A STUDY OF SECONDARY STUDENTS OF NAGALAND IN RELATION TO THEIR EDUCATIONAL AND VOCATIONAL INTEREST

A thesis submitted
in partial fulfillment of the requirements
for the award of
DOCTOR OF PHILOSOPHY

By
MR. ROKOSELIE MEZHÜ
Ph.D Registration no. 738/2017

Under the supervision of
PROFESSOR (Dr.) RAKESH RAI
Head of Department

DEPARTMENT OF EDUCATION
Nagaland University
Kohima campus: Meriema
2021

नागालैण्ड विश्वविद्यालय
NAGALAND UNIVERSITY
(संसद द्वारा पारित अधिनियम 1989, क्रमांक 35 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)
(A Central University Established by the Act of Parliament No.35 of 1989)
Kohima Campus, Meriama-797004

Ref. No. .....

Date 25/3/2021

CERTIFICATE

This is to certify that Mr. Rokoselie Mezhü, with Registration no. 738/2017 from the department of Education, Nagaland University has completed his Ph.D thesis entitled, **"A Study of Secondary Students of Nagaland in relation to their Educational and Vocational Interest"**, under my supervision and guidance. The data collected and the facts reported in this study are genuine and original to the best of my knowledge.

The Thesis is fit and ready for submission for the award of Ph.D degree in Education.

Prof. (Dr.) Rakesh Rai,
Head & Supervisor,
Department of Education.

Head
Department of Education
Nagaland University
Campus : Kohima

DECLARATION

I, Mr. Rokoselie Mezhü, declare that, this thesis is a presentation of my original research work and is solely the result of my works and that, where I have quoted from others' work, the source has always been given.

I also declare that, this work has not been submitted in support of any other degree or educational qualification.

ROKOSELIE MEZHÜ
Researcher

Nagaland University,
Kohima Campus: Meriema.
Date: 25.03.2021

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PREFACE

Interest is a great motivating force that energizes learning and it has the potential to guide academic and career path of students. Interest is very much needed for academic success. Interest can help us think more clearly, remember more accurately and also understand more deeply. If we are interested in what we are learning, we will not only pay closer attention, but will also process the information more efficiently. Interest helps us employ more effective learning strategies, like engaging in critical thinking, building connections between previous and new knowledge and paying attention to deep structure rather than surface features. When we are interested in any kind of task, we tend to work harder and persist for longer period of time, thereby bringing more of our self-regulatory skills into play.

At the same time, it is very much essential that students choose subject(s) carefully from the various subjects, according to their interest. Choosing the right subject is one of the most crucial decisions a student is often faced with. It is seen that, students are mostly in a dilemma, when deciding their careers. While there are wide options in subjects, students are confused as to which subject they should choose for their future. Selecting the right subject for their future career is a difficult task for the students. Therefore, students are in dire need of proper guidance at this stage. The Secondary stage is an important terminal stage in the system of general education because it is at this stage that the students decide whether to pursue higher education or go for technical training or do join in the workforce. Therefore, it is important to investigate the educational interests of a student at an early stage of life, so as to render appropriate advice to him or her.

Vocational Interest refers to one's own pattern of desires, abilities, dislikes and likes, chose in any manner, unwisely or wisely by self or by another source for a given vocation or vocational area. There are many students who pass the examinations yet, they fail to achieve as much as, they could have in their ability. Many parents and teachers have the concept that, the failed students lack intelligence but the fact is that, failed students have sufficient intelligence but, they are unable to reach the desired cognitive factors as educational interest, self-concept, family climate, personality make-up and adjustment. The right choice of the vocation will bring the best in the individual, consequent to which, he will be happier within himself, as well as, with the sole he is pursuing. Vocational Interest in students can be found out and they can be helped to choose proper vocations in relation to their interests and that involves a collection of task to be performed in the organize way. In synonymous sense, the terms 'occupation' and 'career' are used. Occupation involves the performances of activities

that lead to some concrete products and engaging an individual throughout his life span. However, if an occupation commensurate to an individual's abilities, interest, values and desires and keep him engaged for a substantial period of time, it tends to be designated as vocation.

One of the primary objectives of secondary education is to help students discover their true interest and chart a life-course based on interest, developed during their growing years. Students in general, learn better when they have an interest in the subject. Therefore, the teachers should help their students to develop interest in different subject areas. This thesis is an effort to examine the Educational and Vocational Interest of Secondary students and check the loopholes in providing opportunities to them in taking up the subjects/courses, in accordance to their occupational interest and it is hoped that, the findings and suggestions will help the administrators and educational planners in meeting the educational and vocational needs of the Secondary Students of Nagaland.

(MR. ROKOSELIE MEZHÜ)

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CONTENTS

1.0. Background of the study

Education is an important human activity today. It includes the knowledge and experiences acquired by a person in his lifetime. In earlier times, education was primarily meant for survival but, today it is not only for survival but also, for the enrichment of one's life, better living and improvement in social and cultural life. Everything that influences human behaviour and personality is education. Education is essential for all human societies. It is the change, progress and desire that comes upon an individual, as a result of the knowledge that he acquires. In other words, particular knowledge that we learn, if brings about a change in our behaviour and character becomes education.

Interest is the feeling that prompts us to instinctive activity. According to Crow and Crow, "Interest may refer to the motivating force, which impels us to attend to a person, a thing or an activity itself. In other words, interest can be the cause of an activity and the participation's result of that very activity."

Identifying the every role of educational - interest is the academic carrier of students. Many students study different educational courses, according to their interest. Interest means to make a difference. In their own light, interests are important and they represent a trait, sharply different from other traits. For the educational and vocational guidance, the measurement and identification of interest is very essential. It helps the pupil to develop and accept an integrated and adequate picture of himself/herself and a clear undertaking of his/her problems and role in the world of education, with satisfaction to himself/herself and society. Therefore, guidance in education is needed at all stages of education. Educational Interest is the way to realize students' latent power. It brings out his inner potentialities. It will help students to develop from within, besides modifying his behaviour in a desired direction.

Educational Interest provides, not only educational - development but also, the development of personality and broaden the pupil's mind in all walks of life, namely - educational, physical, biological, mental, moral, social, emotional and cultural. The students may achieve their ambitions and quench their inner thirst of their various interest by selecting and choosing the interested educational - subjects. These are very much essential to the pupils to grow as responsible and respectable citizens of a nation.

Vocationalization of our physical – education and to provide more and more vocational courses, after Primary education, according to the interest of students is the most necessary demand of our country. Success of the entire programme of vocational and educational 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 aptitudes, ability, interest, motive and several other related factors. 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 personality in total, the rate of interest is significant. Jones says that, "any adequate description of personality must include interest of the individual – intellectual, physical, cultural, occupational, social and recreational.

1.1. Profile of Nagaland

1.1.1. Nagaland at a glance

Total area	16, 579 sq. kms.	
State Capital	Kohima (1,444.12 mtrs. above sea level)	
Population	19,80,602 persons (Census, 2011)	
Density of population	119 per sq. km	
Sex Ratio	909F: 1000m	
Literacy Rate	80.11% (Census, 2011); Male – 82.75%, Female – 70.01%	
Official Language	English	
Railway Head and Airport	Dimapur	
District with HQs	(1). Kohima	(7). Phek
	(2). Mokokchung	(8). Dimapur
	(3). Tuensang	(9). Peren
	(4). Mon	(10). Longleng
	(5). Wokha	(11). Kiphire
	(6). Zunheboto	(12). Noklak
State Boundaries	**East:** Myanmar and Arunachal Pradesh	
	West: Assam	
	North: Assam and Arunachal Pradesh	
	South: Manipur	
Tribes	Angami, Ao, Chakhesang, Chang, Khiamniungan, Kuki, Konyak, Kachari, Lotha, Phom, Pochury, Rengma, Sumi, Sangtam, Yimchungrü and Zeliang	

1.1.6. Educational background of Nagaland

The Naga society developed with the advancement of Education. As there was no tribal or inter-tribal group to accord the tribes as a whole, every village became completely responsible for its own political, spiritual, social and economic needs. Such needs required that, the young be trained and taught within the community of the village. One such training centre in Naga society was the Morung (Bachelors' dormitory). At the village's entrance or in a spot from where the village could be guarded most effectively, the Morungs *were* located. Most of the Naga culture, its traditions and customs have been passed on from generation to generation through the media of folk dance and music, oral historical traditions and folk tales, carving of figures on wood and stone and designs on clothes. Most of these teaching-learning processes took place at the women's and men's dormitories. The boys sit around inside the *Morung and* sings, if they did not happen to be gossiping or discussing. Senior members of the village often spent the evenings at the girls' dormitory and leave the freshmen and juniors at the Morung to keep, as it were, the home fires burning. And so, many a times, folk songs were learned and are sung at the girls' dormitory, where the boys come to count. Folk tales and oral historical traditions have been the most effective and the best means of imparting events of the past to the present. Folk stories contain less romantic episodes and that, they tell more about traditions and customs of the past. They also talks about animism, which is the spirit or nature worship, and the only religion of the Nagas prior to their contact with the missionaries of the west. In the absence of any written document, oral traditions and folk tales remain the only links between the past and the present. One obtains the skills of learning folk tales by the most assiduous cultivation of the memory.

For the programme of their physical fitness, the Nagas did not require any organized games and sports. Their form of their land is such that, going down to the farm every day in the morning and coming back to the village in the evening was enough to keep them in good shape physically. However, they have some very popular games and sports such as, Tug of war, Shot put and Javelin throw, Wrestling etc., which were performed almost every day informally and competitively during village festivals. The Nagas received no education before their contact with the westerns. The Naga societies, though without the formal schooling of the West, considered education as operative at all stages of human life and is very much interested in the cohesion of village communities. As the family in Naga society has always been the prime economic unit, trades of economic value were first learned on the family farm and at home. For example, mat and basket making, cloth making etc. were taught

at home. Cultivation was always been learned on the farm. Parents were responsible to teach the behaviour and social ethics to their children, such teaching occurred informally, as the children sat around the kitchen fire, relaxing or eating, as well as, at works in their farm. Children were always taught to honour and respect their parents and elders. Aunts, Uncles and grandparents were primarily responsible for sex education in the family. Uncles and Grandfathers dealt with the boys, and aunts and grandmothers with the girls. Sex's instructions were quite informal and were conducted in semi-secrecy.

Schooling, which is the formal education, was introduced by the missionaries into the Naga Hills in the 1880s, followed by the British. The main purpose of mission schools was to teach the 'Nagas' how to read as well as, write so that, they could read the Bible and the Hymnal. The whole western colonial education was purely literary, providing the three R's: reading, writing and arithmetic. This was a 180 degree turn from traditional Naga education, which was vocational, practical and informal. Colonial education was one - sided and completely theoretical and it left aside the practical aspects of education and that, the Nagas had been used to it since time immemorial and it has also been proved a thousand times. British colonial education was intentionally designed to produce civil servants and clerks, and in this, they have achieved the same. But, economic development in any country cannot be brought by such a system of education, let alone the tribal heartlands where, majority of the people are still living at subsistence level. The Indian education system has remained basically the same since her independence from Great Britain in the year 1947. New Delhi began to take some drastic actions to improve the nation's education system with a great deal of emphasis on the vocational (bread and butter) aspect of education, only in the year 1986. But, the New Education Policy (NPE) has not actually been implemented with any achievement, somewhat because it remains a national goal without regional emphasis. As someone has said, "Think globally but act locally", every region must grow the kind of education that would fit the needs of that region. This means the Nagas must expand their own education system to meet their peculiar needs.

1.2. Profile of Kohima district

1.2.1. Kohima at a glance

Area in Sq. km. (Census, 2011)	Total – 1,463
	Rural – 1,432
	Urban – 31
Population (Census, 2011)	Total - 2,67,988
	Rural – 1,46,900
	Urban – 1,21,088
	Male – 1,38,966
	Female – 1,29,022
Sex ratio (Females per 1,000 males)	928
Density (Total, Persons per sq. km)	183
Constituencies (E.C.I.)	Assembly – 15
	Lok Sabha – 0
Official website	http://kohima.nic.in
Tourist place	Dzukou valley

1.3. Profile of Dimapur district

1.3.1. Dimapur at a glance

Position of the district in terms of population	3,78,811 (1st place)
Position of the district in terms of area	927 sq. km. (10th place)
Position of the district in terms of density of population	409 persons per sq. km. (11th place)
Position of the district in terms of literacy rate	84.8% (5th place)
No. of circles in the district	8
No. of households	28, 762
Average household size of the district	5 persons per household
Sex ratio	1.5:1
Total no. of villages n the district	222
Climate	Sub-tropical
Temperature	10 degree – 40 degree Celsius
Rainfall	1,500 – 2,000 mm

1.4. Need and Significance of the study

Interest means to make a difference. Interest and attention are very closely related and plays an important role in the development of the behaviour and personality and are very important to understand the individual and to guide his future plans and activities. The intelligence and aptitude are unable to predict educational and vocational success, without considering the individual's interests. Interest is considered as one of the key factors among the non-intellectual factors. So, the measurement and identification of interests is very much important for guidance in the educational and vocational fields. Formerly, it was believed that, interests reject inborn abilities (Woodworth, 1918) but, the recent trend is to emphasis the fact that, interests are the product of individual's environment (Thorndike, 1935; Tuttle 1094, etc.). It means teacher, educational administrators and guidance workers should have a close watch on the students' interest from the very beginning of the life of the individual.

It usually happens in the schools where, no guidance's 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 that, they get traumatic shock, when they find that, they have not

prepared themselves for the vocation, which they wanted to enter. The educational interest plays a very significant role in educational guidance and that, educational guidance should be provided to the pupil from the right stage, which can be after or before a stable choice has been made.

One of the major functions of guidance programme is to help the pupil 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, obtaining a way of life. Therefore, vocational guidance should be provided to the child from the early stage when the child enters school and continues even after a stable choice has been made. It is closely related with the pupil's acquisition of understanding, knowledge and skills which actually forms the basis for his vocational choices.

So, the purposes of the present study are to aid the secondary students to adjust themselves to their education by making wise choices of the subjects of the study and to help the students to adjust themselves to the carriers/jobs/vocations, by making wise choices. By measuring the educational and vocational interests, it will enable the pupils to select such subjects in schools, which are according to their preferred education and vocations.

1.5. Statement of the problem

The problem of the present study is, "A Study of Secondary Students of Nagaland in relation to their Educational and Vocational Interest".

1.6. Operational definition of the terms used

1. Secondary students: Students at the last four years of statutory formal education (i.e. Grade Nine to Grade Twelve).

2. Educational Interest: One's own pattern of choices, likes and dislikes, favoured in any way, unwisely or wisely by self or by any other source for a given educational subject or area.

3. Vocational Interest: One's own pattern of desires, abilities, dislikes and likes, chose in any manner, unwisely or wisely by self or by another source for a given vocation or vocational area.

4. Gender: Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity (i.e., Male and Female).

5. Locality: Locality is a particular place and the area round about (Here, it refers to Rural and Urban).

6. Type of Management: Type of Management is the type of planning, organising, staffing, leading or directing and controlling an organization to accomplish the goals or target (Here, it refers to Private and Government).

1.7. Objectives of the study

1. To study the status of Educational Interest (High, Average and Low level) of Secondary Students.
2. To find out and compare the Educational Interest of Secondary Students with regard to their Gender, Locality and Type of Management.
3. To study the status of Vocational Interest (High, Average and Low level) of Secondary Students.
4. To study and compare the Vocational Interest of Secondary Students with special reference to their Gender, Locality and Type of Management.
5. To find out the significant correlation between Educational Interest and Vocational Interest among the Secondary Students.

1.8. Hypotheses of the study

1. The Secondary Students do not have the same level of Educational Interest.
2. There is no significant difference between Male and Female Secondary Students with regard to their Educational Interest and its dimensions.
3. There is no significant difference between Rural and Urban Secondary Students with regard to their Educational Interest and its dimensions.
4. There is no significant difference between Government and Private Secondary Students with regard to their Educational Interest and its dimensions.
5. The Secondary Students do not have the same level of Vocational Interest.
6. There is no significant difference between Male and Female Secondary Students with special reference to their Vocational Interest and its dimensions.
7. There is no significant difference between Rural and Urban Secondary Students with special reference to their Vocational Interest and its dimensions.
8. There is no significant difference between Government and Private Secondary Students with special reference to their Vocational Interest and its dimensions.
9. There is no significant relationship between Educational Interest and Vocational Interest among the Secondary students.

1.9. Delimitations of the study

(i). The study has been delimited to 900 Secondary Students from Kohima and Dimapur districts.

(ii). Only Standardized-tools were used for collecting the data.

3.1. Population and Sampling technique

Population

There are 12 (Twelve) districts in the state of Nagaland. The table below shows the no. of Secondary institutions under the different districts -

No. of institutions (District and Category wise)

Sl. no.	District	Govt. Hr. Sec. Schools with Sec. section	Govt. High Schools	Private Hr. Sec. Schools with Sec. section	Recognised Private High Schools	Permitted schools	Total
1.	Kohima	7	24	28	25	20	**104**
2.	Mokokch-ung	5	37	11	12	8	**73**
3.	Tuensang	4	26	1	4	14	**49**
4.	Mon	5	16	3	3	25	**52**
5.	Phek	4	35	4	11	8	**62**
6.	Wokha	3	21	2	7	13	**46**
7.	Zunheboto	3	22	4	14	18	**61**
8.	Dimapur	7	25	47	25	80	**184**
9.	Kiphire	2	16	1	2	9	**30**
10.	Longleng	1	14	-	2	6	**23**
11.	Peren	2	16	2	5	9	**34**
12.	Noklak	1	1	0	2	0	**4**
	Total	**44**	**253**	**103**	**112**	**210**	**722**

Source: 2015, Census report

Sampling technique

The population being too large, a more feasible approach has been taken-up, by selecting a smaller group from the population. The researcher has used the Purposive sampling technique in selecting the Sample areas and the Sample schools. The researcher has also used the Stratified Random sampling technique for collecting the data.

3.2. Sample areas

Out of the 12 (Twelve) districts in the state, the districts Kohima and Dimapur has been taken, as the sample areas, for the study.

3.3. Sample schools

The investigator has visited 21 (Twenty-one) schools in the sample areas, for the purpose of data collection. The schools visited has been listed below-

Under the Kohima district:

1. Government High School, Kezocha – Located in the rural block.
2. John Government Higher Secondary School, Viswema – Located in the rural block.
3. Government Higher Secondary School, Chiechama – Located in the rural block.
4. Don Bosco School, Chiephobozou – Located in the rural block.
5. Christ King Higher Secondary School - Located in the rural block.
6. Don Bosco Higher Secondary School - Located in the rural block.
7. Government High School, New Market – Located in the urban block.
8. Rüzhükhrie Government Higher Secondary School - Located in the urban block.
9. Northfield Higher Secondary School - Located in the urban block.
10. Dainty Buds Higher Secondary School - Located in the urban block.

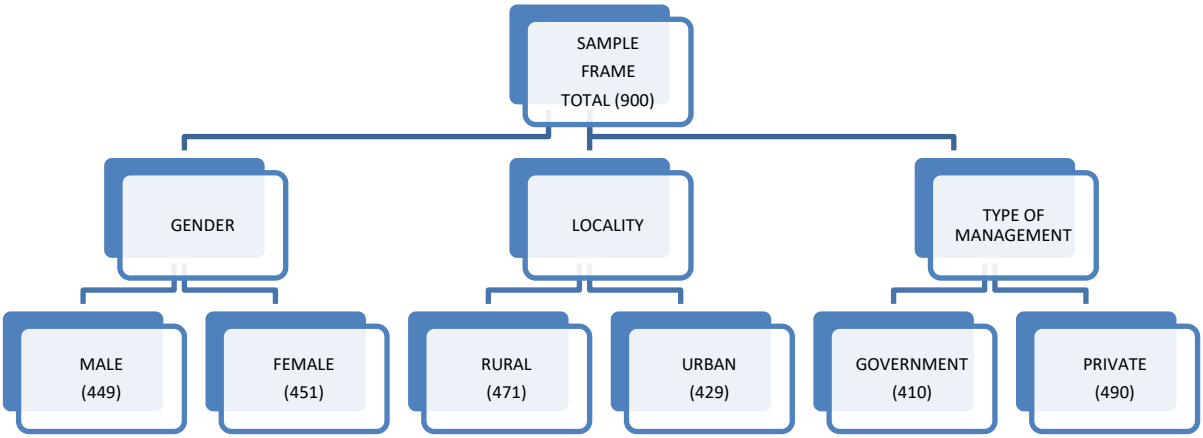
Under the Dimapur district:

11. Government High School, Purana Bazaar – Located in the rural block.
12. Government High School, Maova - Located in the rural block.
13. Government High School, Molvom - Located in the rural block.
14. Rivenburg School, Medziphema – Located in the rural block.
15. Zion School, Kacharigaon - Located in the rural block.
16. Mount Zion School, Kushiabill - Located in the rural block.
17. Christian School, Molvom - Located in the rural block.
18. Government Higher Secondary School, Medziphema – Located in the urban block.
19. Government Higher Secondary School, Dimapur - Located in the urban block.
20. Holy Cross Higher Secondary School, Dimapur - Located in the urban block.

21. Christian Higher Secondary School, Dimapur - Located in the urban block.10

3.4. Sample frame

The population for the present study consisted of 900 Secondary Students.



3.5. Research design and method

Since the study is descriptive that attempted to collect quantifiable data to be used for statistical analysis of the population sample, Descriptive survey method was used.

3.6. Data collection

Standardized questionnaires had been used as tools for the present study, which was the primary source of collecting data. The data was collected primarily by the investigator, by administering the tools to the respondents. Relevant instructions and the background of the purpose of data collection were also explained to the respondents.

3.7. Tools of the study

In this study, the following standardized tools were used for collecting the data –

(1). Educational Interest Record (E.I.R.) developed by S.P. Kulshrestha.

(2). Vocational Interest Record (V.I.R.) developed by S.P. Kulshrestha.

3.8. Statistical techniques used

The following are the statistical techniques used in analysing the result of the study –

1. **Mean** – Mean or Average is used for deriving the central tendency of the data in question. By adding all the data points in a population and dividing the total by the number of points, it is determined. The resulting number is called the Mean or Average.

2. **Standard Deviation** – Standard Deviation (S.D.) is a measure of the amount of variation or dispersion of a set of values.

3. **t-test** – A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain features. It is often used when the data sets, like the data set recorded, as the outcome from flipping a coin 100 times, goes after a normal distribution and may have unknown variances. As a hypotheses testing tool, t-test is used, allowing testing of an assumption applicable to a population.

4. **Correlation** – A statistical measure that suggests the extent to which, two or more variables vary together is called the Correlation. A positive correlation points out the extent to which those variables decreases or increases in parallel, and a negative correlation suggests the extent to which one variable increases as the other decreases.

5. **Data Analysis** – Process of inspecting, transforming, cleansing and modelling data, with the goal of discovering useful information, informing conclusions and supporting decision-making.

5.4. Major findings of the study

1. There is a significant difference in the Level of Interest of Secondary Students with regard to their Educational Interest and its dimensions.

2. The Male and Female Secondary Students have difference in the Educational Interest and its dimensions.

3. The Rural and Urban Secondary Students have no difference in the Educational Interest and its dimensions.

4. The Government and Private Secondary Students have difference in the Educational Interest and its dimensions.

5. There is a significant difference in the Level of Interest of Secondary Students with special reference to their Vocational Interest and its dimensions.

6. The Male and Female Secondary Students have difference in the Vocational Interest and its dimensions.

7. The Rural and Urban Secondary Students have difference in the Vocational Interest and its dimensions.

8. The Rural and Urban Secondary Students have difference in the Vocational Interest and its dimensions.

9. There is a positive correlation between Educational Interest and Vocational Interest among the Secondary Students.

5.5. Educational Implications of the study

1. This study will play a very significant role in the educational guidance and will solve the personal, as well as, professional problems of the Secondary Students.
2. Through this study, one of the visions of the National Education Policy (N.E.P.), 2020 which is to give the students increased flexibility and choice of subjects to study, particularly in the secondary level – including subjects in arts and crafts and vocational skills may be achieved.
3. From this study, the students' potential can be utilized at the maximum level, when they choose the subject(s) and profession of their choice.
4. With proper awareness and guidance, even the Secondary Students in the rural areas will also be put forth, to opt unconventional fields like the Science field, Persuasive field etc.
5. After choosing the vocation of their choice and abilities, the Secondary Students will get job-satisfaction and will progress in future.
6. The National Education Policy (N.E.P.), 2020 has pointed-out that, students passing-out from the higher secondary level usually don't have well-defined pathways to continue with their chosen vocations in higher education level. This study can also help the policy-makers, curriculum experts, administrators and teachers of the secondary school education system in solving that problem and also, in examining thoroughly whether, the vocational education is effectively and efficiently carried on or not.
7. The present study will also be useful to the counsellors to make their guidance more precise. It will also help in fulfilling the aims of the National Education Policy (N.E.P.), 2020 which are to give exposure on vocational education to at least 50% of the learners by the year 2025 and also, to make vocational education integrated into all schools and higher education institutions in a phased manner over the next decade.

5.6. Conclusion of the study

From this study, we concludes that, in both the Educational and Vocational fields, the Male Secondary Students of Nagaland have higher interest than the female Secondary Students, the Secondary Students in the rural areas have higher interest than those in the urban areas, also, the Secondary Students studying in the Government schools have higher interest than those studying in the Private schools.

It has also been concluded that, each student must be given the opportunity to advance, as fast as he could or as slow as he must. At all the levels, imparting educational interest needs attention, but at school level, it needs much more prominence because students of today are

the citizens of tomorrow and hence, would be playing a critical role in the development of the nation. Proper guidance should be given to the students, so that, they can choose the educational subjects, according to their interest, abilities, capacities, aptitudes etc. Life needs settlement and it comes from good job field and wealthy life. In India, not only students but also, parents are very tense for career. Students choose different fields and decide to go in one or the other field. The role of teacher, parents, counsellors etc. is important in students' decisions. The interest of the Secondary Students in the Educational and Vocational fields should be known, and they should be helped and guided to develop their potentials in the fields they are interested in, and also, pursue their further studies and career accordingly, which will help them to make perfect decisions and have bright future. Motivation for students comes through teachers, family member and relatives. When the decision of the students is correct, it will motivate them on higher level and the hard work of students will be shown in their progress and achievements.

5.7. Suggestions on Educational Interest

1. Educational guidance services should be an integral part of every school system and should cater to all categories of Secondary Students.
2. All Secondary School teachers should be trained well in guidance and counselling on catering the Educational Interest of the Secondary Students.
3. The Syllabus, Curricula, Text-books etc. should be framed in such a way that, it helps them to boost themselves into the subjects/fields they are interested in and also, use their energies in the right direction.
4. It is also suggested that, on the basis of the findings and results, in terms of their Gender, Locality and Type of Management of their schools, the Secondary Students should be encouraged and counselled accordingly, in those educational fields, on which they are more interested in.

5.8. Suggestions on Vocational Interest

1. If the correct vocational guidance is given to the Secondary Students, on the basis of their interest, for a particular vocation, they can use their energies in the proper direction, and that will increase their efficiency.
2. There should be full time vocational guidance workers, appointed in each and every Secondary School and that, the interest and effort of every member of the staff should be the top-most priority in the organisation of vocational guidance services.

3. Every Secondary School should have infra-structural facilities like suitable sitting arrangements, equipment, accommodations etc., as these are essential for carrying out the vocational guidance programmes in the schools.

4. The Government should give financial support to the Secondary Schools, for organising vocational guidance services in the schools.

5.9. Suggestions for further research

1. Study on the same area may be taken-up on a larger sample.

2. This study may be conducted in the other districts of the state of Nagaland.

3. This study was conducted on the Secondary level only. The same study may be done on students of higher level i.e. on the College level students.

4. Similar studies can be taken in terms of other variables also like - Personality traits, Level of aspiration, Mental Health, Social adjustment, Attitudes, Emotional Intelligence, Socio Economic status, Parents' Education or Profession etc.

CHAPTER 1

INTRODUCTION

1.0. Background of the study

Education is an important human activity today. It includes the knowledge and experiences acquired by a person in his lifetime. In earlier times, education was primarily meant for survival but, today it is not only for survival but also, for the enrichment of one's life, better

living and improvement in social and cultural life. Everything that influences human behaviour and personality is education. Education is essential for all human societies. It is the change, progress and desire that comes upon an individual, as a result of the knowledge that he acquires. In other words, particular knowledge that we learn, if brings about a change in our behaviour and character becomes education.

