similarities and dissimilarities. There are also differences in findings of these studies and analysis of findings is as below.

In context of Tool:

Patel Kokilaben (2007) had used standardized inventory developed by Dr. Surekhaben Amin. While Parikh J.C. (1972) had used inventory prepared on Kuder Model and the reliability score was 0.84 to 0.94. While Rajul (1990) has used self constructed and non standardized vocational interest inventory in her study. In study
of Malkamkar Purnima S. tool was in questionnaire form in which 6 areas and 120 items and Bernard’s vocational election inventory was translated in to Gujarati.

Desai Jyoti K. (1988) necessary changes were made and translated in to Gujarati and also convert in to India context in ht origin tool of Strong and Campbell Interest Inventory and reliability was decide by tryout which range was 0.31 to 0.82.

In context of Findings

In study of Amin Surekhaben (1995) there is significant difference in selection of artistic, explanatory related and clerk areas between class – 9 and class – 10 students. In this study stenine and percentile norms were established. There is significant difference in science related, Explanatory related and clerk areas between arts and science students.

In study of Shah Rajul R.(1990) the most like area of boys of class – 9, 10, 11, 12 is literature and for girls artistic, explanatory, open space. While the least like areas of boys of class – 9,10,11,12 is music related and for girls Mathematical related and music related areas.

In study of Parikh J.C. (1972) in teaching, science and technical areas students interest was high while in natural and external areas the students have low interest.

In study of Malkankar Purnima S. (1990) significant difference in technical vocational areas selection of class 10,11 and 12 students. There is no significant difference in business, art, science, commerce related vocational areas in class – 10,11 and 12 students.

Desai Jyoti K. (1988) The class – 10 students have more interest in science related interest.

Grade – 12 students have more interest in science related and work in open space relate vocational interest areas.
Findings in context of gender boys and girls have the most interest out of 10 interest area, the boys have interest in social service related and outdoor related and girls have interest in literature related areas and music related areas.

There is significant effect of gender in Explanatory related and clerk areas out of 10 vocational areas. In explanatory related area girls have more interest then the boys. While in clerk related vocational area boys have more interest then the girls.

In study of Patel Kokilaben (2007) hypothesis s not rejected because t-value is less then 1.96 for the opinion of boys and girls for vocational interest I area – 1, area – 2, area – 4 and area – 9 it means the students have equal opinion in these areas. In context of class – 9 there is significant difference in area – 1 and area – 2 t 0.01 level so there is significant difference in this area. It means girls and boys have specific choice in these areas.

### 2.5.0 Significance of the Study

The present is conducted in context of the vocational interest of higher secondary school students of Gandhinagar district.

- The present study is conducted in context of independent variables like gender, area and educational stream.
- In the present study self constructed vocational interest inventory is used as tool that makes the present study different from the other researches.
- In the present study Mean, SD, t-value, CR, F were used for statistical analysis.

### 2.6.0 Conclusion

In this chapter importance of study, summary of pre-researches, analysis of findings along with the significance of the present study is discussed in detail and in the next chapter – 3 research design is presented in detail.
References