Interest is the feeling that prompts us to instinctive activity. According to Crow and Crow, "Interest may refer to the motivating force, which impels us to attend to a person, a thing or an activity itself. In other words, interest can be the cause of an activity and the participation's result of that very activity."

Identifying the every role of educational - interest is the academic carrier of students. Many students study different educational courses, according to their interest. Interest means to make a difference. In their own light, interests are important and they represent a trait, sharply different from other traits. For the educational and vocational guidance, the measurement and identification of interest is very essential. It helps the pupil to develop and accept an integrated and adequate picture of himself/herself and a clear undertaking of his/her problems and role in the world of education, with satisfaction to himself/herself and society. Therefore, guidance in education is needed at all stages of education. Educational Interest is the way to realize students' latent power. It brings out his inner potentialities. It will help students to develop from within, besides modifying his behaviour in a desired direction.

Educational Interest provides, not only educational - development but also, the development of personality and broaden the pupil's mind in all walks of life, namely - educational, physical, biological, mental, moral, social, emotional and cultural. The students may achieve their ambitions and quench their inner thirst of their various interest by selecting and choosing the interested educational - subjects. These are very much essential to the pupils to grow as responsible and respectable citizens of a nation.

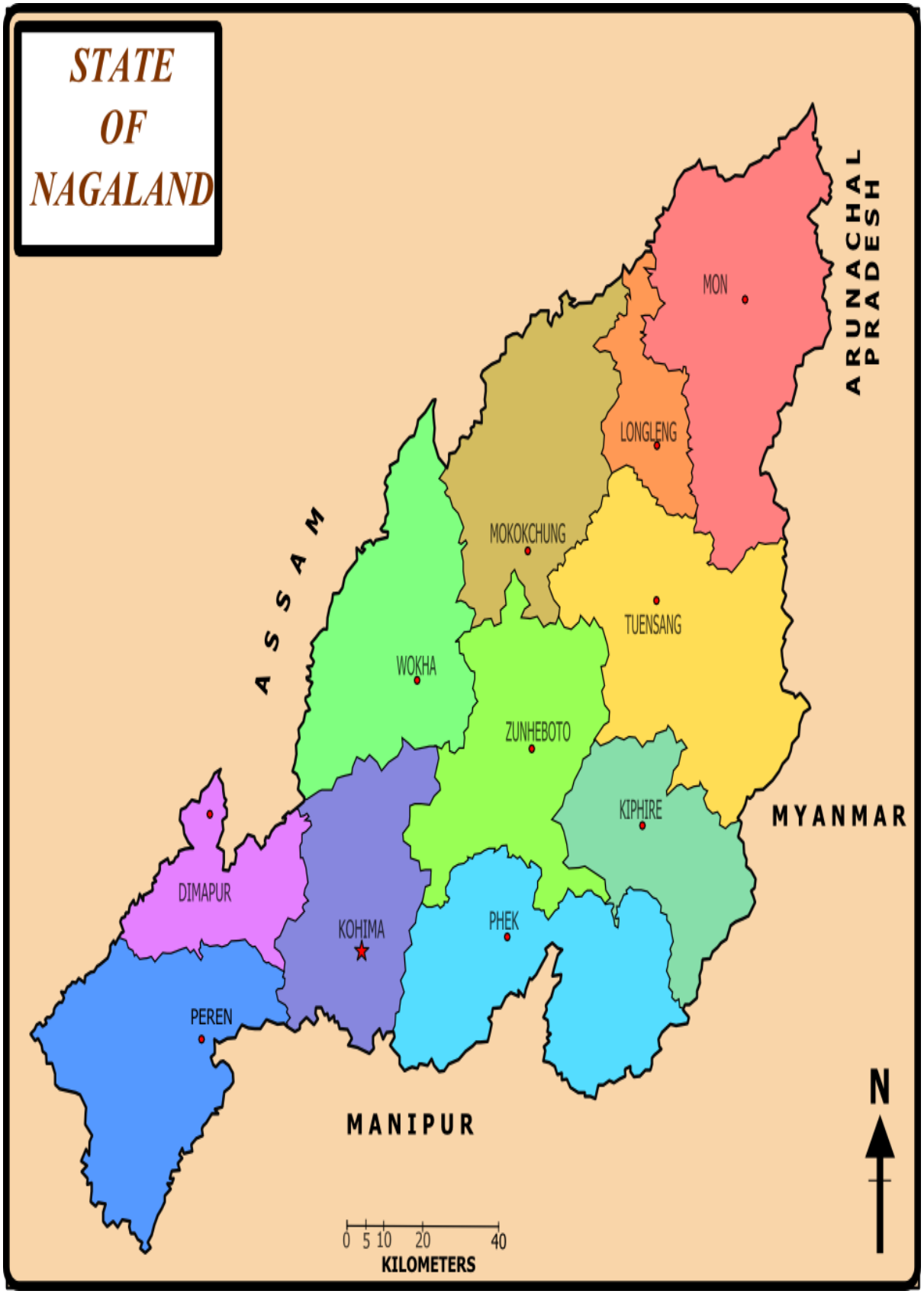
Vocationalization of our physical – education and to provide more and more vocational courses, after Primary education, according to the interest of students is the most necessary demand of our country. Success of the entire programme of vocational and educational guidance depends to a considerable extent, on the identification of interest – pattern of the

individual. Development of personality of an individual mainly depends upon his aptitudes, 3ability, interest, motive and several other related factors. 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 personality in total, the rate of interest is significant.

Jones says that, “any adequate description of personality must include interest of the individual – intellectual, physical, cultural, occupational, social and recreational.

1.1. Profile of Nagaland

1.1.0. Map of Nagaland



1.1.1. Nagaland at a glance

Total area	16, 579 sq. kms.	
State Capital	Kohima (1,444.12 mtrs. above sea level)	
Population	19,80,602 persons (Census, 2011)	
Density of population	119 per sq. km	
Sex Ratio	909F: 1000m	
Literacy Rate	80.11% (Census, 2011); Male – 82.75%, Female – 70.01%	
Official Language	English	
Railway Head and Airport	Dimapur	
District with HQs	(1). Kohima	(7). Phek
	(2). Mokokchung	(8). Dimapur
	(3). Tuensang	(9). Peren
	(4). Mon	(10). Longleng
	(5). Wokha	(11). Kiphire
	(6). Zunheboto	(12). Noklak
State Boundaries	**East:** Myanmar and Arunachal Pradesh	
	West: Assam	
	North: Assam and Arunachal Pradesh	
	South: Manipur	
Tribes	Angami, Ao, Chakhesang, Chang, Khiamniungan, Kuki, Konyak, Kachari, Lotha, Phom, Pochury, Rengma, Sumi, Sangtam, Yimchungrü and Zeliang	

1.1.2. History

The history of the Nagas is not clear. The naga tribes migrated at different times in the north-eastern part of India and established their respective terrains, village states and sovereign mountains. There are no clear records of whether they came from the Southeast Asia, Southwest China or Northern Mongolian region, except that, their origins are from the East of India and the records show that, the Nagas settled before the arrival of the Ahoms in the year 1228 A.D. The origin of the word 'Naga' is also not clear. Though controversial, a commonly accepted view is that, it originated from the Burmese word 'Naga' or 'Naka', meaning ‘People

with earrings'. Others suggest that, it means, 'Pierced noses. Both 'Naga' and 'Naka' are pronounced the same way in Burmese. The ancient name of Nagaland is 'Naganchi', which has been derived from the Naga language. The political groups in Nagaland have demanded to rename the state to Naganchi.

After the arrival of the British East India Company in the early 19th century, which was followed by the British Raj, the Britain expanded its domain over the whole of South Asia, including the Naga Hills. The first Europeans to enter the hills were captains Pemberton and Jenkins, in the year 1832. The early contact with the Naga tribes was characterized by conflicts and suspicions. The interests of the colonial in the state of Assam like tea estates and other trading posts suffered from raids from tribes. In February 1851, at the bloody battle at Kikrüma, people died on both the Naga tribe side and the British side, followed by inter-tribal war that led to more bloodshed. After that war, the British had adopted a policy of non-interference and respect with Naga tribes. Despite this, between 1851 and 1865, Naga tribes continued to raid the British in the state of Assam. The British India Government, shocked of the Indian Rebellion of 1857, reviewed its governance structure throughout the South-Asia, including its North-Eastern region. In 1869, Captain Butler was appointed to lead the British in the Nagaland Hills. In 1878, the headquarters was transferred to the district Kohima, creating a city that remained an important centre of commerce, administration and culture for Nagaland. Kohima was attacked and the stockade looted. Between 1880 and 1922, the British administration build-up their positions over a large area of the Naga Hills and accommodated into its Assam operations.

After India got independence from the British-rule in 1947, the area remained a part of the province of Assam. Nationalist activities arose amongst a section of the Nagas. Mr. Zapuphizo led Naga National Council demand a political union of their ancestral and native groups. The movement led to a number of violent incidents that had destroyed the civil and government infrastructure and also, attacked government civilians and official. In 1955, the union government sent the Indian Army to restore order. An agreement reached between the Indian government and Naga leaders in 1957, creating a single separate region of the Naga Hills. An agitation with violence increased across the state, including attacks on army and government institutions, banks, as well as, non-payment of taxes. Following discussion between Prime Minister Nehru and the leaders of the Naga People Convention (NPC), in July 1960, a 16-point agreement reached whereby, the Government of India accepted the formation of the state Nagaland, as a full-fledged state within the Union of India.

Subsequently, the territory was settled under the Nagaland Transitional Provisions Regulation, 1961, which catered an interim body that consisted of 45 members to be elected by tribes, according to the customs and traditions and usage of the respective tribes. Accordingly, Nagaland attained statehood with the enactment of the state of Nagaland Act in 1962 by the Parliament. The interim body was diffused on 30th November, 1963 and the state of Nagaland was formally inaugurated on 1st December, 1963, and also, Kohima was declared as the state capital. Cease-fires were called and negotiations continued but, this did little to stop the violence. In March 1975, a straight-forward presidential rule was imposed by the then Prime Minister Indira Gandhi on the state. In November 1975, some leaders of largest rebellion groups agreed to lay down their arms and welcomed the constitution of India. But, a small group did not agree and continued their insurgent actions. The Nagaland Baptist Church Council played an important role by commencing peace efforts in the 1960s. This took objective and positive shape during its Convention in early 1964. It organized the Nagaland Peace Council in 1972. However, these efforts have not absolutely ended the inter-factional violence. In 2012, the state's leaders reached the Indian central government to seek a political means for a sense of lasting peace within the state. Over the 5 years period of 2009 to 2013, between 0 and 11 civilians died per year in Nagaland from rebellion pertinent activity (or less than 1 death per 1,00,000 people) and between 3 and 55 militants deaths per year in inter-factional killings (or between 0 and 3 deaths per 1,00,000 people). The most recent Nagaland Legislative Assembly election took place to elect the Members of the Legislative Assembly (MLA) in the state. The anticipated election in Northern Angami II constituency did not take place, as only incumbent MLA, Neiphiu Rio was nominated and was therefore, declared elected uncontested. A voter turnout of 75% was noticed in the 2018 election.

1.1.3. Geography

Nagaland is a mountainous state. The Naga Hills rises from the valley of the Brahmaputra in the state of Assam to about 610 metres (i.e. 2000 ft.) and rises further to the South-East, as high as 1,800 metres (i.e. 6000 ft.). Mount Saramati, which is at altitude of 3,841 metres, is the highest peak in the state and this is where, the Naga Hills join with Patkai range, forming a barrier with Burma. The rivers such as, the Doyang and Diphu to the North, the Barak river in the South-West, cuts the entire state. 20 % of the total land area of the state is covered with wooded forest, which is a shelter for flora and fauna. The sub-tropical forest and the evergreen tropical forests are found in strategic pockets in the state.

Generally, Nagaland has a monsoon climate with high humidity levels. Each year, rainfall moderates around 1,800–2,500 millimetres, concentrated in the months of May to September and the temperature of the climate range from 21 to 40 °C. In winter, temperatures do not usually falls below 4 °C, but frost is prevalent at high elevations. The state enjoys a healthy and an agreeable climate. The summer is the shortest season, lasting for only a few months. The temperature during the summer season remains between 16 to 31 °C. Winter often appears early, with harsh coldness and an arid weather, striking certain regions of the state. The ultimate average temperature taped in the winter season is 24 °C. Forceful North-West winds blow over the state, during the months of February and March.

About one-sixth of the state Nagaland is capped by sub-tropical and tropical evergreen forests - including bamboo, palms, bamboo, as well as, timber and mahogany forests. Although, some forest areas have been cleared for jhum cultivation, there are many scrub forests, high grass, and reeds. Some mammals found in Nagaland includes Bamboo rats, Asiatic brush-tailed porcupine, Crestless himalayan porcupine, Chinese pangolin, Sambar, Red serows, Gaur, Elephants, Golden cat, Marbled cat, Clouded leopard, Leopard, Occasional tiger, Dholes, Himalayan black bear, Hoolock gibbon, Capped langur, Rhesus macaque, Stump-tailed macaque, Pig-tailed macaque and the slow Loris. The state has a rich birdlife with over 490 species. In the Naga's culture, the great Indian hornbill has a part. Blyth's tragopan which is a vulnerable species of galliforms is the state bird of Nagaland. It is observed in Dzükou Valley and Mount Japfü in Kohima district, Pfütsero in Phek district and Satoi range in Zunheboto district. The state animal is the Mithun (a semi-domesticated gaur) and has been adopted as the official seal of the Government of Nagaland. It is practically the most loved species in the state. To safeguard and hoard this animal in the North-East, the National Research Centre on Mithun (NRCM) was established by the Indian Council of Agricultural Research (ICAR) in 1988. The state Nagaland is home to 396 category of orchids, belonging to 92 genera of which 54 having medicinal and horticultural economic importance. Kopou (pictured right) is also used for festive hairstyle designing by women in India's North-East. The state's flower is the Rhododendron. The state also has at least four species which is regional to the state. Many prior studies argue significantly rectifiable reserves of natural gas and petroleum. Marble, Limestone and other decorative stone reserves are plentiful and other as yet unexploited minerals include Chromium, Cobalt, Nickel etc.

The Nagaland population is mostly rural with 71.14% living in rural regions in 2011. Census reports up to 1951 recorded just one settlement in Nagaland as a town, the capital Kohima.

The next two settlements, Mokokchung and Dimapur were listed as towns from 1961. Four more towns arose in 1981, which are Zunheboto, Mon, Wokha and Tuensang. The comparably slow rate of urbanisation in The state was described in the 1980s, as being an effect of the large administrative roles of the towns, except for the district Dimapur, which had a more diversified economy and a low level of mobility among the different scheduled tribes and of Nagaland, constituting nearly 90% of the population.

1.1.4. Government

The constitutional head of the state is the governor, who is the representative of the President of India. He carries largely ceremonial responsibilities, apart from law and order responsibilities. Vidhan Sabha, which is the Legislative Assembly of Nagaland is the real executive and legislative body of the state. The Vidhan Sabha, which consisted of 60 members, who are elected members of the legislature, forms the government executive and is led by the Chief Minister. The state has been granted a great degree of state autonomy, unlike most of the states in India. Also, the state has been granted special powers and autonomy for the Naga tribes to handle their own affairs. Every tribe has a hierarchy of councils at the tribal levels and village range that accord with the local conflicts.

In 1963, when the state of Nagaland was created, it was divided into just three districts namely, Tuensang, Mokokchung and Kohima. But, through the process of division, the number hiked into seven by the year 1973 and eleven by 2004. Noklak district was created in the year 2017 and it is the most recent district formed in the state, which brought the total number of districts to twelve. The largest district now is the Tuensang district, which is about four times the area of Longleng district, the smallest. The Dimapur district is the most populous and urbanized district, with seven times the inhabitants of Longleng, the least populous district. The Noklak district is considered to be totally rural. The district at the lowest elevation is the Dimapur district and the district having the highest number of mountains is the Zunheboto district. There are 12 districts in Nagaland, as of 2019.

The state level coalition of political parties is the Democratic Alliance of Nagaland (DAN) is a state and it headed the government with Janata Dal (United) (JDU) and the Bharatiya Janata Party (BJP). With the Naga People's Front and the BJP, it was formed in the year 2003, after the Nagaland Legislative Assembly election. From the year 2003 – 2018, the alliance was in power in Nagaland. The NDPP-BJP alliance led PDA government has won the majority in the Nagaland Legislative Assembly election, held in 2018 and has been in power since then.

1.1.5. Culture

The main 16 tribes of Nagaland are Angami, Zeliang, Yimchunger, Sumi, Sangtam, Rengma, Pochury, Phom, Lotha, Kuki, Konyak, Khiamniungan, Dimasa Kachari, Chang, Chakhesang and Ao. The Angamis, Sumis, Lothas, Konyaks and Aos are the largest Naga tribes. The tribe and clan tradition and also Loyalties play a significant part in the life of the Nagas. Weaving is a traditional art handed down through generations in the state. Each tribe has different designs and colours that produce shoulder bags, shawls, table mats, decorative spears, wood carving and bamboo works. According to many tribes, the design of the shawl denotes the social status of the wearer. Some of the more known shawls include the Angami Lohe shawl with thick embroidered animal motifs, Rongkhim and Tsungrem Khim of the Yimchungers, Supong of the Sangtams, Sutam, Ethasu and Longpensu of the Lothas and Tsungkotepsu and Rongsu of the Ao tribe. Folk dances and songs are essential indispensable ingredients of the traditional Naga culture, through which, the oral tradition of the Nagas is kept alive. Seasonal songs are also there which depicts the activities done in an agricultural season. The dances of the tribes of the Nagas give an understanding of the inborn Naga reticence of the people. War dances and other dances associated with distinctive Naga tribes are the major art form in state of Nagaland. The state Nagaland is home to the Ghost pepper or Bhut jolokia or ghost, which is one of the hottest chillies in the world. The state's dish is smoked pork which is cooked with fermented soya bean. The dishes of the Nagas use a lot of locally grown herbs, ginger, garlic and ghost peppers. Common dishes include snails cooked with silkworm larvae and pork, which is a costly delicacy of the state. The drinks of the Nagas include Thutse and Zutho which are beers made with sticky rice.

In ancient times, the Nagas performed two main acts, and they were head-hunting and feasting. Head hunting, is the activity of the males and it includes parting men from their women before, during and after coming back from an expedition. As a cultural practice, the women encourage men to undertake head-hunting which is essential for marriage. The men would leave for an expedition against neighbouring kingdoms or other tribes and kill to score a number of heads they were able to hunt. A fruitful head hunter would be granted a right to ornaments. In the 19th century British India, the practice of headhunting was banned but, the Naga tribes practiced head-hunting and conserved the heads of enemies, as trophies as late as 1969. In the society of the Nagas, the people were expected to perceive their place in the social hierarchy and also, prestige was the key to keep or boost the social status. To obtain these aims, a man, whatever his occupation or position may be, had to be a great head-hunter

or a warrior and also have many conquests among women or finish a series of merit feasts. The Feasts of Merit echoed the magnificent celebration of the life of the Nagas. Only those men, who are married, could give such feasts and his wife takes an outstanding and dignified place during the ritual, which emphasises the male and female unity and interconnection. The wife brewed the beer, which he provides to the guests. The event displays ceremonies and festivals co-ordinated by the sponsor. The feast given by a person of a wealthier tribe would be more extravagant. He would typically call every person from the tribe. This event bestowed dignity to the couple from the tribe. After the feast is over, the tribe would give the couple rights to ornaments equally.

1.1.6. Educational background of Nagaland

The Naga society developed with the advancement of Education. As there was no tribal or inter-tribal group to accord the tribes as a whole, every village became completely responsible for its own political, spiritual, social and economic needs. Such needs required that, the young be trained and taught within the community of the village. One such training centre in Naga society was the Morung (Bachelors' dormitory). At the village's entrance or in a spot from where the village could be guarded most effectively, the Morungs *were* located. Most of the Naga culture, its traditions and customs have been passed on from generation to generation through the media of folk dance and music, oral historical traditions and folk tales, carving of figures on wood and stone and designs on clothes. Most of these teaching-learning processes took place at the women's and men's dormitories. The boys sit around inside the *Morung and* sings, if they did not happen to be gossiping or discussing. Senior members of the village often spent the evenings at the girls' dormitory and leave the freshmen and juniors at the Morung to keep, as it were, the home fires burning. And so, many a times, folk songs were learned and are sung at the girls' dormitory, where the boys come to count. Folk tales and oral historical traditions have been the most effective and the best means of imparting events of the past to the present. Folk stories contain less romantic episodes and that, they tell more about traditions and customs of the past. They also talks about animism, which is the spirit or nature worship, and the only religion of the Nagas prior to their contact with the missionaries of the west. In the absence of any written document, oral traditions and folk tales remain the only links between the past and the present. One obtains the skills of learning folk tales by the most assiduous cultivation of the memory.

For the programme of their physical fitness, the Nagas did not require any organized games and sports. Their form of their land is such that, going down to the farm every day in the

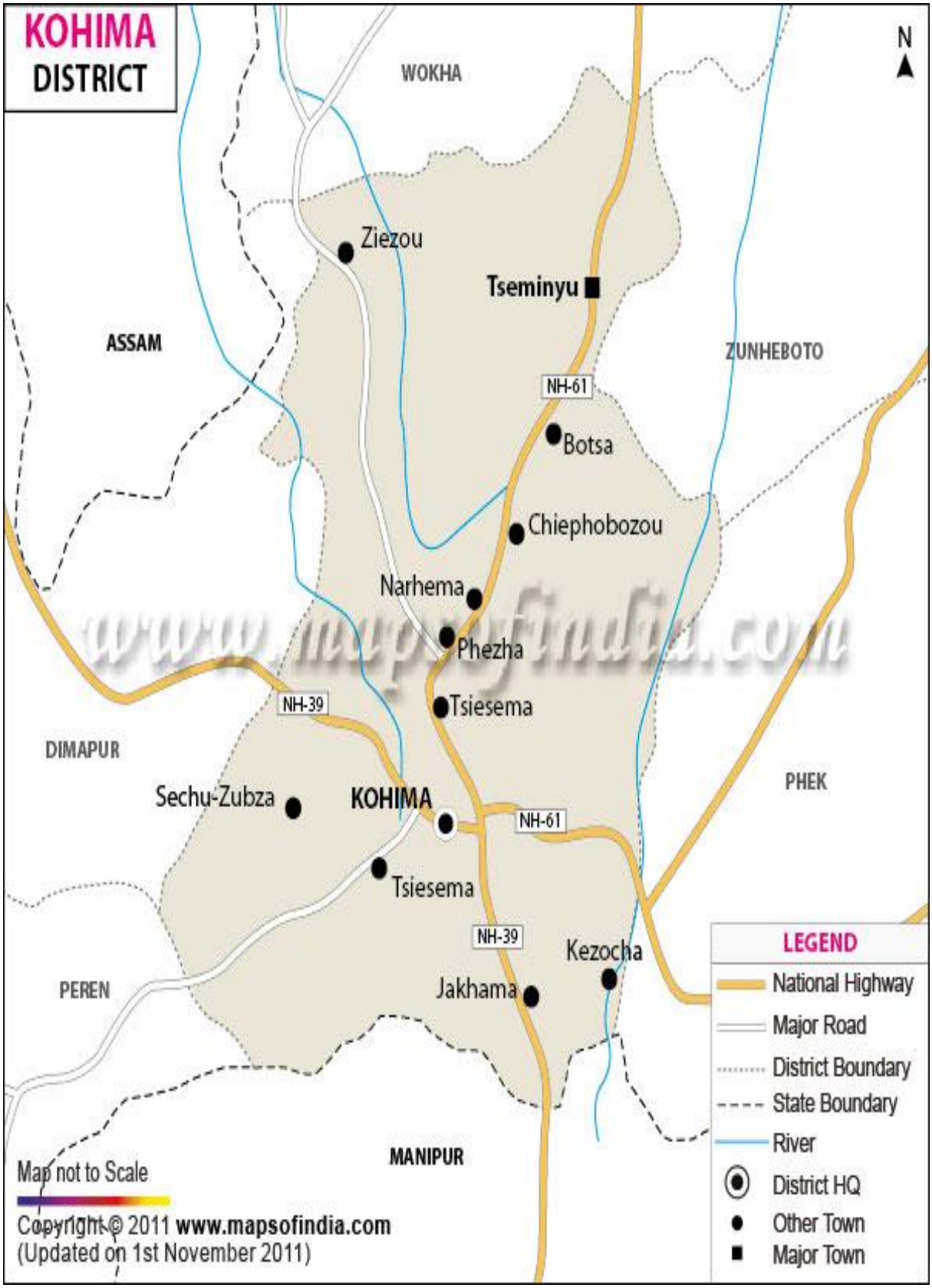
morning and coming back to the village in the evening was enough to keep them in good shape physically. However, they have some very popular games and sports such as, Tug of war, Shot put and Javelin throw, Wrestling etc., which were performed almost every day informally and competitively during village festivals. The Nagas received no education before their contact with the westerns. The Naga societies, though without the formal schooling of the West, considered education as operative at all stages of human life and is very much interested in the cohesion of village communities. As the family in Naga society has always been the prime economic unit, trades of economic value were first learned on the family farm and at home. For example, mat and basket making, cloth making etc. were taught at home. Cultivation was always been learned on the farm. Parents were responsible to teach the behaviour and social ethics to their children, such teaching occurred informally, as the children sat around the kitchen fire, relaxing or eating, as well as, at works in their farm. Children were always taught to honour and respect their parents and elders. Aunts, Uncles and grandparents were primarily responsible for sex education in the family. Uncles and Grandfathers dealt with the boys, and aunts and grandmothers with the girls. Sex's instructions were quite informal and were conducted in semi-secrecy.

Schooling, which is the formal education, was introduced by the missionaries into the Naga Hills in the 1880s, followed by the British. The main purpose of mission schools was to teach the 'Nagas' how to read as well as, write so that, they could read the Bible and the Hymnal. The whole western colonial education was purely literary, providing the three R's: reading, writing and arithmetic. This was a 180 degree turn from traditional Naga education, which was vocational, practical and informal. Colonial education was one - sided and completely theoretical and it left aside the practical aspects of education and that, the Nagas had been used to it since time immemorial and it has also been proved a thousand times. British colonial education was intentionally designed to produce civil servants and clerks, and in this, they have achieved the same. But, economic development in any country cannot be brought by such a system of education, let alone the tribal heartlands where, majority of the people are still living at subsistence level. The Indian education system has remained basically the same since her independence from Great Britain in the year 1947. New Delhi began to take some drastic actions to improve the nation's education system with a great deal of emphasis on the vocational (bread and butter) aspect of education, only in the year 1986. But, the New Education Policy (NPE) has not actually been implemented with any achievement, somewhat because it remains a national goal without regional emphasis. As someone has said, "Think

globally but act locally", every region must grow the kind of education that would fit the needs of that region. This means the Nagas must expand their own education system to meet their peculiar needs.

1.2. Profile of Kohima district

1.2.0. Map of Kohima district



1.2.1. Kohima at a glance

Area in Sq. km. (Census, 2011)	Total – 1,463
	Rural – 1,432
	Urban – 31
Population (Census, 2011)	Total - 2,67,988
	Rural – 1,46,900
	Urban – 1,21,088
	Male – 1,38,966
	Female – 1,29,022
Sex ratio (Females per 1,000 males)	928
Density (Total, Persons per sq. km)	183
Constituencies (E.C.I.)	Assembly – 15
	Lok Sabha – 0
Official website	http://kohima.nic.in
Tourist place	Dzukou valley

1.2.2. History

Kohima is the capital of one of the North-Eastern states of India, Nagaland. Originally, the district Kohima is known as 'Kewhira'. The name 'Kohima', was given officially by the Britishers, as it was difficult for them to pronounce the Angami's name of 'Kewhira', The name 'Kewhira' has been derived from the local tribal language of the Angamis, 'Tenyidie' which means, 'the land where the flower, Kewhi grows'. It was called after the wild flowering plant, Kewhi, found in mountains. It was founded in the year 1878, when the empire of the British established it headquarters of the then Naga Hills. After the state of Nagaland was inaugurated in the year 1963, it officially became the capital. The district of Kohima is in the land of the Angami Nagas and Rengma Nagas. It is located in the foothills of the Japfü's range, which is in the south of Kohima district. It has an elevation of 1,261 metres (4137 feets). Originally, Kohima was a large village and that the village has been divided into four Thinuos namely – Tsütuonuomia, Lhisemia, Dapfütsumia and Pfuchatsumia. They are termed in short as T, L, D and P khel respectively.

The British's attack into the Naga territory in 1840s, met with stiff resistance from the independence-loving Nagas, who had never been subjugated by any empire before. The stiffness of the resistance can be indicated by the fact that it took almost four decades for the British to take control a territory that is less than 10,000 square kilometres. With the appointment of Guybon Henry Damant, as a political officer in the year 1879, the first seat of modern administration, as the Headquarters of Naga Hills District (then under Assam) was the Kohima. On December 1st 1963, when the state Nagaland became a full-fledged state on 1, Kohima was christened as the state's capital. During the World War II, in the year 1944, during the Battle of Kohima, along with the occurring Battle of Imphal, was the turning point in the Burma Campaign. The Japanese lost the initiative to the Allies for the first time in South-East Asia, which the Allies then possessed until the end of the world. This hand-to-hand battle and killing restrained the Japanese from gaining a high base from which, they might next roll across the extensive flatlands of India. War cemetery is in Kohima and it is for the Allied war dead, and is maintained by the Commonwealth War Graves Commission. It is on the slopes of Garrison Hill, from where the intense fighting was seen and where, once the Deputy Commissioner's tennis court was.

1.2.3. Geography

Kohima lies in the North of the Japfü Barail point. The city experiences the sub-tropical highland climate, with greater contrast between winter and summer than in other continents due to mild temperatures and the monsoons even for altitude and latitude. The months of June to September focus much of the precipitation. The district has cold winters with rarefied rain, and it is sometimes warm (but not hot) and it has a very rainy summers. The coldest months are from December to February, when frost takes place, and in the higher altitudes, snowfall happens occasionally. During summer months i.e., from June–August, temperature ranges an average of 27–32 °C (80–90 °F). Also, heavy rainfall occurs during the summer season.

1.2.4. Demographics

The chief indigenous inhabitants of the Kohima district are the Angami Nagas and the Rengma Nagas. The average literacy rate of Kohima is 90.76%, which is higher than the national average of 79.55%. The population of the city is composed of the 16(Sixteen) tribes of Nagaland. The major religion in the district is Christianity, which is practised by 80.22% of the population. Other religion includes Buddhist (0.45%), Muslim (3.06%) and Hindu (16.09%). As of the year 2011, six of Kohima's nineteen wards, which cover 26% of the town, have been classified as slums, within which, about one-third of the population was

Below Poverty Line. The Greater Kohima planning area had a population of 115,283 according to the 2001 census, of which, the Koima Municipal Council (KMC) area accounted for 67% and Kohima Village 16%.

1.2.5. Abstract of Secondary Schools under Kohima district

Secondary schools (Section-wise), under the Kohima district -

S.no.	Section of School	No. of School
1.	Govt. Higher Secondary Schools	7
2.	Govt. High Schools	24
3.	Private Higher Secondary Schools	28
4.	Private High Schools	45
Total		**104**

List of Government Higher Secondary Schools, under Kohima district (District Education Office)

S.no.	Name of School
1.	RÜZHÜKHRIE GOVT. HR. SEC. SCHOOL, HIGH SCHOOL COLONY, KOHIMA TOWN
2.	T.M. GOVT. HR. SEC. SCHOOL, BILLY GRAHAM ROAD COLONY, KOHIMA TOWN
3.	DR.N. KIRE GOVT. HR SEC. SCHOOL, SEIKHAZOU COLONY, KOHIMA VILLAGE
4.	JOHN GOVT. HR SEC. SCHOOL, VISWEMA
5.	GOVT. HR SEC. SCHOOL, JOTSOMA
6.	GOVT. HR. SEC. SCHOOL, CHIECHAMA
7.	GOVT. HR. SEC. SCHOOL, TSEMINYU VILLAGE

List of Government High Schools, under Kohima district

S.no.	Name of School
1.	GOVT. HIGH SCHOOL, CHUNLIKHA, TSEMINYU
2.	GOVT. HIGH SCHOOL, SENDENYU, TSEMINYU
3.	GOVT. HIGH SCHOOL, CHIECHAMA
4.	GOVT. HIGH SCHOOL, KIGWEMA
5.	GOVT. HIGH SCHOOL, ZUBZA
6.	GOVT. HIGH SCHOOL, KEZOCHA
7.	GOVT. HIGH SCHOOL, KASHA, TSEMINYU
8.	GOVT. HIGH SCHOOL, TESOPHENYU, TSEMINYU
9.	GOVT. HIGH SCHOOL, KHUZAMA
10.	GOVT. HIGH SCHOOL, CHANDMARI, KOHIMA
11.	GOVT. HIGH SCHOOL, P.W.D., KOHIMA
12.	GOVT. HIGH SCHOOL, NEW MARKET, KOHIMA
13.	GOVT. HIGH SCHOOL, KANDINU, TSEMINYU
14.	GOVT. HIGH SCHOOL, JAKHAMA
15.	GOVT. HIGH SCHOOL, KHONOMA
16.	GOVT. HIGH SCHOOL, DIHOMA
17.	GOVT. HIGH SCHOOL, TSEMINYU NEW TOWN, TSEMINYU
18.	GOVT. HIGH SCHOOL, MEZOMA
19.	GOVT. HIGH SCHOOL, SHAKHABAMA
20.	GOVT. HIGH SCHOOL, JOTSOMA
21.	GOVT. HIGH SCHOOL, NERHEMA
22.	GOVT. HIGH SCHOOL, RÜSOMA
23.	GOVT. HIGH SCHOOL, KIRUPHEMA
24.	GOVT. HIGH SCHOOL, ZHADIMA

List of Private Higher Secondary Schools, under Kohima district

S.no.	Name of School
1.	MEZHÜR HR. SEC. SCHOOL, MIDLAND, KOHIMA
2.	DON BOSCO HR. SEC. SCHOOL, KOHIMA VILLAGE
3.	BAPTIST HIGH, MISSION COMPOUND, KOHIMA
4.	MINISTERS' HILL BAPTIST HR. SEC SCHOOL, KOHIMA
5.	CHANDMARI HR. SEC. SCHOOL, KOHIMA
6.	LITTLE FLOWER HR. SEC. SCHOOL, KOHIMA
7.	MODEL HR. SEC. SCHOOL, KOHIMA
8.	BETHEL HR. SEC. SCHOOL, KOHIMA
9.	CHRIST KING HR. SEC.SCHOOL, KOHIMA VILLAGE
10.	STELLA HR. SEC. SCHOOL, KOHIMA
11.	ST. JOSEPH HR. SEC. SCHOOL, VISWEMA
12.	NORTHFIELD HR. SEC. SCHOOL, KOHIMA
13.	MT. CARMEL HR. SEC. SCHOOL, KOHIMA
14.	MT. SINAI HR. SEC. SCHOOL, KOHIMA
15.	ST. MARY'S CATHEDRAL HR. SEC. SCHOOL, KOHIMA
16.	GRACE HR. SEC. SCHOOL, KOHIMA
17.	LOYOLA HR. SEC. SCHOOL, JAKHAMA
18.	FERNWOOD HR. SEC. SCHOOL, KOHIMA
19.	BAPTIST HR. SEC. SCHOOL, TSEMINYU
20.	MT. HERMON HR. SEC. SCHOOL, KOHIMA
21.	DAINTY BUDS HR. SEC. SCHOOL, KOHIMA
22.	KHEDI BAPTIST HR. SEC. SCHOOL, KOHIMA VILLAGE
23.	HOLY FAMILY HR. SEC. SCHOOL, KOHIMA
24.	C.D. KING HR. SEC. SCHOOL, JOTSOMA
25.	ALDERVILLE HR. SEC. SCHOOL, JOTSOMA
26.	BAYAVÜ HR. SEC. SCHOOL, KOHIMA
27.	DON BOSCO HR. SEC. SCHOOL, ZUBZA
28.	MEWI HR. SEC. SCHOOL, KOHIMA

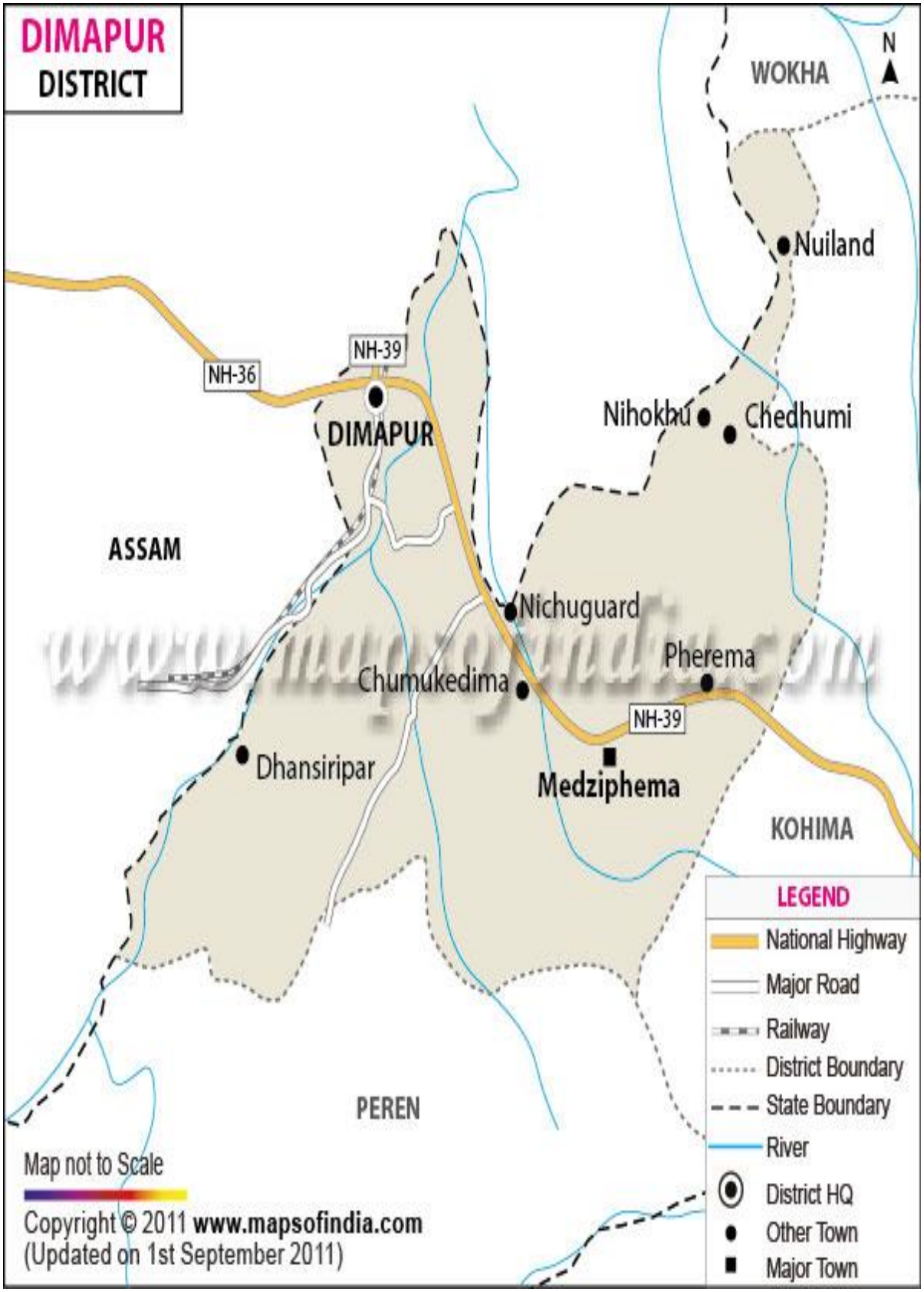
List of Private Schools, under Kohima district

S.no.	Name of School
1.	CHRISTIAN SCHOOL, TSEMINYU
2.	PINEWOOD HIGH SCHOOL, KOHIMA
3.	REGIMENTAL SCHOOL, THIZAMA
4.	ASSEMBLY OF GOD HIGH SCHOOL, KOHIMA
5.	DON BOSCO SCHOOL, TSEMINYU
6.	CHRISTIAN MISSION SCHOOL, ZUBZA
7.	AZEDON SCHOOL, KOHIMA
8.	ST. JOHN BOSCO SCHOOL, KHONOMA
9.	SACRED HEART SCHOOL, KHUZAMA
10.	CHRISTIAN SCHOOL, BOTSA
11.	DON BOSCO SCHOOL, CHIEPHOBOZOU
12.	MERHULIETSA HIGH SCHOOL, KOHIMA
13.	NAGABAZAR BAPTIST SCHOOL, KOHIMA
14.	ST.PAUL SCHOOL, PHESAMA
15.	ST.JOSEPH'S SCHOOL, KOHIMA
16.	CHARITY SCHOOL, KOHIMA
17.	ST. XAVIER'S SCHOOL, KIDIMA
18.	ST. ANDREW'S SCHOOL, JOTSOMA
19.	BAPTIST MISSION SCHOOL, JOTSOMA
20.	CORAGGION SCHOOL, KOHIMA
21.	ST.JOHN'S SCHOOL, KOHIMA
22.	OKING CHRISTIAN SCHOOL, KOHIMA
23.	VINYÜZO SCHOOL, KOHIMA
24.	CHILDREN'S CHRISTIAN SCHOOL, KOHIMA VILLAGE
25.	BAPTIST SCHOOL, KHUZAMA
26.	CHRISTIAN WELFARE SCHOOL, KHONOMA
27.	VISWEMA BAPTIST SCHOOL, VISWEMA
28.	NAGALAND POLICE CENTRAL SCHOOL, PHESAMA
29.	MODERN SCHOOL, KOHIMA

30.	PUBLIC SCHOOL, KOHIMA
31.	MODERN ACADEMY, KOHIMA
32.	VIKESEL'S VISION SCHOOL, KOHIMA
33.	SCHOLA' LOJES' SCHOOL, KOHIMA
34.	GENESIS SCHOOL, KOHIMA
35.	CHRISTIAN SCHOOL, CHIECHAMA
36.	TRINITY SCHOOL, KOHIMA
37.	THE VINEYARD SCHOOL, KOHIMA
38.	CHERRY BLOSSOM SCHOOL, KOHIMA
39.	A.G. SCHOOL, TSEMINYU
40.	DON BOSCO HIGH SCHOOL, TESOPHENYU, TSEMINYU
41.	SILAS MEMORIAL SCHOOL, THIZAMA
42.	EAST VIEW HOME SCHOOL, KOHIMA
43.	ST. PETER'S SCHOOL, KOHIMA
44.	GILEAD SCHOOL, CHIECHAMA
45.	RADANT SCHOOL, KOHIMA

1.3. Profile of Dimapur district

1.3.0. Map of Dimapur district



1.3.1. Dimapur at a glance

Position of the district in terms of population	3,78,811 (1st place)
Position of the district in terms of area	927 sq. km. (10th place)
Position of the district in terms of density of population	409 persons per sq. km. (11th place)
Position of the district in terms of literacy rate	84.8% (5th place)
No. of circles in the district	8
No. of households	28, 762
Average household size of the district	5 persons per household
Sex ratio	1.5:1
Total no. of villages n the district	222
Climate	Sub-tropical
Temperature	10 degree – 40 degree Celsius
Rainfall	1,500 – 2,000 mm

1.3.2. History

The largest city in the state of Nagaland is Dimapur. The Dimapur district is surrounded by Karbi Anglong district of Assam in the West and stretch of Golaghat district of Assam in the West and the North, Peren district in the South and the Kohima district in the East. The district is the gateway to Nagaland and its only rail-head. The only functional airport in the state is in Dimapur. The district of Dimapur is also the only plain-tract of hilly Nagaland, and has an airport and railway station space for the purpose of connectivity and economic activities in the state. Dimapur is the commercial hub of Nagaland. The term 'Dimapur' is derived from the Kachari's language and that, 'Di' means 'Water', 'ma' means 'Large' and 'pur' (Sanskritised word) means, 'City', translated to 'Big river city'. Being situated on the banks of Dhansiri (Originally, known as, 'Dong-siri', meaning a ravine of peaceful habitation), Dimapur is usually called as the 'Brick city' by the scholars from Europe and also by the Ahoms.

Originally, the Dimapur district was surrounded by a brick wall of 16 (Sixteen) feet high and 4 (Four) feet wide. On the east, there was a fine solid gateway with brick masonry of pointed double arches. The gate was attached by heavy double doors and its hinges were seated in

holes pierced in solid stone blocks. At the battlements' end, there were turrets of half quadrant shape and in the middle of the archway and the turrets were niches that are similar to the ornamental windows. High up, on either side of the arch, were carvings of sunflowers, which were basically faced with brass so as to present a dazzling spectacle when seen sparkling in the sun from afar. Mr. Edward Albert Gait said that, the brick structures of Dimapur showed the Kacharis' civilization to be further improved than that shown by the timber and mud plaster constructions of the Ahoms. The Dimapur district marked a progressive point in the history of the lineage of the Mech/Mechha Dynasty, which was the un-sanskritised heritage of the Kachari people.

There were seventeen ornamental stone pillars, inside the fortified city. These funerary monuments were decorated with flowers, carvings of foliage, familiar animals and birds etc. These monoliths are considered to be lineal monuments of the ruling kings of Dimapur. Among them, the largest was twenty-four feet in circumference and seventeen feet high and was said to be the memorial of Makardhwaj, who was the greatest ruler of Dimapur. The subjugation of Burma and Manipur happened, under the leadership of the greatest warlord of the Kacharis, Sengyah (Veer) Demalu Kemprai, at this golden age. Also, during this period, heroes like Degadao, Rangadao (after whom Ranga Pathar, the southern part of Dimapur was named) and mystic heroines Waibangma and Wairingma became famous in war and in the pursuit of mystical attainment. Other 17 (Seventeen) V-shaped stone monuments indicated the seventeen royal clans of the 'Dimasa Kachari Aristocracy', which is a name given by Dr. Francis Hamilton, who was a renowned scholar of the Dimasa Kachari Royal clan. Shri S.K. Barpujari in his book 'History of the Dimasa' and some other writers held the opinion that, the Dimasa Kachari kings should celebrate their victory over other tribesmen, erected monoliths of different shapes, showing the different traditions of the defeated tribes. Carving victory memorials is part of the practice of the tribes on the hills and may have been taken-up by the Dimasa Kachari Kings to exhibit the legitimacy of their rule. In the 'Gazetteer of India', Dr. H. Bareh wrote that, the oblong V-shaped stone pillars firmly matches the similarly V-shaped post protruding from the roof of the house of rich Angamis, who are said to have adopted the habit. The largest and tallest megalith, which lies alone from the others and has a rare Sultanate style, is taken to have been elevated by the founder king of the Dimapur district, who after defeating the tribes all around, made his triumphal tower to celebrate his victory. And this became a tradition setter. Over fifty tanks in number, existed in and around this old city, although almost all of them have either been dried-up or have been

dismantled by reckless human intrusion, without any respect for the history. These tanks seem to be dug by the kings for giving water supply to their people. Maximum of the large tanks are rectangular in shape and had a hardwood seasoned poles, planted deep at the middle of the tanks, which have lasted for centenaries.

Dimapur was the centre of action between the Imperial Japan and British India, during the World War II and was a staging post for the Allied offensive. The people of Japan could reach Kohima, where a siege was laid. For the push against the Japanese, allied reinforcement came through Dimapur, by road and rail. For supplies to the allied forces in Burma, an airport in Dimapur was also in use. Kohima is in about 77 kms from Dimapur and the battle for Kohima is taken as the turning point for the Japanese retreat from South-East Asia. The first non-Naga settlers of Nagaland were the Jains. A small number of families of the Jains came to Kohima in 1880s, who later moved to Dimapur in the year 1944, because of the Japanese's invasion, during the World War II. The most famous individuals among them were Nathmal Sethi, Kanhaiyal Sethi, Bhajanlal Sethi, Ramchandra Sethi, Jethmal Sethi, Binaykia, Phulchand, Mangilal Chabra, Udayram Chabra, Phulchand Sethi etc. SD Jains' Charitable Hospital, SD Jains' School and the SD Jains' Temple were set-up by Bhajanlal Sethi, Phulchand Sethi and other Sethi and Chabra brethren. Also, the Durga Mandir in Old Daily Market was built by Kanhaiyalal Sethi, Phulchand Sethi, and his brothers. Now-a-days, the old town area of Dimapur has developed and that, it touches the urban sprawl from the Assam border at Dilai gate and Newfield checkgate, up to the foothills of Chumukedima, which is the district headquarters of Dimapur district.

A new interim body was set-up, after the statehood was given, whereby the Kachari people were given representation in the form of membership in the government body. They (Kacharis) were asked to nominate a qualified person to represent the people. So, they found a person from the Bodo (Mech), which is a sub-tribe of the Great Kachari Family, Late Shri Deblal Mech (a Bodo Kachari). The Kachari people are mostly in the Dimapur III constituency, where, the total voters would be around 20,000. These consist of Bodo/ Mech Kachari, Dimasa Kachari, Kuki, Garo and others, including the Naga tribes like Angamis, Chekhesangs, Kyong (Lotha), Sumis, etc. The Kacharis or Dimasa Kacharis enrols in the electoral roll in a fair manner, whereas, many other communities inflates their numbers very largely. Now, the Dimasa Kacharis live along with the other Kachari sub-tribes and the Naga community in Dimapur, and that, the Kachari community, as a whole, is considered as one of the indigenous communities of Nagaland. The Kachari people are mostly found in the Ranga

Pathar, Diphupar, Kachari Gaon, Dhansiripar sub-division etc.

1.3.3. Geography

Dimapur lies on 152m above the sea level. It has a warm and temperate climate. In winter season, there is much lesser rainfall than in the summer. Köppen and Geiger, classifies this climate as Cwa. The average wind speed in Dimapur district is 1.7 m/s with maximum wind speed of around 6 m/s. The average ambient temperature remains 22.2°C, which varies from 9.9°C to 33.6°C. The average relative humidity remains around 83%, which varies from 43.2% to 99.9%. The station pressure also varies from 943 hPa to 928 hPa, averaged around 954 hPa. Windrose of Dimapur shows that, the pre-dominant wind blows from the South-west, about 12.38% of all wind directions.

1.3.4. Demographics

According to the census of the year 2011, the district of Dimapur has a population of 3,78,811, which is roughly equivalent to the population of the Maldives. This places the district in the 563rd in India (out of 640). The growth-rate of the population, over the decade 2001-2011 was 0%. Majority of the population are Christians (61.84%), with significant number of Hindus (28.75%).

As of 2011 census, the population of the city, of the old Town Commmittee area (which is up to the Dhansiri's bridge), was 1,22,834. The males constitute 52% of the population and females constitute 48%. 12 % of the population is under the age of 6 years, in Dimapur. Unlike the other places in the state of Nagaland, the city has a heterogeneous population, and for which, it is also known as, 'Mini India'. The most popular religion in Dimapur is Christinity, which comprises of 45% of the population, followed by Hinduism with 41% of the population, Islam by 11% and Jainism by 1.7 %. Besides, the dominant Naga tribes comprises of 50% of the population of the city. The other prominent groups include - Keralites, Tamils, Punjabis, Marwaris, Kukis, Kacharis, Meiteis, Biharis, Nepalese, Oriyas, Assamese and Bengalis. In the last two decades, the traders from Tibet have also settled in the city.

1.3.5. Abstract of Secondary schools under Dimapur district

Following are the Secondary schools (Section-wise), under the Dimapur district -

S.no.	Section of School	No. of School
1.	Govt. Higher Secondary Schools	7
2.	Govt. High Schools	25
3.	Private Higher Secondary Schools	47
4.	Private High Schools	105
Total		**184**

List of Government Higher Secondary Schools with Secondary section, under Dimapur district

S.no.	Name of School
1.	GOVT. HR. SEC. SCHOOL, DIMAPUR
2.	GOVT. HR. SEC. SCHOOL, SINGRIJAN
3.	GOVT. HR. SEC. SCHOOL, PURANA BAZAR
4.	GOVT. HR. SEC. SCHOOL, DIPHUPAR
5.	GOVT. HR. SEC. SCHOOL, CHUMUKEDIMA
6.	GOVT. HR. SEC. SCHOOL, NIULAND
7.	GOVT. HR. SEC. SCHOOL, MEDZIPHEMA

List of Government High Schools, under Dimapur district

1.	GOVT. HIGH SCHOOL, BURMA CAMP
2.	GOVT. HIGH SCHOOL, LINGRIJAN
3.	GOVT. HIGH SCHOOL, SARBURA
4.	GOVT. HIGH SCHOOL, THAHEKHU
5.	GOVT. HIGH SCHOOL, AKAHUTO
6.	GOVT. HIGH SCHOOL, DHANSIRIPAR
7.	GOVT. HIGH SCHOOL, DAROGAPATHAR
8.	GOVT. HIGH SCHOOL, DIPHUPAR – A
9.	GOVT. HIGH SCHOOL, DIPHUPAR –B
10.	GOVT. HIGH SCHOOL, KAGHABOTO
11.	GOVT. HIGH SCHOOL, KUSHIABILL
12.	GOVT. HIGH SCHOOL, KUHUBOTO
13.	GOVT. HIGH SCHOOL, NAHARBARI
14.	GOVT. HIGH SCHOOL, NIHOTO
15.	GOVT. HIGH SCHOOL, MOAVA
16.	GOVT. HIGH SCHOOL, MOLVOM
17.	GOVT. HIGH SCHOOL, AGHUNAQA
18.	GOVT. HIGH SCHOOL, NITO
19.	GOVT. HIGH SCHOOL, ZUHESHE
20.	GOVT. HIGH SCHOOL, PIPHEMA
21.	GOVT. HIGH SCHOOL, CHUMUKEDIMA VILLAGE
22.	GOVT. HIGH SCHOOL, SINGRIJAN
23.	GOVT. HIGH SCHOOL, NAGA UNTED VILLAGE
24.	GOVT. HIGH SCHOOL, SOVIMA
25.	GOVT. HIGH SCHOOL, PURANA BAZAR

List of Private Higher Secondary Schools, under Dimapur district

1.	CHRISTIAN HR. SEC. SCHOOL, DIMAPUR
2.	ST. JOHN HR. SEC. RESIDENTIAL SCHOOL, DIMAPUR
3.	GREENWOOD HR. SEC. SCHOOL, NAGARJAN
4.	PRANAB VIDYAPITH HR. SEC. SCHOOL, DIMAPUR
5.	ST. FRANCIS DE SALES HR. SECONDARY SCHOOL, MEDZPHEMA
6.	DON BOSCO HR. SEC. SCHOOL, DIMAPUR
7.	S.D. JAIN HIGHER SECONDARY SCHOOL, DIMAPUR
8.	RAM JANAKI HR. SEC. SCHOOL, TAKURBARI
9.	DIMAPUR MISSION HR. SEC. SCHOOL
10.	GODWIN HR. SEC SCHOOL, CHUMUKEDIMA
11.	ZAKIESATO MEMORIAL HR. SEC. SCHOOL, DIMAPUR
12.	MOUNT MARY HR. SEC. SCHOOL, CHUMUKEDIMA
13.	EDEN HR. SEC. SCHOOL, DIMAPUR
14.	UNITY CHRISTIAN HR. SEC. SCHOOL, DIMAPUR
15.	CORNERSTONE HR. SEC. SCHOOL, DUNCAN BASTI
16.	M.G.M. HR. SEC. SCHOOL, MIDLAND
17.	VISION HOME HR. SEC. SCHOOL, DIMAPUR
18.	NORTH TOWN HR. SEC. SCHOOL, CHUMUKEDIMA
19.	ASSEMBLY OF GOD HR. SEC. SCHOOL, DIMAPUR
20.	ST. PAUL HR. SEC. SCHOOL, LHOMITHI VILLAGE
21.	HEBRON HR. SEC. SCHOOL, SOVIMA
22.	ST. STEPHEN HR. SEC. SCHOOL, DIMAPUR
23.	CARMEL HR. SEC. SCHOOL, DIMAPUR
24.	BETHESDA HR. SEC. SCHOOL, DIMAPUR
25.	HOLY CROSS HR. SEC. SCHOOL, DIMAPUR
26.	LITTLE STAR HIGHER SECONDARY SCHOOL, MIDLAND
27.	LIMA AIER HR. SEC. SCHOOL, LINGRIJAN
28.	ST. MARY'S HR. SEC. SCHOOL, PADAMPUKHURI
29.	ST. CLARE HR. SEC. SCHOOL, KACHARIGAON
30.	PATKAI HR. SEC. SCHOOL, CHUMUKEDIMA

31.	ASSISI HR. SEC. SCHOOL, KHERMAHAL
32.	CHRISTINA MEMORIAL HR. SEC. SCHOOL, AOYIMTI
33.	ST. EDMUND'S HR. SEC. SCHOOL, DIMAPUR
34.	ST. JOSEPH'S HR. SEC. SCHOOL, CHUMUKEDIMA
35.	EASTERN ACADEMY HR. SEC. SCHOOL, DIMAPUR
36.	ST. MARY'S HR. SEC. SCHOOL, DIMAPUR
37.	GREAT COMMISSION HR. SEC. SCHOOL, NAGA UNITED VILLAGE
38.	HONILI MEMORIAL HR. SEC. SCHOOL, LHOMITHI VILLAGE
39.	CHRISTIAN MISSION HR. SEC. SCHOOL, DIMAPUR
40.	EDEN HR. SECONDARY SCHOOL, THILUXU VILLAGE
41.	PILGRIM HR. SEC., KUDA 'B' KHEL
42.	AGAPE HR. SEC. SCHOOL, CHUMUKEDIMA
43.	LITTLE DAFFODILS HR. SEC. SCHOOL, DIMAPUR
44.	LAMPSTAND HR. SEC. SCHOOL, TOLUVI VILLAGE
45.	ST. THOMAS HR. SEC. SCHOOL, SIGNAL NAGAGAON
46.	DAESHIN ACADEMY, DIMAPUR
47.	LOGDRUM HR. SEC. SCHOOL, DIMAPUR

List of Private High Schools, under Dimapur district

1.	DIMAPUR RAILWAY HIGH SCHOOL
2.	NEINGULIE MEMORIAL HIGH SCHOOL, KHER MAHAL
3.	KING DAVID SCHOOL, MEDZIPHEMA
4.	HIGH MOUNTAIN SCHOOL, SIGNAL ANGAMI VILLAGE
5.	NEW HORIZON SCHOOL, KUDA VILLAGE
6.	KING DAVID SCHOOL, DIMAPUR
7.	BRONSON SCHOOL, DIMAPUR
8.	RIVENBURG SCHOOL, MEDZIPHMA
9.	EL-SHADDAI ACADEMY, DIMAPUR
10.	VIDHYA BHAWAN SCHOOL, NAGARJAN
11.	ST. JOSEPH'S CHRISTIAN ACADEMY KUHUBOTO
12.	LORNA'S SCHOOL, DIMAPUR
13.	ST. ANTHONY'S SCHOOL, TENYIPHE – I
14.	RIVERINE PUBLIC SCHOOL, URA VILLAGE
15.	REV. INACHE MEMORIAL MISSION SCHOOL, THAHEKHU VILLAGE
16.	HOLY CHILD SCHOOL, BURMA CAMP
17.	H.M.C. HIGH SCHOOL, DIMAPUR
18.	S.M. HIGH SCHOOL, DIMAPUR
19.	CAMBRIDGE SCHOOL, LINGRIJAN
20.	KIN HIGH SCHOOL, DAROGAPATHAR VILLAGE
21.	BETHEL BAPTIST SCHOOL, OLD SHOWUBA
22.	LHOMITHI MEMORIAL HIGH SCHOOL, SIGNAL BASTI
23.	LIZ WOODLAND SCHOOL, LINGRIJAN
24.	LITTLE ANGELS' SCHOOL, DIMAPUR
25.	SACRED HEART SCHOOL, MODEL VILLAGE
26.	NAZARETH SCHOOL, PURANA BAZAR
27.	MILLER'S MISSION SCHOOL, DIMAPUR
28.	ST. JUDE SCHOOL, NOTUNBASTI
29.	PUBLIC SCHOOL, THOI VILLAGE
30.	G. MHIASIU SCHOOL BURMA CAMP

31.	CHRISTIAN SCHOOL, MOLVOM
32.	ST. GABRIEL SCHOOL, CHUMUKEDIMA
33.	ST. JOSEPH'S SCHOOL, CHEKIYE VILLAGE
34.	ST. PETER'S SCHOOL, PURANA BAZAR
35.	CHAKHRO BAPTIST MISSION SCHOOL, MEDZIPHEMA
36.	BROTHERS' & SISTERS' SCHOOL, CHUMUKEDIMA
37.	BLUE MOON SCHOOL, RANGAPAHAR
38.	SHEPHERD'S SCHOOL, DUBAGAON
39.	PIMLA BAPTIST MISSION SCHOOL (YEHOVI MEMORIAL), DIMAPUR
40.	PIKE CETRAL SCHOOL, SEMA TILLA COLONY
41.	HOLY CHILD SCHOOL, TOLUVI VILLAGE
42.	CHARISMA SCHOOL, DIMAPUR
43.	ST. JOSEPH SCHOOL, NIULAND
44.	CHARITY RESIDENTIAL SCHOOL, SUGAR MILL VILLAGE
45.	CENTRAL ACADEMY, KUHUBOTO
46.	SHALOM MISSION SCHOOL, DOYAPUR
47.	MODERN SCHOOL, CHUMUKEDIMA
48.	MODERN CHRISTIAN SCHOOL, MEDZIPHEMA
49.	MODERN SCHOOL, NIULAND
50.	KING'S WAY SCHOOL, PURRANA BAZAR
51.	KEMNBAY SCHOOL, DIPHUPAR 'B'
52.	TRINITY SCHOOL, THAHEKHU
53.	VITOYI MEMORIAL SCHOOL, NIULAND
54.	SAINT SAVIO SCHOOL, CHUMUKEDIMA
55.	IMMANEUL SCHOOL, CHUMUKEDIMA
56.	ST. TERESSA'S SCHOOL, NAHARBARI
57.	CAREWELL SCHOOL, DUNCAN
58.	MILLENNIAL VISION SCHOOL, BURMA CAMP
59.	SAINT JOHN'S SCHOOL, DIPHUPAR 'B'
60.	RICH MOUNT SCHOOL, CHEKIYE VILLAGE

61.	LOGOS SCHOOL, SOVIMA
62.	SEEDS OF HOPE SCHOOL, CHUMUKEDIMA
63.	EVERSHINE SCHOOL, NEW NEPALIGAON
64.	HERBERT SPENCER SCHOOL, WALFORD
65.	ST. PAUL SCHOOL, PURANA BAZAR
66.	XUVIHE MEMORIAL SCHOOL, DIMAPUR
67.	VIPHUHO FOUNDATION HIGH SCHOOL, PURANA BAZAR
68.	COSMOPOLITAN SCHOOL, CHUMUKEDIMA
69.	PINE MOUNT SCHOOL, PADAMPHUKHURI
70.	ST. GABRIEL SCHOOL, DHANSIRIPAR
71.	GAMADI VIDYA BHARATI SCHOOL, DHANSIRIPAR
72.	BETHEL FAITH SCHOOL, CHUMUKEDIMA
73.	GILGAL SCHOOL, PADAMPUKHURI VILLAGE
74.	LITTLE FLOWER SCHOOL, BURMA CAMP
75.	COMMUNITY EDUCATION CENTRE SCHOOL, KUDA – C
76.	SHEPHERD HIGH SCHOOL, NIULAND
77.	EKLABYA MODEL RESIDENTIAL SCHOOL, DIPHUPAR
78.	HARVEST MISSION SCHOOL, DIMAPUR
79.	SHEKINAH SCHOOL, CHUMUKEDIMA
80.	PUDA MEMORIAL SCHOOL, DIMAPUR
81.	HIGHLAND HALL SCHOOL, NAGA UNITED VILLAGE
82.	REGINALD HUGHES SHAW MEMORIAL SCHOOL, NIULAND
83.	ST. PETER’S SCHOOL, TOULAZOUMA
84.	BAPTIST SCHOOL, KUHUBOTO
85.	ST. XAVIER’S SCHOOL, PURANA BAZAR
86.	WOODSTOCK SCHOOL, PADAMPUKHURI
87.	NAGALAND ADVENTIST SCHOOL, WALFORD
88.	MOUNT SARAMATI SCHOOL, UNITY VILLAGE
89.	BRIGHTER ACADEMY, MODEL VILLAGE
90.	MOUNT ZION SCHOOL, KUSHIABILL
91.	RINCHO ACADEMY, SOVIMA

92.	SPRINGFIELD SCHOOL, RÜÜZAPHEMA
93.	GRACE ACADEMY, THAHEKHU
94.	TOUCH OF HOPE SCHOOL, SHOKHOVI VILLAGE
95.	NAMGHAR HIGH SCHOOL, DIMAPUR
96.	NAGALAND POLICE CENTRAL SCHOOL, CHUMUKEDIMA
97.	LITTLE FLOWER SCHOOL CHUMUKEDIMA
98.	BLUE STAR SCHOOL, SINGRIJAN
99.	TIHUTO MODERN SCHOOL, GHORAPATTI
100.	GONYÜ MEMORIAL SCHOOL, CHUMUKEDIMA
101.	ZION SCHOOL, KACHARIGAON
102.	HORNBILL SCHOOL, CHEKIYE VILLAGE
103.	VIVEKANANDA BLOOMING BUDS SCHOOL, DUNCAN
104.	MOUNT HERMON SCHOOL, PURANA BAZAR
105.	BETHEL A.G. SCHOOL, SINGRIJAN

1.4. Need and Significance of the study

Interest means to make a difference. Interest and attention are very closely related and plays an important role in the development of the behaviour and personality and are very important to understand the individual and to guide his future plans and activities. The intelligence and aptitude are unable to predict educational and vocational success, without considering the individual's interests. Interest is considered as one of the key factors among the non-intellectual factors. So, the measurement and identification of interests is very much important for guidance in the educational and vocational fields. Formerly, it was believed that, interests reject inborn abilities (Woodworth, 1918) but, the recent trend is to emphasis the fact that, interests are the product of individual's environment (Thorndike, 1935; Tuttle 1094, etc.). It means teacher, educational administrators and guidance workers should have a close watch on the students' interest from the very beginning of the life of the individual.

It usually happens in the schools where, no guidance's 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 that, they get traumatic shock, when they find that, they have not prepared themselves for the vocation, which they wanted to enter. The educational interest plays a very significant role in educational guidance and that, educational guidance should be

provided to the pupil from the right stage, which can be after or before a stable choice has been made.

One of the major functions of guidance programme is to help the pupil 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, obtaining a way of life. Therefore, vocational guidance should be provided to the child from the early stage when the child enters school and continues even after a stable choice has been made. It is closely related with the pupil's acquisition of understanding, knowledge and skills which actually forms the basis for his vocational choices.

So, the purposes of the present study are to aid the secondary students to adjust themselves to their education by making wise choices of the subjects of the study and to help the students to adjust themselves to the carriers/jobs/vocations, by making wise choices. By measuring the educational and vocational interests, it will enable the pupils to select such subjects in schools, which are according to their preferred education and vocations.

1.5. Statement of the problem

The problem of the present study is, "A Study of Secondary Students of Nagaland in relation to their Educational and Vocational Interest".

1.6. Operational definition of the terms used

1. Secondary students: Students at the last four years of statutory formal education (i.e. Grade Nine to Grade Twelve).

2. Educational Interest: One's own pattern of choices, likes and dislikes, favoured in any way, unwisely or wisely by self or by any other source for a given educational subject or area.

3. Vocational Interest: One's own pattern of desires, abilities, dislikes and likes, chose in any manner, unwisely or wisely by self or by another source for a given vocation or vocational area.

4. Gender: Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity (i.e., Male and Female).

5. Locality: Locality is a particular place and the area round about (Here, it refers to Rural and Urban).

6. Type of Management: Type of Management is the type of planning, organising, staffing, leading or directing and controlling an organization to accomplish the goals or target (Here, it refers to Private and Government).

1.7. Objectives of the study

1. To study the status of Educational Interest (High, Average and Low level) of Secondary Students.
2. To find out and compare the Educational Interest of Secondary Students with regard to their Gender, Locality and Type of Management.
3. To study the status of Vocational Interest (High, Average and Low level) of Secondary Students.
4. To study and compare the Vocational Interest of Secondary Students with special reference to their Gender, Locality and Type of Management.
5. To find out the significant correlation between Educational Interest and Vocational Interest among the Secondary Students.

1.8. Hypotheses of the study

1. The Secondary Students do not have the same level of Educational Interest.
2. There is no significant difference between Male and Female Secondary Students with regard to their Educational Interest and its dimensions.
3. There is no significant difference between Rural and Urban Secondary Students with regard to their Educational Interest and its dimensions.
4. There is no significant difference between Government and Private Secondary Students with regard to their Educational Interest and its dimensions.
5. The Secondary Students do not have the same level of Vocational Interest.
6. There is no significant difference between Male and Female Secondary Students with special reference to their Vocational Interest and its dimensions.
7. There is no significant difference between Rural and Urban Secondary Students with special reference to their Vocational Interest and its dimensions.
8. There is no significant difference between Government and Private Secondary Students with special reference to their Vocational Interest and its dimensions.
9. There is no significant relationship between Educational Interest and Vocational Interest among the Secondary students.

1.9. Delimitations of the study

(i). The study has been delimited to 900 Secondary Students from Kohima and Dimapur districts.

(ii). Only Standardized-tools were used for collecting the data.

CHAPTER 2

REVIEW

OF

RELATED

LITERATURE

2.0. Introduction

The most vital stage in any research is the review of related literature. It is that part of the research work that gives insight to the investigation about the issue or problem, under study. The review is classified under two headings i.e., Studies done in India and Studies done

abroad. The review of related literature is a comprehensive summary of previous research(s) done on the topic. The review of related literature surveys the scholarly books, articles and other sources that are relevant to a particular research area. The review enumerates, describes, summarizes, objectively evaluates and clarifies the previous researches. It gives a theoretical base for the research and helps the author to determine the nature of his/her research.

The literature review acknowledges the work of previous researchers, and in doing so, assures the readers that, the work has been well conceived. By mentioning the previous works in the field of study, it is assumed that, the author has read, evaluated and assimilated that work into the work at hand.

A literature review creates a 'landscape' for the reader, giving him/her a full understanding of the developments in the field. This landscape informs the reader that the author has indeed assimilated all previous significant-works in the field into his/her research.

The aim of writing the review of related literature is to convey the readers, what ideas and knowledge have been developed on a particular topic and what their weaknesses and strengths are. The literature review is defined by a guiding concept (Example - The objective of your research, the issue or problem you are discussing or your argumentative thesis). It is not just a descriptive list of the available materials or a set of summaries.

To develop an understanding of the existing research and debates that are relevant to a particular topic or area of study, and also to present that knowledge in a written-form report is the aim/purpose of a literature review. Conducting a literature review helps in building knowledge in the field. The readers learn about important concepts, research methods, and experimental techniques that are used in the field. It gains insight into how researchers apply the concepts you're learning in your unit to real world problems.

Another great benefit of literature review is that, the readers get a better understanding on how research findings are presented and discussed in the particular discipline. If attention is paid to what is read and tries to achieve a similar style, the readers become more successful at writing in the discipline.

2.1. Studies done in India

2.1.0. Studies related to Educational Interest done in India

(1). Elizabeth made a Study of the Educational Aspiration, Self Concept and Interest in relation to Academic Achievement of girls in the Secondary Schools of East Khasi Hills District in Meghalaya in 2000.

The objectives of the study were –

1. To find out the educational aspiration of secondary school girls and its relationship with their academic achievement.

2. To find out the interest of secondary school girls in different areas and the relationship of each with their academic achievement.

The findings of the study were that –

1. Girls from rural areas were found to have a greater interest in Literary, Mechanical, Scientific, Administrative and Teaching while, girls from urban areas have a greater interest in Artistic and Constructive and Home management. A similar trend was noted even when urban and rural tribal girls' split was considered. Thus, among girls, irrespective of their residential location, an interest pattern which is almost similar was noted.

2. Non-tribal girls were found to have a greater interest in Teaching, Home management, Artistic and Constructive, Administrative, Outdoor, Persuasive, Social Service areas than the tribal girls.

3. Girls from Co-education schools have a greater interest in almost all areas compared to girls from girls-only schools.

4. Girls from Grant-in-aid schools showed a significantly higher interest in all the areas, except in the area of Persuasive, Social service, Clerical and Home-management.

(2). Mrs. Amarpali made a study of Academic Interests and Study habits in relation to Creativity among Secondary School Students in 2012.

The objectives of the study were –

1. To study Academic Interests, Study Habits and Creativity of Secondary School Students.

1.1. To study Academic Interests, Study Habits and Creativity of Secondary School Urban Students.

1.2. To study Academic Interests, Study Habits and Creativity of Secondary School Rural Students.

1.3. To study Academic Interests, Study Habits and Creativity of Secondary School Students (Boys).

1.4. To study Academic Interests, Study Habits and Creativity of Secondary School Students (Girls).

2. To study Academic Interests in relation to Creativity among Secondary School Students.

2.1. To study Academic Interests in relation to Creativity among Secondary School Urban Students.

2.2. To study Academic Interests in relation to Creativity among Secondary School Rural Students.

2.3. To study Academic Interests in relation to Creativity among Secondary School Students (Boys).

2.4. To study Academic Interests in relation to Creativity among Secondary School Female Students (Girls).

3. To study Academic Interests in relation to Study Habits among Secondary School Students.

3.1. To study Academic Interests in relation to Study Habits among Secondary School Urban Students.

3.2. To study Academic Interests in relation to Study Habits among Secondary School Rural Students.

3.3. To study Academic Interests in relation to Study Habits among Secondary School Students (Boys).

3.4 To study Academic Interests in relation to Study Habits among Secondary School Students (Girls).

The findings of the study were –

1. Between the Urban and Rural Students, Rural Students showed more interest in Humanities, Science and Agriculture but, Urban Students were more interested in Home Science and technology whereas, both Urban and Rural students' interest in Fine Arts and Commerce was nearly the same.

2. In terms of Gender, Boys had more interest in Technology and Agriculture whereas Girls were more interested in Humanities, Home Science, Fine Arts and Commerce. And that, both Girls and Boys showed equal interest for Science subjects.

3. For Urban sample, the components of Academic Interests namely - Science and Technology, Humanities and Fine Arts were positively and significantly correlated with Study Habits whereas for the rural sample, Study Habits had a positive and significant correlation with Science. But, for other fields, no such correlation was found.

4. For Boys' sample, the components of Academic Interests such as, Science and Technology and Humanities were positively and significantly correlated with Study Habits. But, for Girls'

sample, no correlation between the variables of academic interests and study habits was found.

(3). Miss Shabina Khan made a study on Interest and Attitude of the Higher Secondary School Students towards English Curriculum in Khargone Taluka in 2013.

The study was done with the objectives to –

1. Identify the interest of the students in the English language.
2. Find out the attitude of the students towards the English language.
3. Compare the attitudes of Male & Female students towards English curriculum and
4. To compare the Rural and Urban students' attitude towards the English curriculum.

The findings of the study were –

(a). The students' attitude toward the English curriculum was suitable. The attitude of the all students was 70.34%. So, there was a positive attitude of the students toward the English curriculum.

(b). The male students' attitude toward the English curriculum was 71.46% and that of female students was 69.22% After comparing, it can be said that, the attitude of the male students was more than the attitude of the female students towards English curriculum.

(c). The mode of the attitude of the male students towards English curriculum was 146.50 and the mode of the attitude of the female students toward English curriculum was 141.91. There was a remarkable difference between the modes of both. While the t-value of the attitude of male and female students toward English curriculum were 2.32 which was more than the base value 0.05.

(d). The attitude of the rural and urban students toward English curriculum was 70.44% and 70.24. No difference was found between the rural students' attitude and the urban students' attitude toward the English curriculum.

(e). The mode of the rural and urban students toward English curriculum was 147.50 and 145.50. There was no difference between them on the bases of the mean. There was also no difference between them on the bases of the t-value because the t-value was 0.21 which was lower than the base value 0.05.

(f). The mode of the rural male and female students toward English curriculum was 147.50 and 141.31. The comparison of t-value of the rural male and female students towards English curriculum showed that there was difference in the attitude because the t-value was 2.17

which was more than the base value 0.05.

(g). The mode of the urban male and female students toward English curriculum was 145.50 and 142.50. The comparison of the t-value of the urban male and female students toward English curriculum showed that there was no difference in the attitude because the t-value was 1.01 and it was lesser than the base value 0.05.

(4). Dr. Rakesh Rai and Meenakshi Sharma made a study on Educational Interest of CBSE and ICSE board students at Secondary level: A Comparative study in 2014. The objective of the study was –

1. To study and compare between the students of CBSE and ICSE board in relation to their Educational Interests in seven dimensions (Humanities, Commerce, Agriculture, Home Science, Fine Arts, Science and Technology at Secondary level in Ghazibad city.

The finding of the study revealed that -

1. CBSE students have more Educational Interests than ICSE board students. The study also revealed that, ICSE board students has more interests in Fine arts than CBSE students whereas, CBSE students has more interests in Agriculture, Home science, Commerce, Humanities, Science and Technology than ICSE board students.

(5). Tina and Rasak Annayat made a study on Academic Anxiety of Adolescents in Relation to their Vocational and Educational Interests in 2014.

The objectives of the study were –

1. To study the differences in Academic Anxiety of Adolescent boys and girls.
2. To study the differences in Academic Anxiety of Adolescent boys and girls in relation to their Educational Interest.
3. To study the differences in Academic Anxiety of Adolescent boys and girls in relation to their Vocational Interest.

The findings were –

1. There exists a significant difference in Academic Anxiety of Adolescent boys and girls and that boys have more Academic Anxiety, as compared to girls.
2. The study reveals that, girls have more Academic Anxiety in the Educational areas of Commerce and Home science but, there are no differences in the areas of Agriculture, Fine arts and Science.
3. The findings also revealed that, Academic anxiety in Vocational areas of Artistic, Constructive, Commercial, Scientific and Literacy is higher in boys than in girls whereas,

girls have higher academic anxiety in the persuasive areas of Executive, Household, Social, Agriculture and in the Executive.

(6). Dr. Vipul Narang and Dr. Susheela Narang made a study of Educational Interests of Xth Class Students of Tehsil Abohar in 2015**.**

The objectives of the study were –

1. To study the Educational Interests of male and female adolescents and to study Educational Interests of adolescents of rural and urban areas.

The major findings of the study were –

1. Insignificant difference was found between the Educational Interests of male and female adolescents and also, insignificant difference was found between Educational Interests of adolescents of rural and urban areas.

(7). Bhawana Upadhyaya and Kiran Sisodiya made a study on Interest of Secondary School Students in Selection of Subject and Source of Guidance in 2016.

The objective of the study was –

1. To study the interest of students in selection of subject at secondary level.

The finding of the study was –

1. 4% students are interested in home science, 6% students are interested in Engineering, 8% students are interested in Medical, 10% students are interested in Commerce, 12% students are interested in Humanity Arts, 16% students are interested in Science, 42% students are interested in Fine Arts and only 2% students are interested in Agriculture.

(8). Gagandeep Tiwana made a study of Educational Interest of X^{th} Class Students in relation to gender and location in 2016.

The objectives of the study were –

1. To study the Educational Interest of Secondary School students in relation to gender and
2. To study the Educational Interest of Secondary School students in relation to location.

The major findings of the study were –

1. The X^{th} class male students have significantly higher level of Educational Interest in Technology, Commerce and Agriculture as compared to X^{th} class female students.
2. The X^{th} class female students have significantly higher level of Educational Interest in Home Science and Fine Arts as compared to X^{th} class male students.
3. The X^{th} class urban students have significantly higher level of Educational Interest in Science, Technology, Commerce and Agriculture as compared to X^{th} class rural students.

4. Male students of urban and rural groups have significantly higher level of Educational Interest in Technology and Commerce as compared to female students of urban and rural group.

5. Male students of urban group have significantly higher level of Educational Interest in Humanities as compared to female students of urban group.

6. Female students of rural and urban groups have significantly higher level of Educational Interest in Home Science and Fine Arts as compared to male students of rural and urban group.

(9). Dr. Y. Chakradhara Singh and C. Arundhathi Bai made a study of Science Interest of Secondary School Students in West Tripura in 2017.

The objectives of the study were –

1. To find out the level of Science Interest possessed by the Secondary School Students.

2. To find out the influence of following variables on secondary school students' interest in Science - (a). Gender (b). Type of School (c). Residence.

The findings of the study were –

1. The students studying in secondary schools hold an average level of science interest.

2. No significant difference was found between the levels of science interest possessed by Gender and Residence. The study which has shown no gender difference may be because the parents have similar thinking and expectations towards their sons or daughters. Same thinking must be sprouted in parents residing in different parts of the country to equalize boys and girls. The teachers should develop among students the interest in science interest without worrying about gender of the student.

3. Type of school had significant difference in the level of Science Interest and thus, hypothesis was rejected. It can be seen that, the students of urban secondary schools hold slightly high science interest than those of rural secondary schools.

(10). Rakesh Kumar Tiwari and Dr. Abdul Sattar made a study of Education Interest of Higher Secondary Students of tribal dominated areas of Chhattisgarh: with reference to Gender in 2018.

The hypotheses of the study was –

1.. The Educational interest between male and female higher secondary students will differ significantly in Technology, Science, Humanities, Home Science, Fine Arts, Commerce and Agriculture.

The study bore the following findings -

1. There was no difference in the Educational Interest of male and female Higher Secondary Students in Technology (t=1.62, p>.05).
2. Educational Interest of female Higher Secondary Students toward Science was found to be significantly more high, comparing to their counterpart i.e. male higher secondary students at.01 level of statistical significance (t=4.76, p).
3. Educational Interest of female Higher Secondary Students toward Humanities was found to be significantly higher being compared to their counterpart i.e. male higher secondary students at.01 level of statistical significance (t=2.85, p).
4. Educational Interest of female Higher Secondary Students toward Home Science was found to be significantly more higher, comparing to their counterpart i.e. male higher secondary students at.01 level of statistical significance (t=10.44, p<.01).
5. Educational Interest of female Higher Secondary Students toward Fine Arts was found to be significantly higher as compared to their counterpart i.e. male higher secondary students at.01 level of statistical significance (t=5.97, p<.01).
6. No significant difference was observed in Educational Interest of male and female Higher Secondary Students in the area of Commerce (t=0.32, p>.05).
7. No significant difference was observed in Educational Interest of male and female Higher Secondary Students in the area of Agriculture (t=0.70, p>.05).

Results were surprising in some areas of Educational Interest such as Technology, Commerce and Science whereas, predictable in the areas of Humanities, Home Science and Fine Arts respectively when analysed between male and female higher secondary students. Hence, the results once again proves that, gender expectations in terms of Educational Interest are much more rigid for boys as compared to girls, and that is why, girls are showing Educational Interest in those areas which once considered for males only.

2.1.1. Studies related to Vocational Interest done in India

(11). P. Adinarayana Reddy, D. Uma Devi and E. Mahadeva Reddy made a Study of the Vocational Education Preferences and Interests of the Indian Undergraduate Students in 2011.

The objectives of the study were –

1. To identify the Vocational Education courses preferred by the Under Graduate Students.
2. To study the differences if any, in Vocational Education Interests among the students belonging to different sex.

The findings of the study were that –

1. Out of 86 courses presented for prioritizing, the Under Graduate Students have checked 16(Sixteen) of them as most prominent courses.
2. The findings with regard to the Mean Vocational Education Interest scores possessed by the Male and Female Students show that, Female Students have more Mean Vocational Interests than the Male Students.

(12). Dr. Mohammad Iqbal Mattoo made a study on Career Choices of Secondary Students with Special Reference to Gender, Type of Stream and Parental Education in 2013.

The objectives of the study were –

1. To find out the general pattern of Career Choices of Secondary Students.
2. To find and compare the Career Choices of Students on the basis of Gender.

The findings of the study were –

1. The most liked Career Choice has been reported to be Medical followed by Scientific and Sports.
2. Girls are seen to have higher inclination towards Household, Sports activities, Crafts and Fine Arts as compared to boys. Technical and Outdoor Interest is found higher in boys than in girls.
3. Uniformed tendency towards Career Choices like: Agriculture, Scientific, Medical and Literary is found in both the genders.

(13). Dr. (Mrs.) Nasrin and Parveen Begum made a Study of Achievement Motivation and Vocational Interests of Secondary School Students in 2013.

The objectives were –

1. To find the differences in Vocational Interests of Secondary boys and girls.
2. To find the relationship between Achievement Motivation and Vocational Interests of Secondary School boys and girls.

The findings of the study were that –

1. There is significant difference in Vocational Interests of boys and girls.

2. It was also found that, there is a positive correlation between Achievement Motivation and Vocational Interests of Secondary school boys and girls.

(14). Dr. Neelam Rani and Veena Khanna made a study on Vocational Preferences of High School Students in relation to their Social Intelligence in 2013.

The objectives were –

1. To find out the Vocational Preferences of students.

2. To find out the hierarchy of Vocational preferences.

The findings of the study revealed that –

1. The highest rank of Vocational Preferences of the students is that of the area of Executive and Administrative works to other types of works, the second rank is that of Physical Science, the third rank is that of Computation field and the following ranks are that of Biological Science, Humanitarian, Persuasive, Business and Linguistic. The last two ranks are those of Musical works and Artistic.

2. The study also revealed the preferences for the different Vocational areas of the above intelligent students. The area of Physical Sciences has achieved the top - most rank. The second rank is that of the area of Executive jobs and the third rank is that of the Computation field.

One very interesting thing in the study was that, students of high intelligence have shown good performances in Biological Sciences and Business. The number of students preferring the jobs related to the remaining areas is more or less similar.

(15). Hina P. Thakor made a study of Vocational Interest of Higher Secondary School Students in context of some Variables in 2013.

The objectives were –

1. To study Vocational Interest of students in context of their Gender.

2. To study Vocational Interest of students in context of their Area.

The findings were -

(i). In context of Gender

The following findings were derived on the bases of the criterion and mean of the interest areas of boys and girls in inventory.

1. In Technical, Outdoor and Works from home related areas, the girls have more interest than the boys.

2. There is no significant difference in boys and girls in Clerk, Music, Literary, Artistic, Explanatory, Scientific, Mathematical, Clerk, Social and Entertainment related interest areas.

(ii). In context of Area

In the context of area, there is no difference in Rural and Urban area students.

(16). Nutan Sharma made a study of Vocational Interests of Adolescent Students in 2013.

The objectives of the study were –

1. To study the Vocational Interests of Adolescent Students.

2. To study the Vocational Interests of Male and Female Adolescent Students.

3. To study the Vocational Interests of Rural and Urban Adolescent students

The major findings were:

1. Adolescent students had different Vocational Interests.

2. On the basis of t-value, it was found that, there exists significant difference between the Vocational Interests of male and female adolescent students.

3. It was also found that, there exists significant difference between the Vocational Interests of rural and urban adolescent students.

(17). Monika, Satoshi and Lega Sushil made a study of Vocational Interest of Male and Female Sports Students of University in 2014.

The objective of the study was –

1. To find the difference between the Vocational Interests of boy and girl students of department of Physical Education of Chaudhary Devi Lal University, Sirsa.

The finding was that –

1. The interest in Literary, Executive, Constructive and Persuasive in males was higher than in females.

(18). Pawan Kumar made a study of Interest of X^{th} class Students towards Vocational Courses in relation to their Gender and Locale in 2017.

The objectives were –

1. To study the interest of X^{th} class students towards vocational courses.

2. To study the difference in the interest of boys and girls of X^{th} class towards vocational courses.

3. To study the difference in interest of rural and urban X^{th} class students towards vocational courses.

The main findings of the study were –

1. 32% of students have extremely low interest towards vocational courses, only 11% of students have moderate interest towards vocational courses and 57% of Xth class students have extremely high interest towards vocational courses.

2. Majority of the X^{th} class students have high interest towards vocational courses.

3. There is a significant difference in the interest of boys and girls of X^{th} class towards vocational courses.

4. There is a significant difference in the interest of rural and urban X^{th} class students towards vocational courses.

(19). Raj Kumar made a comparative study of Vocational Interests of Secondary school students in relation to their gender in 2017.

The objective of the study was –

1. To study the vocational interests of secondary school students.

The findings of the study were that –

1. The mean of the girls was a little more than the mean of the boys in some fields so, the girls were slightly more interested in Artistic, Constructive, Commercial, Literary, Social and Household fields. In case of Executive, Scientific, Agriculture and Persuasive fields, boys were slightly more interested than that of girls.

(20). Raj Kumar made a study of the Vocational Interests of Secondary School Students in relation to the Locality of Schools in 2017.

The objective of the study was –

1. To find and compare the Vocational Interests of Secondary School Students on the basis of locality of schools.

The findings of the study were that –

1. The mean of the urban secondary school students was a little more than that of the rural school students in some fields. So, the urban school students were slightly more interested in Scientific, Executive, Outdoor and Literary fields. In case of Agricultural and Mechanical business fields, rural secondary school students were slightly more interested than that of the urban students.

(21). Sangeeta Aggarwal & Ritu Bala made a Comparative Study of Occupational Interest of Secondary School Students in 2017.

The objectives of the study were –

1. To study the occupational interest of rural secondary school students & urban secondary school students.

2. To study the occupational interest of rural private secondary school students and rural government secondary school students.

3. To study the occupational interest of urban private secondary school students and urban government secondary school students.

The major findings were that -

1. There is no significant difference in the occupational interest of rural secondary school students & urban secondary school students.

2. There is no significant difference in the occupational interest of rural private secondary school students and rural govt. secondary school students.

3. There is significant difference in the occupational interest of urban private and urban government secondary school students.

(22). Bhardwaj, J.S. and Vaishali made a study of Vocational Interest of Secondary School Students with regard to their Gender and Level of Aspiration in 2018.

The objectives of the study were –

1. To compare the vocational interest of boy and girl students of secondary level.

2. To compare the vocational interest of secondary level students having low and high level of educational aspiration.

3. To compare the vocational interest of secondary level students having average and low level of educational aspiration.

4. To compare the vocational interest of secondary level students having average and high level of educational aspiration.

The findings of the study were that –

1. Girl and boy students of secondary level are significantly different on Artistic, Executive and Scientific vocational areas only, and girl and boy students of secondary level have same vocational interest on the other studied vocational areas like Constructive, Literary etc.

2. High level of educational aspiration group and low level of educational aspiration group are not significantly different on Household, Commercial, Constructive and Persuasive vocational areas only and that, high level of educational aspiration group and low level of

educational aspiration group are significantly different on vocational interest on the other studied vocational areas like Executive, Scientific, Literary etc., 3. Average level of educational aspiration group and low level of educational aspiration group are not significantly different on Social, Commercial, Constructive and Literary vocational areas only and that, average level of educational aspiration group and low educational aspiration group are significantly different in vocational interest on the other studied vocational areas like Persuasive, Scientific, Executive etc.

4. Average level of educational aspiration group and high level of educational aspiration group are significantly different on Agriculture, Persuasive and Social vocational areas only and that, average level of educational aspiration group and low level of educational aspiration group are not significantly different on the other studied vocational areas like Persuasive, Scientific, Executive etc.

(23). Gourish Chandra Mondal & Palash Majumder made a Comparative Study of Vocational Interests of Secondary School Students in Relation to Their Gender in 2018.

The objectives of the study were –

1. To study vocational interest patterns of secondary school students in the different vocational areas.

2. To find out significant difference in interest of different vocational areas of Secondary Students in relation to gender variation.

The findings of the study were that -

1. There exists a significant difference in the vocational interest pattern of secondary school students in different vocational interest areas.

2. The mean of the girls was a little more than the mean of the boys in some fields. So, the girls were slightly more interested in Social, Household, Commercial and Artistic fields. In Literary, Executive and Agriculture fields, boys were slightly more interested than the girls.

(24). Faiyaz Ahammad made a study of Vocational Interest among Secondary School Students of Murshidabad District in Relation to Gender, Socio- Economic Status and Intelligence in 2019.

The objective of the study was –

1. To know the Vocational Interest of Male and Female students of secondary schools of Murshidabad District.

The finding of the study was that –

1. There is no significant difference in Vocational Interest among Male and Female secondary students of Murshidabad District.

(25). Shajimon P.K. and Mohamed Unni Alias Musthafa made a study on Vocational Preference of Higher Secondary School Students in Malappuram District in 2019. The objectives of the study were –

1. To find out the preference for sectors of vocations, occupational areas and vocations and to compare the vocational preferences among higher secondary school students in the relevant sub - sample based on Gender and Locality.

The major findings of the study were:

(a). The sectors of vocation according to the rank order of preference are: 1. House management, 2. Self-employment, 3. Foreign sector, 4. Co-operative sector, 5. Private sector and 6. Public sector.

(b). The most preferred occupational areas according to the order of preference are: 1. Medical, 2. Security/Law and Order/Defence, 3. Media, 4. Accounting, 5. Banking/Insurance, 6. Law/Judiciary, 7. Engineering, 8. Academic, 9. Administration/Management and 10. Computer/IT. The moderately preferred occupational areas in the total sample are: 1. Mechanical/Technical/Industrial, 2. Social/Political, 3. Communication/Transport/Tourism/ Travel, 4. Games/Sports, 5. Technological/Scientific, 6. Business/Trade/Marketing and Literature/Fine Arts. The least preferred occupational areas in the total sample according the lack of preference are: 1. Clerical/Secretarial, 2. Forestry/Animal Husbandry/Agriculture, 3. Spiritual/Religious, 4. Traditional-Skilled and 5. Traditional-Semi/Unskilled.

(c). In the total sample, the highly preferred 50 vocations according to their order of preference are: 1. Computer engineer, 2. CBI Officer, 3. College lecturer, 4. CID, 5. Bank Manager, 6. Software Engineer, 7. High School Teacher, 8. Business Manager, 9. Airport Officer, 10. Journalist, 11. Computer Technician, 12. Headmaster, 13. Computer Operator, 14. Hardware Engineer, 15. Bank Officer, 16. Singer, 17. Flying Officer-Pilot, 18. Crime Detector, 19. Businessman, 20. News reporter-TV, 21. Agriculture, 22. Computer Instructor, 23. District Collector, 24. Principal, 25. Agriculture Scientist, 26. Mechanical Engineer, 27. Planning Engineer, 28. Managing Director – TV, 29. Captain – Army, 30. Newsreader-T.V., 31. Judge, 32. Photographer, 33. Cricketer, 34. Automobile Engineer, 35. Musician, 36. Civil Engineer, 37. Health Inspector, 38. Airlines Executives, 39. Circle Inspector, 40. Deputy Collector, 41. Forest Officer, 42. Business Executive, 43. Major – Army, 44. Advocate

45. Music Composer, 46. Naval Officer, 47. Cameraman, 48. Chief Editor, 49.Accountant and 50. Income Tax Officer.

(d). In comparison of the vocational preferences, the following results were found:

Based on Gender.

1. There is no considerable difference in the preference for sectors of vocation between male and female students. But in male sub-sample, foreign sector is preferred than private and co-operative sector.

2. Occupational areas more preferred by boys than girls are: 1. Accounting, 2. Defence/Security/Law and Order, 3. Marketing/Advertising/Trade/ Business, 4. Sports/ Games, 5. Travel/Tourism/Transport/Communication, 6. Mechanical/ Technical/Industrial, 7. Political/ Social and 8. Traditional Semi/Unskilled. The occupational areas more preferred by girls than boys are: 1. Academic, 2. Medical, 3. Media, 4. Fine-arts/Literature, 5. Scientific/Technological and 6. Agriculture/Animal Husbandry/Forestry. In other Occupational areas no considerable difference in the preference for areas between boys and girls.

Based on Locality.

1. There is no considerable difference in the preference for sectors of vocation between the rural and urban students.

2. Occupational areas more preferred by urban students than rural students are: 1. Industrial/Technical/Mechanical, 2. Social/Political, 3. Business/Trade/Advertising/Marketing, 4. Law and Order/Security/Defence, 5. Accounting.

2.1.2. Summary on review of studies done in India

Review on 10 studies related to Educational Interest done in India had been done and the most relevant findings are that: (1). Girls from rural areas were found to have a greater interest in Literary, Mechanical, Scientific, Administrative and Teaching while, girls from urban areas have a greater interest in Artistic and Constructive and Home management; (2). In terms of Gender, Boys had more interest in Technology and Agriculture, whereas, Girls were interested in Humanities, Home Science, Fine Arts and Commerce. But, both (Girls and Boys) showed equal interest for Science subjects; (3). The attitude of the male students was more than the attitude of the female students towards English curriculum; (4). Insignificant difference was found between the Educational Interests of male and female adolescents and also, insignificant difference was found between Educational Interests of adolescents of rural and urban areas; (5). The X^{th} class male students have significantly higher level of Educational Interest in Technology, Commerce and Agriculture as compared to X^{th} class female students; (6). The X^{th} class female students have significantly higher level of Educational Interest in Home Science and Fine Arts as compared to X^{th} class male students; (7). Male students of urban and rural groups have significantly higher level of Educational Interest in Technology and Commerce as compared to female students of urban and rural group; (8). Male students of urban group have significantly higher level of Educational Interest in Humanities as compared to female students of urban group; (9). Female students of rural and urban groups have significantly higher level of Educational Interest in Home Science and Fine Arts as compared to male students of rural and urban group; (10). No significant difference was found between the levels of science interest possessed by Gender; (11). There was no difference in the Educational Interest of male and female Higher Secondary Students in Technology; (12). In female Higher Secondary Students, Educational Interest toward Science was found to be significantly more higher, comparing to their counterpart i.e. male higher secondary students; (13). In female Higher Secondary Students, Educational Interest toward Humanities was found to be significantly higher being compared to their counterpart i.e. male higher secondary students; (14). Educational Interest of female Higher Secondary Students toward Home Science was found to be significantly more higher, comparing to their counterpart i.e. male higher secondary students; (15). In female Higher Secondary Students, Educational Interest toward Fine Arts was found to be significantly higher as compared to their counterpart i.e. male higher secondary students; (16). No significant difference was observed in Educational Interest of male and female Higher

Secondary Students in the area of Commerce; (17). No significant difference was observed in Educational Interest of male and female Higher Secondary Students in the area of Agriculture; (18). Between the Urban and Rural Students, Rural Students showed more interest in Humanities, Science, Agriculture and Home Science but, Urban Students were more interested in Home Science and technology whereas, both Urban and Rural students' interest in Fine Arts and Commerce was nearly the same; (19). No difference was found between the rural students' attitude and the urban students' attitude towards the English curriculum; (20). The X^{th} class urban students have significantly higher level of Educational Interest in Science, Technology, Commerce and Agriculture as compared to X^{th} class rural students; (21). The variable - Type of school had significant difference in the level of Science Interest and thus, hypothesis was rejected. It can be seen that, the students of urban secondary schools hold slightly high science interest than those of rural secondary schools.

Another review on 15 studies related to Vocational Interest done in India had been done and the most relevant findings are that: (1). Female Students have more Mean Vocational Interests than the Male Students; (2). Girls are seen to have higher inclination towards Household, Sports activities, Crafts and Fine Arts as compared to boys; (3). Technical and Outdoor Interest is found higher in boys than in girls. (4). Uniformed tendency towards Career Choices like: Agriculture, Scientific, Medical and Literary is found in both the genders; (5). There is significant difference in Vocational Interests of boys and girls; (6). Between Achievement Motivation and Vocational Interests of Secondary school girls and boys, there is positive correlation; (7). In Technical, Outdoor and Works from home related areas, the girls have more interest than the boys; (8). There is no significant difference in boys and girls in Clerk, Music, Literary, Artistic, Explanatory, Scientific, Mathematical, Clerk, Social and Entertainment related interest areas; (9). There exists significant difference between the Vocational Interests of male and female adolescent students; (10). The interest in Literary, Executive, Constructive and Persuasive in males was higher than in females; (11). There is a significant difference in the interest of boys and girls of Xth class towards vocational courses; (12). The girls were slightly more interested in Artistic, Constructive, Commercial, Literary, Social and Household fields; (13). In case of Executive, Scientific, Agriculture and Persuasive fields, boys were slightly more interested than that of girls; (14). Girl and boy students of secondary level are significantly different on Artistic, Executive and Scientific vocational areas only, and girl and boy students of secondary level have same vocational interest on the other studied vocational areas like Constructive, Literary etc.

(15). The girls were slightly more interested in Social, Household, Commercial and Artistic fields; (16). In Literary, Executive and Agriculture fields, boys were slightly more interested than the girls; (17). There is no significant difference in vocational interest among male and female secondary students of Murshidabad District; (18). Occupational areas more preferred by boys than girls are - Accounting, Defence/Security/ Law and Order, Marketing/ Advertising/Trade/ Business, Sports/Games, Travel/Tourism/Transport/ Communication, Mechanical/ /Technical/Industrial, Political/ Social and Traditional Semi/Unskilled; (19). The occupational areas more preferred by girls than boys are - Academic, Medical, Media, Fine-Arts/Literature, Scientific/Technological and Agriculture/Animal husbandry/Forestry; (20). There is no difference in Rural and Urban area students; (21). There exists significant difference between the Vocational Interests of rural and urban adolescent students; (22). In the interest of urban and rural Xth class students towards vocational courses, there is a significant difference; (23). The urban school students were slightly more interested in Scientific, Executive, Outdoor and Literary fields; (24). In case of Agricultural and Mechanical business fields, rural secondary school students were slightly more interested than that of the urban students; (25). There is no significant difference in the occupational interest of rural secondary school students & urban secondary school students; (26). Occupational areas more preferred by urban students than rural students are – Industrial / Technical / Mechanical, Social / Political, Business / Trade / Advertising / Marketing, Law and Order / Security / Defence, Accounting; (27). There is no significant difference in the occupational interest of rural private secondary school students and rural govt. secondary school students; (28). In the occupational interest of urban government and urban private secondary school students, there is significant difference.

2.2. Studies done abroad

2.2.0. Studies related to Educational Interest done abroad

(1). Jose Luis Abrantes, Claudia Seabra and Luis Filipe Lages made a Study on Pedagogical affect, Student Interest and Learning Performance in 2006.

The hypotheses of the study were –

1. A higher degree of instructor responsiveness leads to a higher level of student interest.

2. A higher level of instructor likeability/concern will lead to higher level of learning performance.

The findings of the study were:

1. Responsiveness is the major determinant of the students' interest, being four times more important than learning performance. This finding reveals the importance of the human factor and confirms that, though students might place importance on the learned outcome, when they perceive teachers as investing in and giving attention to them, they react positively and become more interested.

2. A strong relationship exists between likeability/ concern and learning performance. Students evaluate their teachers, themselves and their whole learning process through analysis of their own learning performances.

(2). D. U. Onah and E. I. Ugwu made a study on the Factors which predict performance in Secondary School Physics in Ebonyi north educational zone of Ebonyi State, Nigeria in 2010.

The research questions in this study were how does sex account for performance of pupils in secondary school Physics and does the school's location determine performance of students in secondary school Physics?

The findings of the study were that:

1. Sex is a very good predictor of performance in Secondary School Physics.

2. The effect of school's location on the performance in secondary school physics was not significant.

(3). Yu-Je Lee, Chia-Hui Chao & Ching Yaw Chen made a study on the Influences of Interest in learning and learning hours on learning outcomes of Vocational College Students in Taiwan: using a teacher's instructional attitude as the moderator in 2011.

The purposes of the present study were –

1. To verify and understand whether students' interest in learning in Taiwanese colleges has a positive and significant influence on learning outcomes.

2. To understand and verify whether students' interest in learning and teachers' instructional attitudes exert an interactive influence on learning outcomes in Taiwanese colleges.

The findings of the study were that –

1. Students' interest in learning exerts a positive and significant effect on learning outcomes in Taiwanese colleges.

2. Students' interest in learning and teacher's instructional attitude both have a positive and significant interactive influence on the learning outcomes in Taiwanese colleges.

(4). Essien, Essien Ekpenyong; Akpan, Okon Edem and Obot, Imo Martin made a study on Students' Interest in Social Studies and Academic Achievement in Tertiary Institutions in Cross River State, Nigeria in 2015.

The hypothesis of the study was –

1. There is no significant relationship between students' interest in social studies and academic achievement.

The result was that –

1. Students' interest in Social Studies has a significant positive relationship with their academic achievement. The positive 'r' implied that, the more the students' interest towards the Social Studies, the more is their academic achievement. On the other side, the lesser their interest towards the subject, the lesser is their academic achievement.

(5). Boniface Ugwumaduka Ezike made a study on Classroom Environment and Academic Interest as correlate of Achievement in Senior Secondary School Chemistry in Ibadan South West Local Government Area, Oyo state, Nigeria in 2018.

The objectives of the study were to –

1. Examine the relationship between classroom environment and academic achievement of students in Senior Secondary School Chemistry.

2. Examine the relationship between academic interest and academic achievement of students in Senior Secondary School Chemistry.

3. Examine the joint contribution of classroom environment and academic interest to academic achievement of students in Chemistry.

4. To find-out the relative contributions of classroom's environment and their interest in academics toward the academic achievement of students in Chemistry.

The findings of the study were that –

1. There is a relationship between school environment and students' academic achievement in Senior Secondary School Chemistry.

2. There is a significant relationship between students' academic interest and academic achievement in Senior Secondary School Chemistry.

3. There is a statistically significant relationship between the independent variables (classroom environment and academic interest) and the dependent variable (academic achievement in Chemistry) and that their composite contribution is significant. Therefore, it can be assumed that, the independent variables could reasonably predict academic achievement in Senior Secondary School Chemistry.

4. Classroom environment had a statistically significant effect on academic achievement of students in Senior Secondary School Chemistry while, academic interest had a positive contribution, which was also statistically significant.

2.2.1. Studies related to Vocational Interest done abroad

(6). Wu-Tien Wu made a study on Vocational Interests and Career Maturity of Male High School Students talented in Math and Science in 2000.

The research questions were –

1. Are there any significant differences between regular and gifted students in terms of career maturity and vocational interests?

2. Are there any differences between gifted students and regular students in terms of academic performance and academic interests?

3. Are there any significant relationships between vocational/career variables and academic attributes?

The findings of the study were:

1. The gifted male students in senior high school outperformed the regular group in "Investigative" vocational interest.

2. The gifted group was superior to the regular group in career maturity.

3. The gifted group tended to surpass the regular group in academic interest and performance in both science and mathematics but, the trend was in the opposite in some courses (i.e., Chinese Literature, Living Arts, and Social Studies). This was especially true in the freshman year.

4. There was a significant relationship between compatible vocational/career variables and academic attributes among senior high students; or between "Investigative" vocational interest and natural science performance/interest, in particular.

5. The differences of academic attributes between the gifted and the regular were decreased by grade.

This suggests a need for more different curriculum and instructions for the gifted students.

(7). Sara and Safyanu Shuaibu made a Study on Effects of Learning Styles on Career Preferences of Senior Secondary School Students in Jigawa State, Nigeria in 2010. The aims and objectives of the study were –

1. To determine if there is any relationship between career preference and learning styles.

2. To determine if there is any gender difference in learning styles,

3. To determine if there is any difference in career preference in terms of Gender.

The Results of the study were -

1. There is difference in career preference between field-dependent and field-independent students.

2. There is significance difference in learning style between male and female students in Jigawa state senior secondary schools. While, males are field independent, females are more of field dependent. Likewise, the null hypothesis above has been rejected.

3. There is no significant difference in career preference among males and females senior secondary school students in Jigawa State.

(8). F.E. Otta and Njoku Okwuonu Williams made a study on Self Concept and Vocational Interest among Secondary School Students (Adolescents) in 2012.

The purposes of the study were to find out –

1. The level of self-concept and vocational interest among secondary school students.

2. What directions are those with high self-concept and high vocational interest over those with low self-concept and low vocational interest?

3. The relationship of gender based on self-concept and vocational interest.

The findings of the study were that -

1. There is a relationship between self-concept and vocational interest.

2. Those with high self -concept and high vocational interest turned to a direction of Literary, Social Services, Persuasive, Clerical, Scientific and Computational Vocational Interest areas whereas, those with low self-concept and low vocational interest turned to Musical, Artistic, Mechanical and Outdoor.

3. Gender showed no difference in their self-concept and vocational interest.

(9). Salami Olufunmilayo Olamide and Salami Oluwaseun Olawaiye made a study on the Factors determining the Choice of Career among Secondary School Students in 2013.

The objectives of the study were –

1. To find-out the influence of environment on choice of career among secondary students.

2. To identify the effect of opportunities on choice of careers among the secondary school students.

3. To examine the influence of the personality on the choice of career among the secondary students.

The findings of the study were -

1. The results showed that, the influence of people in the closer circle of friends, family, and academia did not particularly sway influence, or lead students when it came to the career choice process.

2. There was a definite shift of students agreeing that, opportunity had affected their career choice. It showed that, students whose parents have advanced education see that, as a

determining factor; just as students who see their parents as under average, in education, having a limiting factor. The responses showed that, students concerned with financial responsibility might already be working in order to acquire the needs they feel important.

3. Students who thought about career early on in life are higher, when it comes to choice of career, than those who also waited until a decision was required.

(10). Jimoh Abiola made a study on the Impact of Educational Aspirations on Vocational Choices of the Female Secondary School Students in Ondo West Local Government Area of Ondo State, Nigeria in 2014.

The following questions were raised by the researcher for the study –

1. What is the effect of the environment on the educational aspiration of female secondary students in vocational choices in Ondo State?

2. Does the level of education of the parents affect the educational aspiration of their female students on vocational choices in Ondo state?

3. How does the socio-economic status of parents affect the educational aspiration on vocational choices of female secondary students in Ondo State?

The findings were -

1**.** There is a negative and significant relationship between environment and educational aspiration of female secondary school students in Ondo State.

2. There is a positive and significant relationship between Parents level of education and educational aspiration of female secondary school students in Ondo State.

3. There is a positive and significant relationship between Parents socio-economic status and educational aspiration of female secondary school students in Ondo State.

(11). Ruthlyn Bastien made a study on Vocational Interests of Secondary School Students Career Development: Factors influencing the Vocational Interests of Secondary School Students at the Prestige High School in 2014.

The purposes of the study were –

1. Does the structure of Holland's RIASEC model hold true for students at the Prestige High School?

2. Is there a relationship between personality traits and the work-related interests of students at the Prestige High School?

3. Do the demographic factors such as gender, socio-economic status and curriculum stream influence the work related interests of students at the Prestige High School?

The findings of the study were -

1. Results of the factor analysis revealed that, there were five definite types of work-related interests. Items deemed to be measuring Social interests, Investigative, Artistic, Realistic, and Conventional were in fact doing so. In contrast, there was some ambiguity with respect to enterprising interests. The fact that, five of the six career clusters were found gives support to the cross cultural validity of Holland's RIASEC model and its usefulness in our context was confirmed.

2. The study found that only one personality trait was influential in determining students' work related interests. Emotional stability (Neuroticism) was found to have a positive relationship with investigative, social, enterprising and conventional interests.

3. **Gender:** Males were found to have more realistic interests. Females scored higher on Artistic and Social interests. The results with respect to gender revealed that, students develop interests along gender- specific roles.

Age/Form: The results of the study also showed a relationship between age/form and interests.

Socio-Economic Status and Curriculum Stream/Subject Cluster: The literature suggests that, there is a connection between socio-economic status, subject cluster and students' interests. Students having a high socioeconomic status were found to have more enterprising interests.

(12). Jwel Hoque made a study on Vocational Interests of Secondary School Students in relation to their Level of Aspiration in 2018.

The objectives of the study were –

1. To find the relationship between vocational interests and level of aspiration of the secondary school students.

2. To find the relationship between vocational interests and level of aspiration of the male secondary school students.

3. To find the relationship between vocational interests and level of aspiration of the female secondary school students.

The findings of the study were -

1. There was no significant relationship between vocational interests and level of aspiration of the secondary level students.

2. There was no significant relationship between vocational interests and level of aspiration of the male secondary school students.

3. The researcher has also not found any significant relationship between the vocational interests and level of aspiration of the female secondary school students.

(13). Karen A. Blotnicky, Tamara Franz-Odendaal, Frederick French and Phillip Joy made a Study of the Correlation between STEM Career Knowledge, Mathematics Self-Efficacy, Career Interests, and Career Activities on the likelihood of pursuing a STEM career among Middle School Students in 2018.

The research questions were –

1. What is the correlation between students' knowledge and grade level of high school requirements for STEM careers?
2. What is the correlation between Mathematics Self Efficacy (MSE) and students' knowledge of high school requirements for STEM careers?
3. What is the correlation between Mathematics Self Efficacy (MSE) and students' career interests and/or their preference for particular career activities?
4. What is the association between preferred career activities and students' preferences for career interests with grade level?
5. What are the relationships between the following factors and the likelihood that students will choose a STEM career: grade level, Mathematics Self Efficacy (MSE), student knowledge of mathematics/requirements of science for post-secondary study for STEM careers, preferred career activities and career interests?

The results of the findings were -

1. Analysis revealed that, while older students had more knowledge about mathematics/science requirements for STEM careers, this knowledge was lacking overall.
2. Also, students with higher MSE were more knowledgeable about STEM career requirements.
3. Furthermore, students with higher MSE and STEM career knowledge were more likely to choose a STEM career.
4. Students with greater interest in technical and scientific skills were also more likely to consider a STEM career than those who preferred career activities that involved practical, productive, and concrete activities.

(14). Joshua Abah, Terungwa Age, George Agada made a study on the Determinants of Mathematics-Related Career Choice among Senior Secondary School Students in Makurdi Metropolis, Benue State, Nigeria in 2019.

The research questions were –

1. To what extent do parents' influential decisions affect mathematics related career choices among senior secondary school students in Makurdi metropolis, Benue State?
2. To what extent does a senior secondary school student's academic ability affect or influence his or her choice of a mathematical related career in Makurdi metropolis, Benue State?
3. To what extent does peer group influence mathematics related career decisions among senior secondary school students in Makurdi metropolis, Benue state?
4. To what extent do the various teaching methods employed by teachers influence the choice of mathematics related careers among secondary school students in Makurdi metropolis, Benue state?
5. To what extent does senior secondary school students' interest in mathematics influence the choice of mathematics related careers in Makurdi metropolis, Benue State?
6. To what degree does gender difference influence the choice of mathematics related careers among senior secondary school students in Makurdi metropolis, Benue State? 7. To what extent do role models influence mathematics related career choices among senior secondary school students in Makurdi metropolis, Benue state?

The results of the study were -

1. There is an indication that, parents and guardians buy mathematics-related books for their wards, and parents and guardians also have great influence on mathematics-related career choices of their children, as indicated by item one. From items two and three, the responses indicated that, parents/guardians of secondary school students who would like to major in mathematics-related career did not major in mathematics-related careers and parents/guardians do not insist that their children must go into careers that are related to mathematics respectively. Finally, items four and six indicated that, parents/guardians do not really suggest that, their children should go into mathematics-related careers and parents/guardians do not choose their children's secondary school courses.
2. Academic ability influences the choice of a mathematics-related career among senior secondary school students in Makurdi metropolis, Benue State.

3. Peer group influences on the choice of a mathematics-related career among senior secondary school students in Makurdi metropolis, Benue State.

4. The influence of the various teaching methods employed by mathematics teachers on the choice of mathematics related careers among senior secondary school students in Makurdi metropolis, Benue State is very high.

5. The influence of students' interest on the choice of mathematic-related careers among senior secondary school students in Makurdi metropolis is high.

6. There is influence of gender on the choice of mathematics-related careers among senior secondary school students in Makurdi metropolis, Benue State. The respondents rejected that they would consider jobs held traditionally by the opposite sex. They rejected the notion that since mathematics-related careers are held traditionally by the masculine gender, there would be more male than female secondary school students in Makurdi metropolis, Benue State, who would love to go into mathematics-related careers.

7. The influence of role models on the choice of mathematics-related careers among senior secondary school students in Makurdi metropolis, Benue State is high. Also, the respondents rejected that their role models insist they do a mathematics related career.

(15). Usman Bakari and Musa Adamu made a study on Vocational Interest of Senior Secondary School Students and Career Choice in Zing Educational Zone.

The objectives of the study were to find –

1. The vocational interest of senior secondary school students and their career choice.

2. The vocational interest of senior secondary school students and their career choice based on gender.

3. If there is any relationship in the vocational interest and the choice of career of male and female senior secondary students in Zing educational zone of the Taraba State.

The findings of the study were -

1. There is significant relationship between vocational interest and career choice of senior secondary school students. It indicates that, students' vocational interest predicted their career choice in the future.

2. There was significant difference in vocational interest patterns between male and female students. Male students obtained significantly higher scores on a social vocational interest measure, as compared to female students. Male and female students do significantly differ from each other in vocational interest pattern.

3. There was significant difference between career choice and gender. This implies that students' career choice varies based on gender.

2.2.2. Summary on review of studies done abroad

Review on 5 studies related to Educational Interest done abroad had been done and the studies had fetched the following results: (1). Responsiveness is the major determinant of the students' interest, being four times more important than learning performance; (2). A strong relationship exists between likeability/ concern and learning performance; (3). Sex is a very good predictor of performance in Secondary School Physics; (4). The school location's effect on the performance in secondary school physics was not significant. (5). Students' interest in learning exerts a positive and significant effect on learning outcomes in Taiwanese colleges and also, students' interest in learning and teacher's instructional attitude both have a positive and significant interactive influence on the learning outcomes in Taiwanese colleges; (6). Students' interest in Social Studies has a significant positive relationship with their academic achievement; (7). There is a relationship between school environment and students' academic achievement in Senior Secondary School Chemistry; (8). There is a significant relationship between students' academic interest and academic achievement in Senior Secondary School Chemistry; (9). There is a statistically significant relationship between the independent variables (classroom environment and academic interest) and the dependent variable (academic achievement in Chemistry) and that their composite contribution is significant; (10). On academic achievement of students in Senior Secondary School Students Chemistry, Classroom environment had a statistically significant effect, while, academic interest had a positive contribution, which was also statistically significant.

Review on 10 studies related to Vocational Interest done abroad had been done and the studies had fetched the following results: (1). In senior high school, the gifted male students out-performed the regular group in "Investigative" vocational interest; (2). In career maturity, the gifted group was superior to the regular group; (3). In performance and academic interest in both Mathematics and Science, the gifted group tended to surpass the regular group, but, the trend was in the opposite in some courses (i.e., Social Studies, Living Arts and Chinese Literature); (4). Between compatible career/vocational variables and academic attributes among senior high students, or between "Investigative" vocational interest and natural science performance/interest in particular, there was a significant relationship; (5). Between the regular and the gifted, the differences of academic attributes were decreased by grade; (6). There is difference in career preference between field-dependent and field-independents students; (7). There is significance difference in learning style between male and female

students in Jigawa state senior secondary schools. While, males are field independent, females are more of field dependent. (8). There is no significant difference in career preference among males and females senior secondary school students in Jigawa State; (9). There is a relationship between self-concept and vocational interest; (10). Those with high vocational interest and high self-concept turned to a direction of Clerical, Persuasive, Social Services, Literary Scientific and Computational Vocational Interest areas whereas, those with low vocational interest and low self-concept turned to Outdoor, Mechanical, Artistic and Musical; (11). Gender showed no difference in their self-concept and vocational interest; (12). In the closer circle of academia, family and friends, the influence of people did not particularly sway influence, or lead students when it came to the career choice process; (13). In agreeing that, opportunity had affected their career choice, there was a definite shift of students; (14). When it comes to choice of career, students who thought about career early on in life are higher than those who also waited until a decision was required; (15). There is a significant and negative relationship between educational aspiration and environment of female secondary school students in Ondo State; (16). There is a significant and positive relationship between educational aspiration of female secondary school students and Parents' level of education in Ondo State; (17). There is significant and a positive relationship between educational aspiration of female secondary school students and Parents' socio-economic status in Ondo State; (18). Results of the factor analysis revealed that, there were 5(Five) definite types of work-related interests. Items deemed to be measuring Conventional, Realisic, Artistic, Investigative and Social interests were in fact doing so; (19). The study found that only one personality trait was influential in determining students' work related interests. Emotional stability (Neuroticism) was found to have a positive relationship with investigative, social, enterprising and conventional interests; (20). More than the females, males were found to have more realistic interests. Females scored higher on Social and Artistic interests; (21). The results of the study also showed a relationship between age/form and interests; (22). There is a connection between students' socio-economic status, subject cluster and interest; (23). There was no significant relationship between vocational interests and level of aspiration of the secondary level students; (24). Between the level of aspiration and vocational interests of the male secondary school students, there was no significant relationship; (25). No significant relationship between the level of aspiration and vocational interests of the female secondary school students was found; (26). Analysis revealed that, while older students had more knowledge about mathematics/science requirements for

Science, Technology, Engineering and Mathematics (STEM) careers, this knowledge was lacking overall; (27). Students with higher Mathematics Self Efficacy (MSE) were more knowledgeable about STEM career requirements; (28). Students with higher STEM and MSE career knowledge were more likely to choose a STEM career; (29). Comparing to those students who preferred career activities that involved productive, practical and concrete activities, students with greater interest in scientific and technical skills were also more likely to consider a STEM career; (30). Parents and guardians do not really recommend that, their children should go into mathematics-related careers and they do not choose their children's secondary school courses; (31). Academic ability influences the choice of a mathematics-related career among senior secondary school students in Makurdi metropolis, Benue State; (32). Peer group influences on the choice of a mathematics-related career among senior secondary school students in Makurdi metropolis, Benue State; (33). The influence of the various teaching methods employed by mathematics teachers on the choice of mathematics related careers among senior secondary school students in Makurdi metropolis, Benue State is very high; (34). The influence of students' interest on the choice of mathematic-related careers among senior secondary school students in Makurdi metropolis is high; (35). In Makurdi metropolis, Benue state, among the senior secondary school students, there is influence of gender on the choice of mathematics-related careers; (36). The influence of role models on the choice of mathematics-related careers among senior secondary school students in Makurdi metropolis, Benue State is high. Also, the respondents rejected that their role models insist they do a mathematics related career; (37). There is significant relationship between vocational interest and career choice of senior secondary school students; (38). The Male and female students do significantly differ from each other in vocational interest pattern; (39). There was significant difference between gender and career choices and that, students' career choice varied, based on gender.

CHAPTER 3

METHODOLOGY

AND

DESIGN

OF THE STUDY

3.0. Introduction

Research design is the plan to answer the research questions. A research method is the strategy used to implement that plan. Research methods and designs are not the same but, closely related because a good research design assures that, the data acquired will help in

answering the research questions more effectively. Research design summarizes the procedures for conducting a study, including when, and under what conditions the data has been obtained. This specifies a plan for generating empirical evidences that has been used to answer the research questions. The design of the study defines the hypotheses, research questions, the type of study, dependent and independent variables, experimental design, data collection methods and the statistical analysis plan.

A good research depends mainly on the methods and procedures, adopted in conducting the investigation. A good research is characterized by the sound methodology and procedure. Therefore, in this chapter, an attempt has been made to explain how the study has been conducted. This chapter draws the methods and procedures used for the research.

3.1. Population and Sampling technique

Population

There are 12 (Twelve) districts in the state of Nagaland. The table below shows the no. of Secondary institutions under the different districts -

No. of institutions (District and Category wise)

Sl. no.	District	Govt. Hr. Sec. Schools with Sec. section	Govt. High Schools	Private Hr. Sec. Schools with Sec. section	Recognised Private High Schools	Permitted schools	Total
1.	Kohima	7	24	28	25	20	**104**
2.	Mokokch-ung	5	37	11	12	8	**73**
3.	Tuensang	4	26	1	4	14	**49**
4.	Mon	5	16	3	3	25	**52**
5.	Phek	4	35	4	11	8	**62**
6.	Wokha	3	21	2	7	13	**46**
7.	Zunheboto	3	22	4	14	18	**61**
8.	Dimapur	7	25	47	25	80	**184**
9.	Kiphire	2	16	1	2	9	**30**
10.	Longleng	1	14	-	2	6	**23**
11.	Peren	2	16	2	5	9	**34**
12.	Noklak	1	1	0	2	0	**4**
	Total	**44**	**253**	**103**	**112**	**210**	**722**

Source: 2015, Census report

Sampling technique

The population being too large, a more feasible approach has been taken-up, by selecting a smaller group from the population. The researcher has used the Purposive sampling technique in selecting the Sample areas and the Sample schools. The researcher has also used the Stratified Random sampling technique for collecting the data.

3.2. Sample areas

Out of the 12 (Twelve) districts in the state, the districts Kohima and Dimapur has been taken, as the sample areas, for the study.

3.3. Sample schools

The investigator has visited 21 (Twenty-one) schools in the sample areas, for the purpose of data collection. The schools visited has been listed below-

Under the Kohima district:

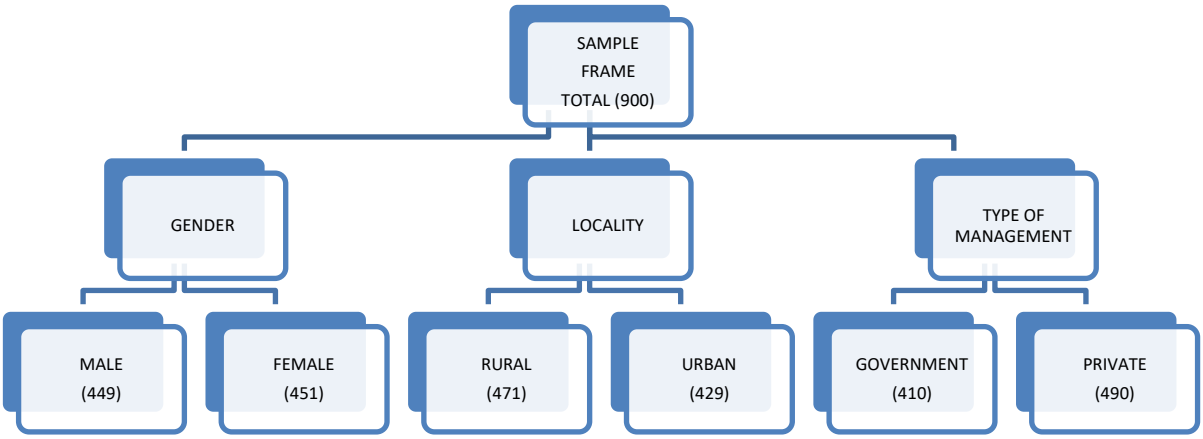
1. Government High School, Kezocha – Located in the rural block.
2. John Government Higher Secondary School, Viswema – Located in the rural block.
3. Government Higher Secondary School, Chiechama – Located in the rural block.
4. Don Bosco School, Chiephobozou – Located in the rural block.
5. Christ King Higher Secondary School - Located in the rural block.
6. Don Bosco Higher Secondary School - Located in the rural block.
7. Government High School, New Market – Located in the urban block.
8. Rüzhükhrie Government Higher Secondary School - Located in the urban block.
9. Northfield Higher Secondary School - Located in the urban block.
10. Dainty Buds Higher Secondary School - Located in the urban block.

Under the Dimapur district:

11. Government High School, Purana Bazaar – Located in the rural block.
12. Government High School, Maova - Located in the rural block.
13. Government High School, Molvom - Located in the rural block.
14. Rivenburg School, Medziphema – Located in the rural block.
15. Zion School, Kacharigaon - Located in the rural block.
16. Mount Zion School, Kushiabill - Located in the rural block.
17. Christian School, Molvom - Located in the rural block.
18. Government Higher Secondary School, Medziphema – Located in the urban block.
19. Government Higher Secondary School, Dimapur - Located in the urban block.
20. Holy Cross Higher Secondary School, Dimapur - Located in the urban block.
21. Christian Higher Secondary School, Dimapur - Located in the urban block.

3.4. Sample frame

The population for the present study consisted of 900 Secondary Students.



3.5. Research design and method

Since the study is descriptive that attempted to collect quantifiable data to be used for statistical analysis of the population sample, Descriptive survey method was used.

3.6. Data collection

Standardized questionnaires had been used as tools for the present study, which was the primary source of collecting data. The data was collected primarily by the investigator, by administering the tools to the respondents. Relevant instructions and the background of the purpose of data collection were also explained to the respondents.

3.7. Tools of the study

In this study, the following standardized tools were used for collecting the data –

(1). Educational Interest Record (E.I.R.) developed by S.P. Kulshrestha.

(2). Vocational Interest Record (V.I.R.) developed by S.P. Kulshrestha.

EDUCATIONAL INTEREST RECORD (E.I.R.)

Introduction

Interest means to make a difference. 'It describes why the organism tends to favour some situation and thus, comes to react to them in a very interesting manner'. Interests and attention are very closely related. In the development of personality and behaviour, they play an important role, and are very much necessary for understanding the individual and also, in guiding his future activities and plans. The talents and intelligence are not able to prognosticate the vocational and educational success without considering the interest of the

individual. Interests are one key-factor among the non-intellectual factors. Therefore, the measurement and identification of interests is very much important for the vocational and educational guidance.

'An interest is defined as a propensity to make choices consistently in a particular direction without external pressure and in the face of alternatives i.e. it is a will to select certain things or activities in preference to other things. Earlier, it was believed that, interests reject inborn abilities (Woodworth, 1918) but, the modern trend is to pay attention to the fact that, interests are the result of the environment of the individual (Thorndike, 1935; Tuttle, 1940, etc.). It means teachers, educational administrators and guidance workers should have a close watch on the students' interest from the very beginning of the life of the individual.

Therefore, guidance in education should be given to the child from the very initial stage, when the child enters the school and continues even after a stout choice has been made. It is intimately related with child's acquisition of knowledge, understanding and skill which actually forms the basis for his educational choices. It usually happens in the schools where no guidance programme exist, that the pupils choose such subjects for the study which have no or little relationship with their vocational ambitions and goals, with the result, they get shocked, when they find that, they have not prepared themselves for the vocation which they wanted to get into. Whether the child is receiving education in school or is trying to make-out a career for himself, or is occupied in building-up relationship of a personal-social nature to live a happy corporate life, there is a need for educational, vocational and personal-social guidance.

The educational interest plays very significant role in educational guidance. Educational guidance is helping a student to accept and develop a suitable and an integrated picture of himself, and a clear undertaking of his problems and of his role in the world of education (School and College), with satisfaction to himself, and benefit the school and society. And so, 'educational guidance' is essential at each and every stage of education (That is, from the Nursery to the College level).

Measurement of Interest

Tests of interest had been developed mainly in three areas – (1). General Interests, (2). Vocational interests and (3). Educational interests. The first investigations of interests included the questioning to find-out the interests of the individuals, which were discovered unrealistic, unreliable and superficial (Fryer, 1931). So, psychologists have undertaken to broaden the base of information and to ask a whole array of questions about the likes and

dislikes of an individual, rather than, simply to ask directly about preference for particular activity or job or educational subject. The important foreign general interest inventory includes – Geist picture interest inventory, Thurstone's Interest Schedule, Steward and Brainerd's specific interest inventory, Thorpe, Meyers and Sea's inventory of children interest, California Test Bureau's occupational interest inventory, Kuder Preference Record and Strong Vocational interest blanks.

Most of the works has been done in the area of measuring General or Vocational interests in India rather than the measuring Educational interests. Chatterjee's Non Language Preference Record, PSM; Jabalpur Interest Inventory, Vocational interest of Badami, Interest record by Singh, Pandey's Interest test, Hafeez interest test, Kulshrestha's interest, Parisuchi, Bharadwaj's occupational and a vocational Interest record, ISPT Semi Structured Vocational interest test and ISPT Free expression to predict Vocational Interest - all these covers either general or vocational interests.

Educational Interest Record (E.I.R.)

In the year 1965, EIR was first developed and has been revised thoroughly in 1970, 1975 and 1978 by the author. The record has been consistently in use in various research studies, research projects and also proved easy and beneficial for the students of testing-particularly at graduate and post-graduate levels of many universities in psychology and education subjects. Guidance workers have also used it and found it useful as a screening device for finding out the educational interest of their clients.

Purpose

The goal of the record is to help students to adjust themselves to their education by making careful choices of the subjects of study. Every child will be able to utilize his/her educational potentials to the maximum, only by making the right choices.

This record has been used successfully for more than ten years and found suitable at delta and higher secondary level. Many research workers later found it very important and useful for college students and young adults out of schools and colleges.

Description of the E.I.R.

The record contained 98 educational subject/activities belonging to seven different areas in the field of education. They are –

(1). Agriculture (AG) – The Agriculture Interest area include the activities and subjects like Animal Husbandry, Farming, Study of Manures, Fruit Preservation, Dairying, Agriculture

Extension, Reforms in Villages, Veterinary Sciences, Rural Sociology, Agricultural Botany etc.

2. Commerce (Co) – Commerce area has been covered through Elements of Commerce Transport Principles, Typing, Commercial Mathematics, Business Correspondence, Short Hand, Accountancy, Banking, Shop Management, Insurance and Foreign Trade etc.

3. Fine Arts (FA) – Fine Arts area of interest is represented by the subjects/activities like Dances, Art of Decoration, Drawing and Painting, Art, Wood Craft, Toy making, Songs, Music, Sculptures etc.

4. Home Science (HS) – Home Science area is covered through the subjects of General Home Science, Child Care and Musical Dance, Knitting, Embroidery, Sewing, Home Decoration, Home Management, Cooking, Hygiene, Preparation of Home Budget etc.

5. Humanities (HU) – Humanities area of interest is represented by the subjects like Psychology and Civics, Education, Sociology, Philosophy, Anthropology, English Literature, Economics, Geography, History, Logic, Hindi etc.

6. Science (SC) – Science area includes the subjects like General Science, Physiology, Science of Health, Surgery, Mathematics, Science of Atoms, Meteorology, Geology, Botany, Zoology, Physics, Chemistry etc.

7. Technology (TE) – Technology field of interest is represented by the subjects/activities like Science of Metals, General Technology, Indian-Technology, Applied Mathematics, Engineering, Radio/TV, Engineering-Drawing, Welding, Mechanical & Civil Engineering, Electric, Fitters job etc.

Thus, each of these areas of education (based on school faculties system) has 14 (Fourteen) subjects on the record, 7(Seven) on vertical side and 7(Seven) on horizontal side.

Administration

It is a self-administering record and may be administered individually, as well as, in group. The tester should patiently read the instructions, along with examples, aloud and the testee should be asked to read them silently. The practice items (how to record responses) should be emphasized. Though, there is no fixed time limit for completing the responses on the record, but, in responding the record, pupils usually take 7 to 10 minutes. If necessary, the testee may be asked to total-up their scores under each different area.

Scoring

Under each area of Educational Interest, the minimum possible score is 0(Zero) and the maximum is 14(Fourteen). For each right-marked response, 1(One) mark should be assigned

and sum-up the total scores under each interest area. For example, to know the interest in Agriculture (AG) area, sum the total for AG1 and AG2. For AG1 sum-up all the right-marked responses horizontally for second figure in first (horizontal) column. Thus, both the sums for AG1 (vertically) and AG2 (horizontally) provides a total score for AG, which indicates the interest in the agriculture field and may be recorded on the last page of the blank. For other educational areas, raw scores may be counted in the same way. The scores may be transcribed on profile area-wise, after obtaining raw scores on all the 7(Seven) different educational areas.

Sample

It has been standardized on a sample of 1200 students of delta class and 500 students of high school grade of different institutions of U.P. and M.P. provinces. Stratified random sampling is employed for the purpose.

Reliability

The test re-test reliability co-efficient is obtained 0.76 with a time interval of 15 (Fifteen) days.

Validity

1. The subjects and activities of different faculties were taken from syllabi of the different universities and boards of India. The format was scrutinized very systematically and thoroughly by 5(Five) educationists and 5(Five) psychologists and was satisfied with the relevance of the test content.
2. The test scores were correlated with teacher's opinion and follow-up study and r 0.90 and 0.70 was calculated respectively.
3. The coefficient of validity is found 0.78, when this record was validated with Labh Singh's Educational Interest Inventory.

Norms and interpretations

Scores can be interpreted in two ways, qualitatively and quantitatively. The interest scores can be presented in hierarchical order and thus, main educational interest area, second interest area, third interest area and the least interest area may be understood by counting the frequencies of each area of educational interest. Percentage for each interest 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 revised norms as follows:

Classification	Scores
High Interest	10 – 14
Above Average Interest	6 – 9
Average Interest	4 – 5
Below Average Interest	2 – 3
Low Interest	0 – 1

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 also a way of life in the social-role and not only a means of earning a livelihood.

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 skills which actually, forms the basis for his vocational choices. It 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 that, they get traumatic 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 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 this point of view, both the worker & the employer, a consideration of the individual's interest is of practical significance (Anastasi, 1976). The first investigations included the questioning to find out the interests of the individual, which came-out to be unrealistic, unreliable and superficial (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 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 has 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' (NLPR). 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 Semi-structured 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 (V.I.R.)

In the year 1965, VIR was first developed, which was carefully revised in the year 1970, 1975 and 1977 by the writer. By this time, in about 250 research studies, this scale has been used. 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 interest of their clients.

Purpose

This record aims to help students to adjust themselves to the jobs/careers/vocations by making wise choices. The students will be able to apply all their potentials to the maximum extent, only by making wise choice(s).

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.

The 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 V.I.R.

The present record consists of 200 (Two hundred) vocations, belonging to the different vocational interest areas. They are –

1. Literary (L) – The literary scale include the jobs like Editor, Translator, Critic, Journalist, Poet, Writer, Language Specialist, Dramatist, Epic Writer, Language Teacher, Novelist and Story Writer etc.

2. Scientific (Sc) – This include jobs like Mechanical Engineer, Chemical Engineer, Scientist, Civil Engineer, Health Officer, Compounder, Astrologer, Atomic Scientist, Medical Representative, Botanist, Science Teacher, Veterinary doctor, Vaccinator Chemist, Doctor, Scientific Apparatus Manufacturers and Electric Engineers etc.

3. Executive (E) – Executive areas include the jobs like Mayor of Corporation. Hospital Superintendent, President, Dy. Collector, Probation Officer, Army Officer, Honorary Magistrate, City Magistrate, Judge, Police Superintendent, Manager, School Inspector, Principal and Tehsildar etc.

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

5. Constructive (Co) – Constructive includes the interest in vocations of Goldsmith, Ironsmith, Forman, Radio Mechanic, Dyer, Teacher of Arts Crafts, Bookbinder, Washer man, Welder, Carpenter, Potter and Toy maker etc.

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

7. Agriculture (Ag) – This area is concerned with the assignments of Gardener, Farmer, Animal Husbandry, Agriculture Inspector, Seed Stone Officer, Soil Specialist, Manure Specialist, Tractor Driver, Agriculture Researcher, Poultry man, Agriculture Teacher, Breeder, Nursery-prepare Horticulturist, Dairyman etc.

8. Persuasive (P) – Persuasive jobs are full of persuasion. They are – Advertisement Manager, Member of Parliament, Member of Legislative Assembly, Insurance Agent, Order Bookers, Vocational Counsellor, Political Lecturer, Ambassador, Advocate, Religious Preacher, 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, Honorary Teacher, Guide, Social Worker etc.

10. Household (H) – Household jobs are Cooker, Embroider, Home Science Teacher, Home Science Researcher, Nurse, Home Manager, Expert in cooking, Home Decorator 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 tester should patiently read the instructions along with 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 (Twenty) and the minimum is 0 (Zero). Assign 1 (One) mark for each right-marked 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 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) provides 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 10 (Ten) different vocational areas, the scores may be transcribed on profile area-wise.

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 employed for the purpose.

Reliability

The test retest reliability co-efficient is obtained 0.69 with 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 parents', teachers', friends' opinion about the interests of the pupils and co-efficient of validity was found 0.81, 0.83 and 0.85 respectively.

(3). The co-efficient of validity found was 0.74, when this record is validated with Labh Singh's Vocational Interest Inventory.

(4). The comparison of results was also done with the results of follow-up study of the students and the co-efficient of correlation was found about 0.80 which is significant at 0.01 level.

Norms and Interpretation

Scores can be interpreted in two ways – quantitatively and qualitatively. The interest scores can be presented in hierarchical order through the profile and thus, main vocational interest area, second interest area, third interest area and the least interest area 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 as follows:

Classification	Scores
High Interest	18 – 20
Above Average Interest	14 – 17
Average Interest	7 – 13
Below Average Interest	4 – 6
Low Interest	0 – 3

3.8. Statistical techniques used

The following are the statistical techniques used in analysing the result of the study –

1. **Mean** – Mean or Average is used for deriving the central tendency of the data in question. By adding all the data points in a population and dividing the total by the number of points, it is determined. The resulting number is called the Mean or Average.

2. **Standard Deviation** – Standard Deviation (S.D.) is a measure of the amount of variation or dispersion of a set of values.

3. **t-test** – A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain features. It is often used when the data sets, like the data set recorded, as the outcome from flipping a coin 100 times, goes after a normal distribution and may have unknown variances. As a hypotheses testing tool, t-test is used, allowing testing of an assumption applicable to a population.

4. **Correlation** – A statistical measure that suggests the extent to which, two or more variables vary together is called the Correlation. A positive correlation points out the extent to which those variables decreases or increases in parallel, and a negative correlation suggests the extent to which one variable increases as the other decreases.

5. **Data Analysis** – Process of inspecting, transforming, cleansing and modelling data, with the goal of discovering useful information, informing conclusions and supporting decision-making.

CHAPTER 4
ANALYSES
AND
INTERPRETATION
OF DATA

4.0. Introduction

In the present chapter, analyses and interpretation of data is presented. Data analysis and interpretation is the way of imputing meaning to the collected information, and determining the significances and implications of the study and also the conclusions. It is a very important

step in the process of research and is exciting too. In all research studies, analyses follow data collection. The collected data of any research work, when properly analysed and interpreted with special care, by employing appropriate measures of statistics can yield accurate results and inferences. Analysis of data means categorizing, systematizing, classifying and organizing. Interpretation is the task of drawing the inferences from the facts collected after an analyses or experiment is done in a study.

4.1. Analysis of data collected from Secondary Students with regard to their Educational Interest and its dimensions.

Objective: To study the status of Educational Interest (High, Average and Low level) of Secondary Students.

Hypothesis: The Secondary Students do not have the same level of Educational Interest.

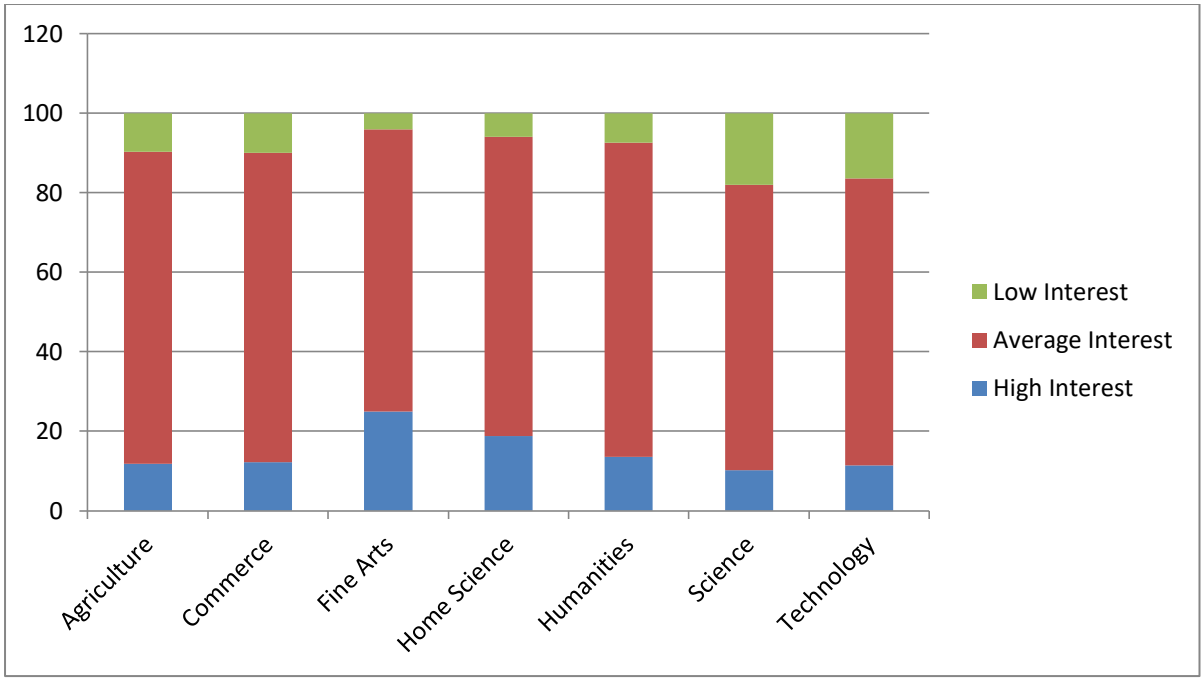
Table No.1

Classifying the sample into various levels with regard to their Educational Interests

Sl.no.	Dimensions	High Interest	Average Interest	Low Interest	Total
1.	Agriculture	107 (11.88%)	705 (78.35%)	88 (9.77%)	900
2.	Commerce	110 (12.22%)	700 (77.77%)	90 (10.01%)	900
3.	Fine Arts	225 (25%)	639 (70.99%)	36 (4.01%)	900
4.	Home Science	169 (18.78%)	678 (75.33%)	53 (5.89%)	900
5.	Humanities	122 (13.5%)	712 (79.1%)	66 (7.4%)	900
6.	Science	92 (10.22%)	646 (71.77%)	162 (18.01%)	900
7.	Technology	103 (11.44%)	649 (72.1%)	148 (16.46)	900

Graph No.1

Graphical representation showing the Educational Interest and its dimensions of Secondary Students



As observed in Table no.1 and Graph no.1, the secondary students do not have the same level of interest in the first dimension of Educational Interest which is **Agriculture**, as 11.88% have High Interest, 78.35% have Average Interest and 9.77% have Low Interest in the field.

The Table no.1 and Graph no.1 show that, in the second dimension of Educational Interest i.e. **Commerce**, 12.22% of the secondary students has High Interest, 77.77% have Average Interest and 10.01% have Low Interest.

From the Table no.1 and Graph no.1, it is revealed that, the secondary students do not have the same level of interest in the field of **Fine Arts** as, 25% have High Interest, 70.99% have Average Interest and only 4.01% have Low Interest.

The table no.1 and Graph no.1 clearly states that, 18.78% have High Interest, 75.33% have Average Interest and 5.89% have Low Average in **Home Science**.

From Table no.1 and Graph no.1, it is clear that, the secondary students do not have the same level of interest in the field of **Humanities** as, 13.5%, 79.10% and 18.01% have High,

Average and Low Interest in the field respectively.

The fifth dimension of the Educational Interest is **Science**. The study evidently shows in Table no.1 and Graph no.1 that, the level of interest in the secondary students in Science is not the same as, 10.22% of the secondary students have High Interest, 71.77% have Average Interest and 18.01% have Low Interest.

Also, from the Table no.1 and Graph no.1, one would observe that, the secondary students do not have the same level of Interest in the seventh and the last dimension of Educational Interest which is, **Technology** as, 11.44% have High Interest whereas, 72.10% and 16.46% have Average and Low Interest in the field.

Therefore, the first hypothesis, "The Secondary Students do not have the same level of Educational Interest", has been accepted. It means that, there is a significant difference in the Level of Interest of Secondary Students with regard to their Educational Interest and its dimensions.

4.2. Analysis of data collected from Male and Female Secondary Students with regard to their Educational Interest and its dimensions.

Objective: To find out and compare the Educational Interest of Secondary Students with regard to their Gender.

Hypothesis: There is no significant difference between Male and Female Secondary Students with regard to their Educational Interest and its dimensions.

Table No.2

Significance of Mean difference between Male and Female Secondary Students with regard to their Educational Interest and its dimensions

S.No.	Dimensions	Gender	Number	Mean	S.D.	t-value	S/NS
1.	Agriculture	Male	449	7.03	2.51	3.51	Significant
		Female	451	6.45	2.41		
2.	Commerce	Male	449	7.00	2.35	4.02	Significant
		Female	451	6.34	2.57		
3.	Fine Arts	Male	449	7.80	2.51	1.27	Not Significant
		Female	451	8.01	2.48		
4.	Home Science	Male	449	6.90	2.37	6.34	Significant
		Female	451	7.90	2.38		
5.	Humanities	Male	449	6.88	2.32	1.48	Not Significant
		Female	451	7.11	2.36		
6.	Science	Male	449	6.22	2.69	3.08	Significant
		Female	451	5.68	2.60		
7.	Technology	Male	449	7.31	2.44	8.04	Significant
		Female	451	6.24	2.56		
8.	Over all	Male	449	49.1	8.60	4.13	Significant
		Female	451	46.7	8.86		

Graph No.2

Graphical representation showing the Educational Interest and its dimensions of Male and Female Secondary Students

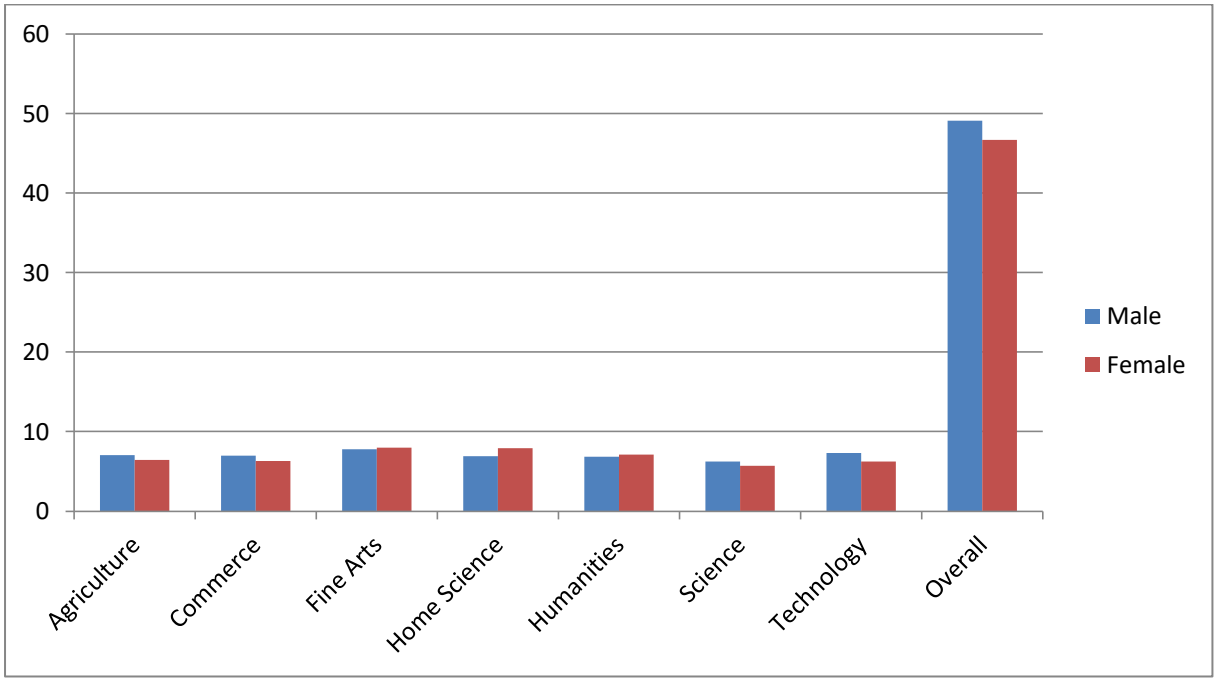


Table no.2 and Graph no.2 clearly shows that, the first dimension of the Educational Interest is **Agriculture**. The Mean and Standard Deviation of Male Secondary Students are 7.03 and 2.51 respectively whereas, for Female Secondary Students are 6.45 and 2.41 respectively. The obtained t-value was found to be 3.51 which is significant. Therefore, the null sub-hypothesis (of the first main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Agriculture (AG)" has not been accepted. It means that, there is a significant difference in the Educational Interest of Male and Female Secondary Students in the field of Agriculture. Mrs. Amarpali (2012) found that, in terms of Gender, Boys had more interest in Agriculture; Also, Gagandeep Tiwana (2016) found that, the Xth class male students have significantly higher level of Educational Interest in Agriculture.

The table no.2 shows that, the second dimension of the Educational Interest is **Commerce**. The Mean and Standard Deviation of Male Secondary Students are 7 and 2.35 respectively whereas, for Female Secondary Students are 6.34 and 2.57 respectively. The obtained t-value was found to be 4.02 which is significant. Therefore, the null sub-hypothesis (of the first main hypothesis) (Ho), "There is no significant difference between Male and Female

Secondary Students in the field of Commerce (Co)" has not been accepted. It means that,

there is a significant difference in the Educational Interest of Male and Female Secondary Students in the field of Commerce. Before, Gagandeep Tiwana (2016) also found that, the Xth class male students had significantly higher level of Educational Interest in Commerce, as compared to the Xth class female students.

From table no.2, one would observe that the third dimension of the Educational Interest is **Fine Arts**. And, it is understood from the table that, the Mean and Standard Deviation of the Male Secondary Students are 7.80 and 2.51 respectively whereas, for the Female Secondary Students are 8.01 and 2.48 respectively. The obtained t-value is 1.27 which is not significant. Therefore, the null sub-hypothesis (of the first main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Fine Arts (FA)" has been accepted. It means that, there is no difference between the Educational Interest of Male and Female Secondary Students in field of Fine Arts.

From table no.2, it is clear that, the fourth dimension of the Educational Interest is **Home Science**. It is evident that, the Mean and Standard Deviation of the Male Secondary Students are 6.9 and 2.37 respectively whereas, for the Female Secondary Students are 7.9 and 2.38 respectively. The obtained t-value was found to be 6.34 which is significant. Therefore, the null sub-hypothesis (of the first main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Home Science (HS)" has not been accepted. It means that, there is a significant difference in the Educational Interest of Male and Female Secondary Students in the field of Home Science. Earlier, Mrs. Amarpali (2012) found that, in terms of Gender, Girls were more interested in Home Science; Gagandeep Tiwana (2016) found that, the Xth class female students have significantly higher level of Educational Interest in Home Science; Also, Rakesh Kumar Tiwari and Dr. Abdul Sattar (2018) found that, Educational Interest of female Higher Secondary Students toward Home Science was found to be significantly more higher, comparing to their counterpart i.e. male Higher Secondary Students.

Table no.2 shows that, the fifth dimension of the Educational Interest is **Humanities**. And, it is clear from the table that, the Mean and Standard Deviation of the Male Secondary Students are 6.88 and 2.32 respectively and for the Female Secondary Students are 7.11 and 2.36

respectively. The t-value obtained was 1.48 which is not significant. Therefore, the null sub-hypothesis (of the first main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Humanities (HU)" has been accepted. It means that, there is no difference between the Male and Female Secondary Students in the field of Humanities.

Table no.2 states that, the sixth dimension of the Educational Interest is **Science**. It is clear that, the Mean and Standard Deviation of the Male Secondary Students are 6.22 and 2.69 respectively and that of Female Secondary Students are 5.68 and 2.6 respectively. The t-value that was obtained was 3.08 which shows to be significant. Therefore, the null sub-hypothesis (of the first main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Science (SC)" has not been accepted. It means that, there is a significant difference in the Male and Female Secondary Students in the field of Science. Rakesh Kumar Tiwari and Dr. Abdul Sattar (2018) also found out that, the Educational Interest in female Higher Secondary Students toward Science was found to be significantly more higher, comparing to their counterpart i.e. male Higher Secondary Students.

Table no.2 further reveals that, the seventh dimension of the Educational Interest is **Technology**. The table shows that, the Mean and Standard Deviation of the Male Secondary Students are 7.31 and 2.44 respectively and of the Female Secondary Students are 6.24 and 2.56 respectively. The obtained t-value was 8.4 which is significant. Therefore, the null sub-hypothesis (of the first main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Technology (TE)" has not been accepted. It means that, there is difference in the Male and Female Secondary Students in the field of Technology. Mrs. Amarpali (2012) found that, in terms of Gender, Boys had more interest in Technology; Also, Gagandeep Tiwana (2016) found that, the Xth class male students have significantly higher level of Educational Interest in Technology.

As observed in Table no.2 and the Graph no.2 above, the mean value of Male Secondary Students is bigger than the mean value of Female Secondary Students. So, the mean of the first group (Male Secondary Students) is significantly bigger than the mean of the second group (Female Secondary Students). The t-value of difference between the mean of the two

groups (Male Secondary Students and Female Secondary Students) is 4.13 which is significant. This shows that, the two groups have distinction. Therefore, the Null Hypothesis (Ho), "There is no significant difference between Male and Female Secondary Students in relation to their Educational Interest and its dimensions" has not been accepted. It means that, the Male and Female Secondary Students have difference in the Educational Interest and its dimensions. Earlier, Dr. Vipul Narang and Dr. Susheela Narang (2015) also found that, there is insignificant difference between the Educational Interest of male and female adolescents.

4.3. Analysis of data collected from Rural and Urban Secondary Students with regard to their Educational Interest and its dimensions.

Objective: To find out and compare the Educational Interest of Secondary Students with regard to their Locality.

Hypothesis: There is no significant difference between the Rural and Urban Secondary Students with regard to their Educational Interest and its dimensions.

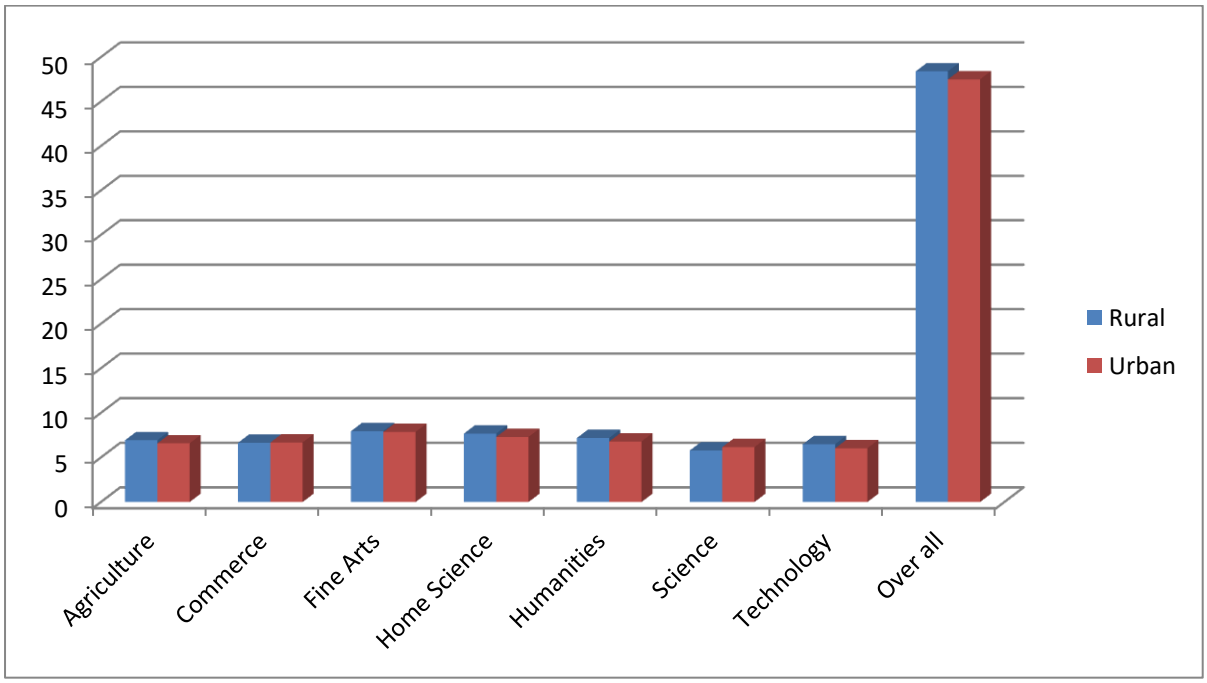
Table No.3

Significance of Mean difference between Rural and Urban Secondary Students with regard to their Educational Interest and its dimensions

S.no.	Dimensions	Locality	Number	Mean	S.D.	t-value	S/NS
1.	Agriculture	Rural	471	6.93	2.40	2.09	Significant
		Urban	429	6.58	2.65		
2.	Commerce	Rural	471	6.65	2.06	0.104	Not Significant
		Urban	429	6.67	2.87		
3.	Fine Arts	Rural	471	7.95	2.20	0.578	Not Significant
		Urban	429	7.85	2.78		
4.	Home Science	Rural	471	7.68	2.79	2.04	Significant
		Urban	429	7.3	2.73		
5.	Humanities	Rural	471	7.19	2.23	2.6	Significant
		Urban	429	6.79	2.45		
6.	Science	Rural	471	5.79	2.48	2	Significant
		Urban	429	6.15	2.85		
7.	Technology	Rural	471	6.49	2.53	2.53	Significant
		Urban	429	6.03	2.89		
8.	Over all	Rural	471	48.4	7.19	1.53	Not Significant
		Urban	429	47.5	10.3		

Graph No.3

Graphical representation showing the Educational Interest and its dimensions of Rural and Urban Secondary Students



As observed in Table no.3 and Graph no.3, the first dimension of the Educational Interest is **Agriculture**. It is clear that, the Mean and Standard Deviation of the Rural Secondary Students are 6.93 and 2.4 respectively and that of Urban Secondary Students are 6.58 and 2.65 respectively. The obtained t-value was 2.09 which is not accepted at 0.05 level, and that it shows to be significant. Therefore, the null sub-hypothesis (of the second main hypothesis) (Ho), "There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Agriculture (AG)" has not been accepted. It means that, there is a significant difference in the Rural and Urban Secondary Students in the field of Agriculture. Mrs. Amarpali (2012) found that, between the Urban and Rural students, Rural students showed more interest in Agriculture; Gagandeep Tiwana (2016) found that, the Xth class urban students have significantly higher level of Educational Interest in Agriculture as compared to Xth class rural students.

Table no.3 shows that, the second dimension of the Educational Interest is **Commerce**. And, it is clear from the table that, the Mean and Standard Deviation of the Rural Secondary Students are 6.65 and 2.06 respectively and for the Urban Secondary Students are 6.67 and 2.87 respectively. The t-value obtained was 0.104 which is not significant. Therefore, the null

sub-hypothesis (of the second main hypothesis) (Ho), “There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Commerce (Co)” has been accepted. It means that, there is no difference between the Rural and Urban Secondary Students in the field of Commerce. Mrs. Amarpali (2012) found out that, both urban and rural students’ interest in Commerce was nearly the same.

From table no.3, it is clear that, the third dimension of the Educational Interest is **Fine Arts**. It is evident that, the Mean and Standard Deviation of the Rural Secondary Students are 7.95 and 2.20 respectively whereas, for the Urban Secondary Students are 7.85 and 2.78 respectively. The obtained t-value was found to be 0.578 which is not significant. Therefore, the null sub-hypothesis (of the second main hypothesis) (Ho), “There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Fine Arts (FA)” has been accepted. It means that, there is no difference between the Educational Interest of Rural and Urban Secondary Students in the field of Fine Arts. Mrs. Amarpali (2012) found that, both urban and rural students’ interest in Fine Arts was nearly the same.

From table no.3, one would observe that the fourth dimension of the Educational Interest is **Home Science**. And, it is understood from the table that, the Mean and Standard Deviation of the Rural Secondary Students are 7.68 and 2.79 respectively whereas, for the Urban Secondary Students are 7.3 and 2.73 respectively. The obtained t-value was 2.04 which is not accepted at 0.05 level and that, it shows to be significant. Therefore, the null sub-hypothesis (of the second main hypothesis) (Ho), “There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Home Science (HS)” has not been accepted. It means that, there is difference in the Educational Interest of Rural and Urban Secondary Students in field of Home Science. Gagandeep Tiwana (2016) found that, female students of rural and urban groups have significantly higher level of Educational Interest in Home Science; Also, Mrs. Amarpali (2012) found that, between the urban and rural students, urban students were more interested in Home Science.

The table no.3 shows that, the fifth dimension of the Educational Interest is **Humanities**. The Mean and Standard Deviation of the Rural Secondary Students are 7.19 and 2.23 respectively whereas, for Urban Secondary Students are 6.79 and 2.45 respectively. The obtained t-value was found to be 2.60 which is significant. . Therefore, the null sub-hypothesis (of the second

main hypothesis) (Ho), “There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Humanities (HU)” has not been accepted. It means that, there is a significant difference in the Educational Interest of Rural and Urban Secondary Students in the field of Humanities. Gagandeep Tiwana (2016) found that, male students of urban group have significantly higher level of Educational Interest in Humanities as compared to female students of urban group; Mrs. Amarpali (2012) found that, between the urban and rural students, rural students showed more interest in Humanities.

Table no.3 also clearly shows that, the sixth dimension of the Educational Interest is **Science**. The Mean and Standard Deviation of the Rural Secondary Students are 5.79 and 2.48 respectively whereas, for Urban Secondary Students are 6.15 and 2.85 respectively. The obtained t-value was found to be 2 which is not accepted at 0.05 level and that, it shows to be significant. Therefore, the null sub-hypothesis (of the second main hypothesis) (Ho), “There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Science (SC)” has not been accepted. It means that, there is a significant difference in the Educational Interest of Rural and Urban Secondary Students in the field of Science. Mrs. Amarpali (2012) found that, between the urban and rural students, rural students showed more interest in Science; Gagandeep Tiwana (2016) also found out that, the Xth class urban students have significantly higher level of Educational Interest in Science; Also, Dr. Y. Chakradhara Singh and C. Arundhathi Bai (2017) found that, the students of urban secondary schools hold slightly high science interest than those of rural secondary schools.

Table no.3 further reveals that, the seventh dimension of the Educational Interest is **Technology**. The table shows that, the Mean and Standard Deviation of the Rural Secondary Students are 6.49 and 2.53 respectively and that of the Urban Secondary Students are 6.03 and 2.89 respectively. The obtained t-value was 2.53 which is not accepted at 0.05 level and that, it shows to be significant. Therefore, the null sub-hypothesis (of the second main hypothesis) (Ho), “There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Technology (TE)” has not been accepted. It means that, there is difference in the Rural and Urban Secondary Students in the field of Technology. Earlier, Mrs. Amarpali (2012) found out that, between urban and rural students, urban students were more interested in Technology; Also, Gagandeep Tiwana (2016) found that, the Xth class urban students have significantly higher level of Educational Interest in

Technology.

Table no.3 states that, the mean value of Rural Secondary Students is bigger than the mean value of Urban Secondary Students. So, the mean of the first group (Rural Secondary Students) is significantly bigger than the mean of the second group (Urban Secondary Students). The t-value of difference between the mean of the two groups (Rural Secondary Students and Urban Secondary Students) is 1.53 which is not significant. This shows that, the two groups have no distinction. Therefore, the Null Hypothesis (Ho), "There is no significant difference between the Rural and Urban Secondary Students in relation to their Educational Interest and its dimensions" has been accepted. It means that, the Rural and Urban Secondary Students have no difference in the Educational Interest and its dimensions.

4.4. Analysis of data collected from Government and Private Secondary Students with regard to their Educational Interest and its dimensions.

Objective: To find out and compare the Educational Interest of Secondary Students with regard to their Type of Management.

Hypothesis: There is no significant difference between the Government and Private Secondary Students with regard to their Educational Interest and its dimensions.

Table No.4

Significance of Mean difference between Government and Private Secondary Students with regard to their Educational Interest and its dimensions

S.no.	Dimensions	Type of Management	Number	Mean	S.D.	t-value	S/NS
1.	Agriculture	Government	410	7.09	2.31	3.94	Significant
		Private	490	6.44	2.58		
2.	Commerce	Government	410	6.57	2.22	1.08	Not Significant
		Private	490	6.75	2.68		
3.	Fine Arts	Government	410	7.71	2.38	2.05	Significant
		Private	490	8.06	2.71		
4.	Home Science	Government	410	7.33	2.20	0.744	Not Significant
		Private	490	7.46	2.59		
5.	Humanities	Government	410	7.23	2.17	2.72	Significant
		Private	490	6.80	2.46		
6.	Science	Government	410	6.28	2.46	2.36	Significant
		Private	490	5.68	2.79		
7.	Technology	Government	410	6.54	2.51	2.75	Significant
		Private	490	6.04	2.86		
8.	Over all	Government	410	48.8	6.97	2.79	Significant
		Private	490	47.2	10.1		

Graph No.4

Graphical representation showing the Educational Interest and its dimensions of Government and Private Secondary Students

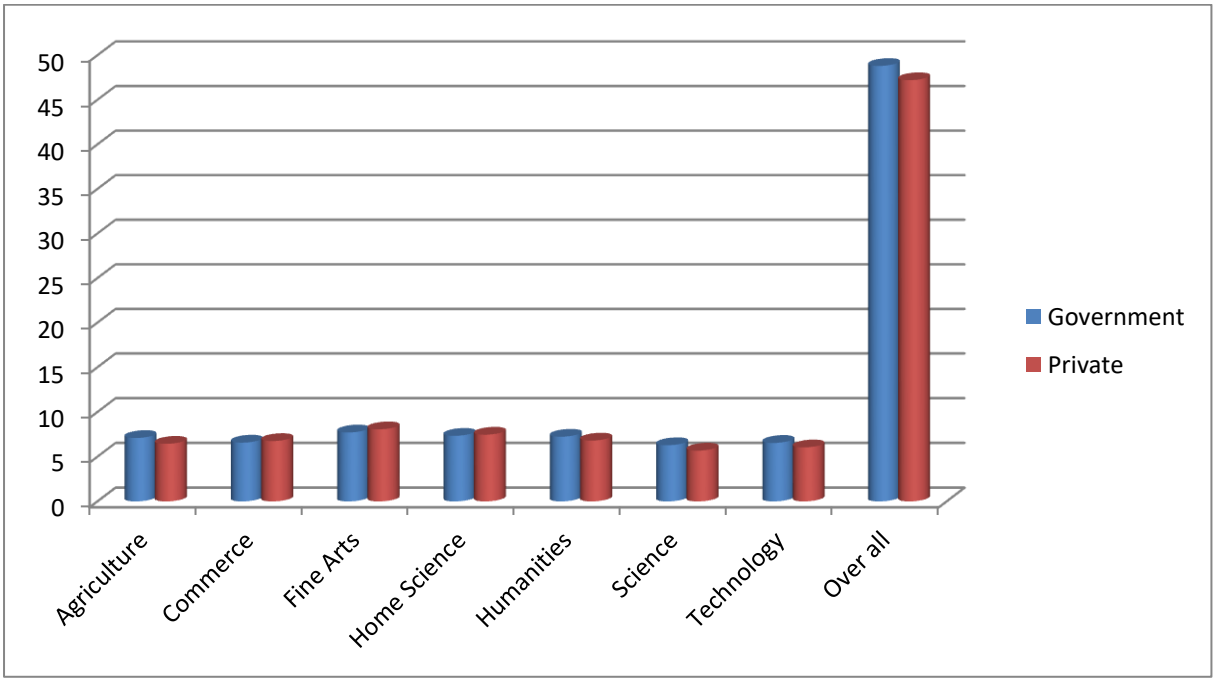


Table no.4 and Graph no.4 above clearly shows that, the first dimension of the Educational Interest is **Agriculture**. The Mean and Standard Deviation of Government Secondary Students are 7.09 and 2.31 respectively whereas, for Private Secondary Students are 6.44 and 2.58 respectively. The obtained t-value was found to be 3.94 which is significant. Therefore, the null sub-hypothesis (of the third main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Agriculture (AG)" has not been accepted. It means that, there is a significant difference in the Educational Interest of Government and Private Secondary Students in the field of Agriculture.

The table no.4 shows that, the second dimension of the Educational Interest is **Commerce**. The Mean and Standard Deviation of Government Secondary Students are 6.57 and 2.22 respectively whereas, for Private Secondary Students are 6.75 and 2.68 respectively. The obtained t-value was found to be 1.08 which is not significant. . Therefore, the null sub-hypothesis (of the third main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Commerce (Co)" has been accepted. It means that, there is no difference between the Educational Interest of

Government and Private Secondary Students in the field of Commerce.

From table no.4, one would observe that the third dimension of the Educational Interest is **Fine Arts**. And, it is understood from the table that, the Mean and Standard Deviation of the Government Secondary Students are 7.71 and 2.38 respectively whereas, for the Private Secondary Students are 8.06 and 2.71 respectively. The obtained t-value was 2.05 which is not accepted at 0.05 level and it shows that, it is significant. Therefore, the null sub-hypothesis (of the third main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Fine Arts (FA)" has not been accepted. It means that, there is a significant difference in the Educational Interest of Government and Private Secondary Students in field of Fine Arts.

From table no.4, it is clear that, the fourth dimension of the Educational Interest is **Home Science**. It is evident that, the Mean and Standard Deviation of the Government Secondary Students are 7.33 and 2.20 respectively whereas, for the Private Secondary Students are 7.46 and 2.59 respectively. The obtained t-value was found to be 0.744 which is not significant. Therefore, the null sub-hypothesis (of the third main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Home Science (HS)" has been accepted. It means that, there is no significant difference between the Educational Interest of Government and Private Secondary Students in the field of Home Science.

Table no.4 shows that, the fifth dimension of the Educational Interest is **Humanities**. And, it is clear from the table that, the Mean and Standard Deviation of the Government Secondary Students are 7.23 and 2.17 respectively and for the Private Secondary Students are 6.80 and 2.46 respectively. The t-value obtained was 2.72 which is significant. Therefore, the null sub-hypothesis (of the third main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Humanities (HU)" has not been accepted. It means that, there is difference in the Government and Private Secondary Students in the field of Humanities.

Table no.4 states that, the sixth dimension of the Educational Interest is **Science**. It is clear that, the Mean and Standard Deviation of the Government Secondary Students are 6.28 and

2.46 respectively and that of Private Secondary Students are 5.68 and 2.79 respectively. The obtained t-value was 2.36 which is not accepted at 0.05 level and it shows that, it is significant. Therefore, the null sub-hypothesis (of the third main hypothesis) (Ho), “There is no significant difference between Secondary Students in Government and Private Schools in the field of Science (SC)” has not been accepted. It means that, there is a significant difference in the Government and Private Secondary Students in the field of Science.

Table no.4 further reveals that, the seventh dimension of the Educational Interest is **Technology**. The table shows that, the Mean and Standard Deviation of the Government Secondary Students are 6.54 and 2.51 respectively and that of the Private Secondary Students are 6.04 and 2.86 respectively. The obtained t-value was 2.75 which is significant. Therefore, the null sub-hypothesis (of the third main hypothesis) (Ho), “There is no significant difference between Secondary Students in Government and Private Schools in the field of Technology (TE)” has not been accepted. It means that, there is difference in the Government and Private Secondary Students in the field of Technology.

As observed in the Table no.4 and Graph no.4, the mean value of Government Secondary Students is bigger than the mean value of Private Secondary Students. So, the mean of the first group (Government Secondary Students) is significantly bigger than the mean of the second group (Private Secondary Students). The t-value of difference between the mean of the two groups (Government Secondary Students and Private Secondary Students) is 2.79 which is significant. This shows that, the two groups have distinction. Therefore, the Null Hypothesis (Ho), “There is no significant difference between the Government and Private Secondary Students in relation to their Educational Interest and its dimensions” has not been accepted. It means that, the Government and Private Secondary Students have difference in the Educational Interest and its dimensions.

4.5. Analysis of data collected from Secondary Students with regard to their Vocational Interest and its dimensions.

Objective: To study the status of Vocational Interest (High, Average and Low level) of Secondary Students.

Hypothesis: The Secondary Students do not have the same level of Vocational Interest.

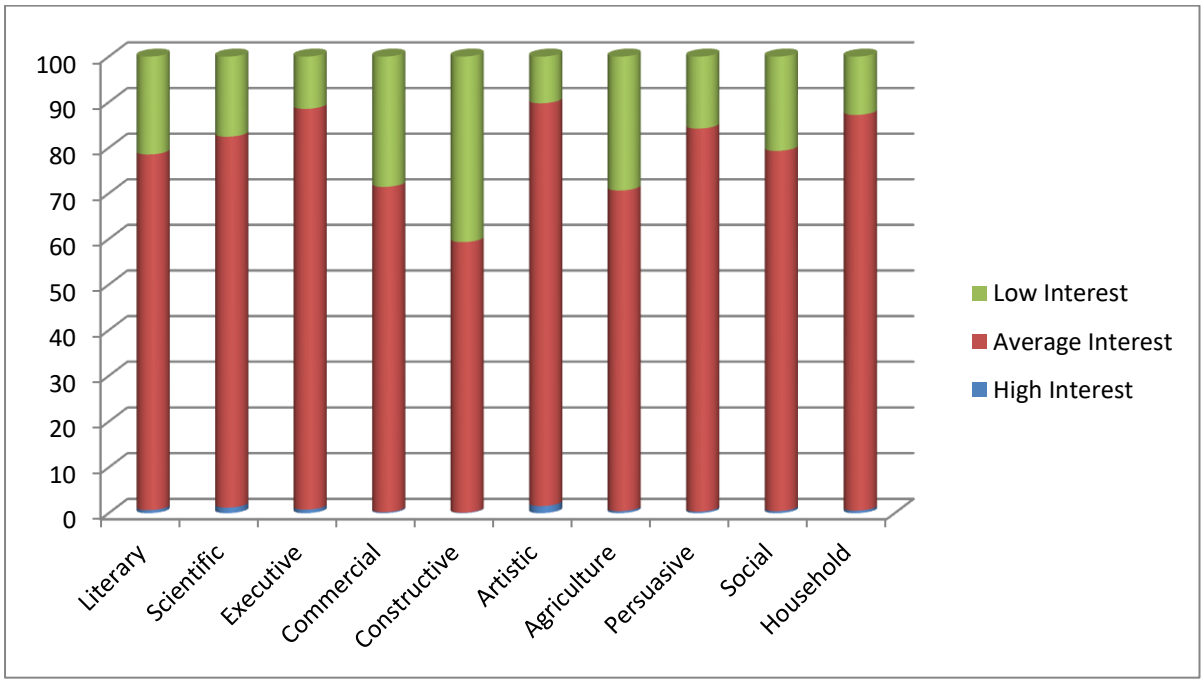
Table No.5

Classifying the sample into various levels with regard to their Vocational Interests

Sl.no.	Dimensions	High Interest	Average Interest	Low Interest	Total
1.	Literary	06 (0.66%)	701 (77.89%)	193 (21.45%)	900
2.	Scientific	11 (1.22%)	731 (81.22%)	158 (17.56%)	900
3.	Executive	07 (0.78%)	790 (87.77%)	103 (11.45%)	900
4.	Commercial	02 (0.22%)	641 (71.22%)	257 (28.56%)	900
5.	Constructive	01 (0.11%)	533 (59.22%)	366 (40.67%)	900
6.	Artistic	14 (1.55%)	794 (88.22%)	92 (10.23%)	900
7.	Agriculture	04 (0.44%)	632 (70.21%)	264 (29.35%)	900
8.	Persuasive	03 (0.33%)	755 (83.88%)	142 (15.79%)	900
9.	Social	04 (0.44%)	710 (78.88%)	186 (20.68%)	900
10.	Household	05 (0.55%)	780 (86.66%)	115 (12.79%)	900

Graph No.5

Graphical representation showing the Vocational Interest and its dimensions of Secondary Students



From Table no.5 and Graph no.5 above, one would observe that, the secondary students do not have the same level of interest in the first dimension of Vocational Interest which is **Literary** as, 0.66% have High Interest whereas, 77.89% and 21.45% have Average and Low Interest in the field.

The second dimension of the Vocational Interest is **Scientific**. The study evidently shows in Table no.5 and Graph no.5 that, the level of Interest in the secondary students in Scientific is not the same as, only 1.22% of the secondary students have High Interest, 81.22% have Average Interest and 17.56% have Low Interest.

From Table no.5 and Graph no.5, it is clear that, the secondary students do not have the same level of interest in the field of **Executive** as, 0.78%, 87.77% and 11.45% have High, Average and Low Interest in the field respectively.

The Table no.5 and Graph no.5 clearly states that, 0.22% have High Interest, 71.22% have Average Interest and 28.56% have Low Interest in the **Commercial** field.

From the Table no.5 and Graph no.5, it is revealed that, the secondary students do not have the same level of interest in the field of **Constructive** as, only 0.11% has High Interest, 59.22% have Average Interest and 40.67% have Low Interest.

The Table no.5 and Graph no.5 show that, in the sixth dimension of Vocational Interest i.e. **Artistic**, 1.55% of the secondary students have High Interest, 88.22% have Average Interest and 10.23% have Low Interest.

As observed in Table no.5 and Graph no.5, the secondary students do not have the same level of interest in the seventh dimension of Vocational Interest which is **Agriculture** as, only 0.44% has High Interest, 70.21% have Average Interest and 29.35% have Low Interest in the field.

Table no.5 and Graph no.5 states that, the eighth dimension of Vocational Interest is **Persuasive.** And, it is clear that, 0.33% has High Interest, 83.88% have Average Interest and 15.79% have Low Interest in the field of Persuasive.

From Table no.5 and Graph no.5, one would observe that, only 0.44 have High Interest, 78.88% have Average Interest and 20.68% have Low interest in the **Social** field.

The Table no.5 and Graph no.5 further reveals that, the tenth dimension of Vocational Interest is **Household**. The Table shows that, 0.55% of the secondary students have High Interest, 86.66% have Average Interest and 12.79% have Low Interest in the respective field.

Therefore, the hypothesis, “The Secondary Students do not have the same level of Vocational Interest”, has been accepted. It means that, there is a significant difference in the Level of Interest of Secondary Students with special reference to their Vocational Interest and its dimensions.

4.6. Analysis of data collected from Male and Female Secondary Students with special reference to their Vocational Interest and its dimensions.

Objective: To study and compare the Vocational Interest of Secondary Students with special reference to their Gender.

Hypothesis: There is no significant difference between Male and Female Secondary Students with special reference to their Vocational Interest and its dimensions.

Table No.6

Significance of Mean difference between Male and Female Secondary Students with special reference to their Vocational Interest and its dimensions

S.no.	Dimensions	Gender	Number	Mean	S.D.	t-value	S/NS
1.	Literary	Male	449	8.62	3.24	1.36	Not Significant
		Female	451	8.92	3.21		
2.	Scientific	Male	449	10.4	3.61	4.30	Significant
		Female	451	9.33	3.89		
3.	Executive	Male	449	11.5	3.36	5.65	Significant
		Female	451	10.2	3.67		
4.	Commercial	Male	449	8.65	3.11	5.26	Significant
		Female	451	7.55	3.15		
5.	Constructive	Male	449	7.47	3.22	2.83	Significant
		Female	451	6.68	3.21		
6.	Artistic	Male	449	11.1	3.47	1.09	Not Significant
		Female	451	11.2	3.46		
7.	Agriculture	Male	449	8.63	3.26	5.80	Significant
		Female	451	7.41	3.03		
8.	Persuasive	Male	449	10.4	3.16	7.23	Significant
		Female	451	8.81	3.24		
9.	Social	Male	449	9	3.07	1.83	Not Significant
		Female	451	8.63	3.09		
10.	Household	Male	449	9.48	2.94	7.26	Significant
		Female	451	11	3.74		
11.	Overall	Male	449	95.1	18.9	3.78	Significant
		Female	451	90	21.7		

Graph No.6

Graphical representation showing the Vocational Interest and its dimensions of Male and Female Secondary Students

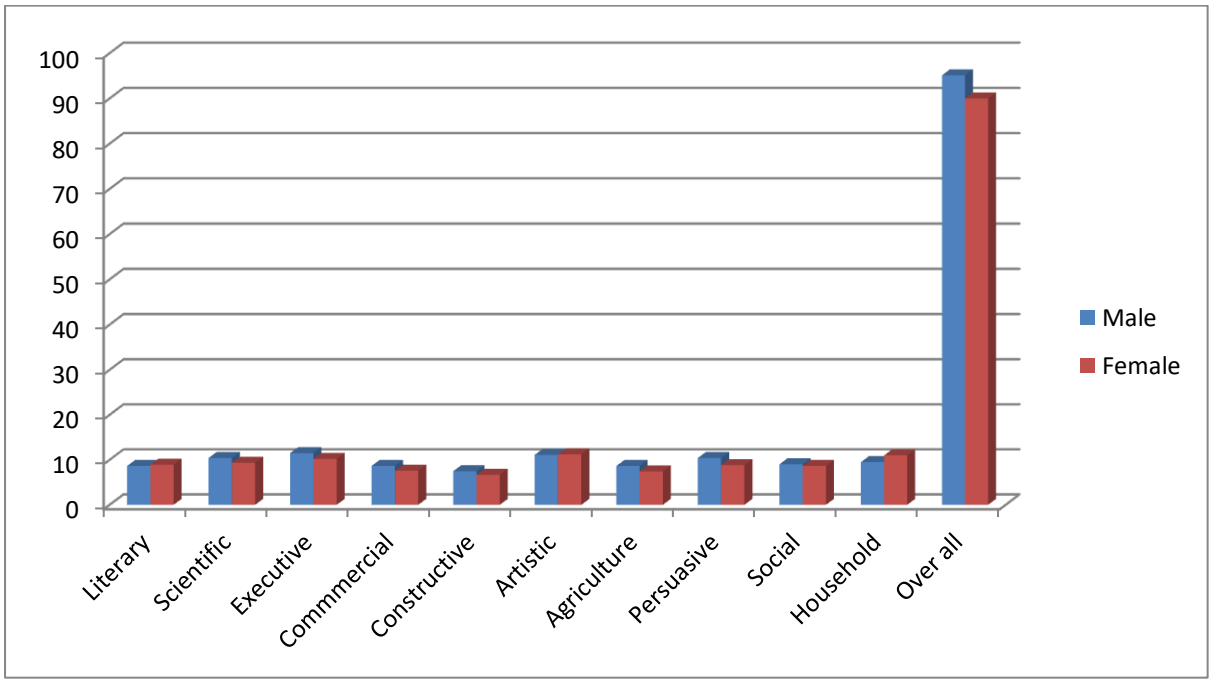


Table no.6 and Graph no.6 clearly shows that, the first dimension of the Vocational Interest is **Literary**. The Mean and Standard Deviation of Male Secondary Students are 8.62 and 3.24 respectively whereas, for Female Secondary Students are 8.92 and 3.21 respectively. The obtained t-value was found to be 1.36 which is not significant. Therefore, the null sub-hypothesis (of the fourth main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Literary (L)" has been accepted. It means that, there is no significant difference between the Vocational Interest of Male and Female Secondary Students in the field of Literary. Dr. Mohammad Iqbal Matoo (2013) found that, uniformed tendency towards Literary as career, is found in both the gender (i.e. in Males and Females); Hina P. Thakor (2013) found out that, there is no significant difference in boys and girls in Literary; Also, Bhardwaj J.S. and Vaishali (2018) found that, girl and boy students of secondary level have same vocational interest in Literary.

The table no.6 shows that, the second dimension of the Vocational Interest is **Scientific**. The Mean and Standard Deviation of Male Secondary Students are 10.4 and 3.61 respectively whereas, for Female Secondary Students are 9.33 and 3.89 respectively. The obtained t-value was found to be 4.30 which is significant. . Therefore, the null sub-hypothesis (of the fourth

main hypothesis) (Ho), “There is no significant difference between Male and Female Secondary Students in the field of Scientific (Sc)” has not been accepted. It means that, there is a significant difference in the Vocational Interest of Male and Female Secondary Students in the field of Scientific. Raj Kumar (2017) found out that, in case of Scientific, boys were slightly more interested than that of girls; Bhardwaj J.S. and Vaishali (2018) found that, girl and boy students of secondary level are significantly different in scientific vocational area; Shajimon P.K. and Mohamed Unni Alias Musthafa (2019) found that, occupational areas more preferred by girls than boys include scientific.

From table no.6, one would observe that the third dimension of the Vocational Interest is **Executive**. And, it is understood from the table that, the Mean and Standard Deviation of the Male Secondary Students are 11.5 and 3.36 respectively whereas, for the Female Secondary Students are 10.2 and 3.67 respectively. The obtained t-value is 5.65 which is significant. Therefore, the null sub - hypothesis (of the fourth main hypothesis) (Ho), “There is no significant difference between Male and Female Secondary Students in the field of Executive (E)” has not been accepted. It means that, there is difference between the Vocational Interest of Male and Female Secondary Students in field of Executive. Monika Satoshi and Lega Sushil (2014) found that, the interest in Executive in males was higher than in females; Raj Kumar (2017) found that, in case of Executive, boys were slightly more interested than that of girls; Bhardwaj J.S. and Vaishali (2018) found out that, girl and boy students of secondary level are significantly different in Executive vocational area; Also, Gourish Chandra Mondal and Palash Majumder (2018) found that, in Executive, boys were slightly more interested than the girls.

From table no.6, it is clear that, the fourth dimension of the Vocational Interest is **Commercial**. It is evident that, the Mean and Standard Deviation of the Male Secondary Students are 8.65 and 3.11 respectively whereas, for the Female Secondary Students are 7.55 and 3.15 respectively. The obtained t-value was found to be 5.26 which is significant. Therefore, the null sub-hypothesis (of the fourth main hypothesis) (Ho), “There is no significant difference between Male and Female Secondary Students in the field of Commercial (C)” has not been accepted. It means that, there is a significant difference in the Vocational Interest of Male and Female Secondary Students in the field of Commercial. Before, Raj Kumar (2012) and also, Gourish Chandra Mondal and Palash Majumder (2018)

found out that, the girls were slightly more interested in Commercial field.

Table no.6 shows that, the fifth dimension of the Vocational Interest is **Constructive**. And, it is clear from the table that, the Mean and Standard Deviation of the Male Secondary Students are 7.47 and 3.22 respectively and for the Female Secondary Students are 6.68 and 3.21 respectively. The t-value obtained was 2.83 which is significant. Therefore, the null sub-hypothesis (of the fourth main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Constructive (Co)" has not been accepted. It means that, there is difference in the Male and Female Secondary Students in the field of Constructive. Monika, Satoshi and Lega Sushil (2014) found that, the interest in Constructive in males was higher than in females; Raj Kumar (2017) found that, the girls were slightly more interest in Constructive field.

Table no.6 states that, the sixth dimension of the Vocational Interest is **Artistic**. It is clear that, the Mean and Standard Deviation of the Male Secondary Students are 11.1 and 3.47 respectively and that of Female Secondary Students are 11.2 and 3.46 respectively. The obtained t-value was 1.09 which is not significant. Therefore, the null sub-hypothesis (of the fourth main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Artistic (A)" has been accepted. It means that, there is no significant difference between the Male and Female Secondary Students in the field of Artistic. Earlier, Hina P. Thakor (2013) found that, there is no significant difference in boys and girls in Artistic related area.

Table no.6 states that, the seventh dimension of the Vocational Interest is **Agriculture**. It is clear that, the Mean and Standard Deviation of the Male Secondary Students are 8.63 and 3.26 respectively and that of Female Secondary Students are 7.41 and 3.03 respectively. The obtained t-value was 5.80 which is significant. Therefore, the null sub-hypothesis (of the fourth main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Agriculture (Ag)" has not been accepted. It means that, there is a significant difference in the Male and Female Secondary Students in the field of Agriculture. Raj Kumar (2017) and also, Gourish Chandra Mondal and Palash Majumder (2018) found that, in case of Agriculture, boys were slightly more interested than that of girls; Shjimon P.K. and Mohamed Unni Alias Musthafa (2019) also found out that, one of the

occupational areas more preferred by girls than boys include Agriculture.

Table no.6 shows that, the eight dimension of the Vocational Interest is **Persuasive.** And, it is clear from the table that, the Mean and Standard Deviation of the Male Secondary Students are 10.4 and 3.16 respectively and that of the Female Secondary Students are 8.81 and 3.24 respectively. The t-value obtained was 7.23 which is significant. Therefore, the null sub-hypothesis (of the fourth main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Persuasive (P)" has not been accepted. It means that, there is difference in the Male and Female Secondary Students in the field of Persuasive. Before, Monika Satoshi and Lega Sushil (2014) found that, the interest in Persuasive in males was higher than in females; Raj Kumar (2017) also found that, in case of Persuasive field, boys were slightly more interested than that of girls.

From table no.6, it is clear that, the ninth dimension of the Vocational Interest is **Social**. It is evident that, the Mean and Standard Deviation of the Male Secondary Students are 9 and 3.07 respectively whereas, for the Female Secondary Students are 8.63 and 3.09 respectively. The obtained t-value was found to be 1.83 which is not significant. Therefore, the null sub-hypothesis (of the fourth main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Social (S)" has been accepted. It means that, there is no difference between the Vocational Interest of Male and Female Secondary Students in the field of Social. Hina P. Thakor (2013) found out that, there is no significant difference in boys and girls in the Social related area.

The table no.6 further reveals that, the tenth dimension of the Vocational Interest is **Household**. The table shows that, the Mean and Standard Deviation of the Male Secondary Students are 9.48 and 2.94 respectively and that of the Female Secondary Students are 11 and 3.74 respectively. The obtained t-value was 7.26 which is significant. Therefore, the null sub-hypothesis (of the fourth main hypothesis) (Ho), "There is no significant difference between Male and Female Secondary Students in the field of Household (H)" has not been accepted. It means that, there is difference in the Male and Female Secondary Students in the field of Household. Before, Dr. Mohammad Ibal Matoo (2013) found that, girls are seen to have higher inclination towards Household, as compared to boys; Raj Kumar (2017) and also, Gourish Chandra Mondal and Palash Majumder (2018) had found that, the girls were slightly

more interested in Household field.

As observed in Table no.6 and the Graph no.6, the mean value of Male Secondary Students is bigger than the mean value of Female Secondary Students. So, the mean of the first group (Male Secondary Students) is significantly bigger than the mean of the second group (Female Secondary Students). The t-value of difference between the mean of the two groups (Male Secondary Students and Female Secondary Students) is 3.78 which is significant. This shows that, the two groups have distinction. Therefore, the Null Hypothesis (Ho), "There is no significant difference between Male and Female Secondary Students in relation to their Vocational Interest and its dimensions" has not been accepted. It means that, the Male and Female Secondary Students have difference in the Vocational Interest and its dimensions. Earlier, P. Adinarayana Reddy, D. Uma Devi and E. Mahadeva Reddy (2011) found out that, female students have more Mean Vocational Interest than the male students; Dr. (Mrs.) Nasrin ans Parveen Begum (2013) found that, there is significant difference in Vocational Interests of boys and girls; Nutan Sharma (2013) found that, there exists significant difference between Vocational Interests of male and female adolescent students; Also, Pawan Kumar (2017) found out that, there is a significant difference in the interest of boys and girls of Xth class towards vocational courses.

4.7. Analysis of data collected from Rural and Urban Secondary Students with special reference to their Vocational Interest and its dimensions.

Objective: To study and compare the Vocational Interest of Secondary Students with special reference to their Locality.

Hypothesis: There is no significant difference between Rural and Urban Secondary Students with special reference to their Vocational Interest and its dimensions.

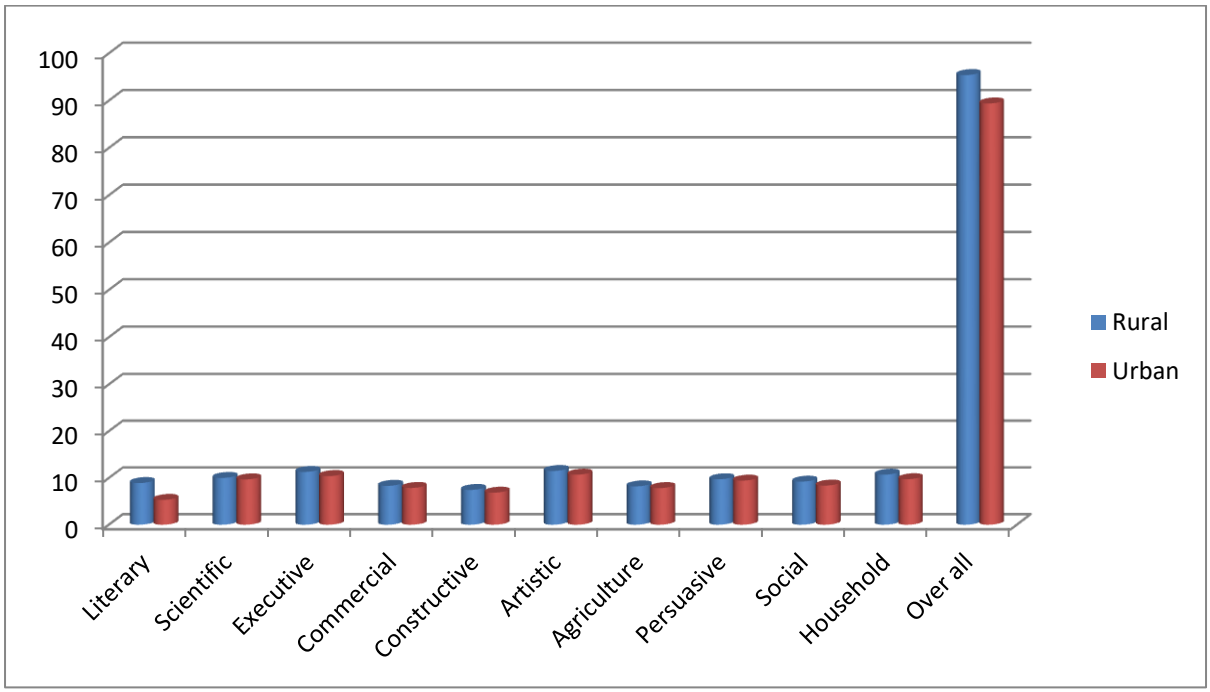
Table No.7

Significance of Mean difference between Rural and Urban Secondary Students with special reference to their Vocational Interest and its dimensions

S.no.	Dimensions	Locality	Number	Mean	S.D.	t-value	S/NS
1.	Literary	Rural	471	8.91	2.79	16.7	Significant
		Urban	429	5.31	4.19		
2.	Scientific	Rural	471	10	3.69	1.26	Not Significant
		Urban	429	9.7	3.89		
3.	Executive	Rural	471	11.3	3.25	3.93	Significant
		Urban	429	10.4	3.86		
4.	Commercial	Rural	471	8.32	2.72	2.19	Significant
		Urban	429	7.86	3.59		
5.	Constructive	Rural	471	7.44	2.9	2.71	Significant
		Urban	429	6.86	3.54		
6.	Artistic	Rural	471	11.5	3	3.85	Significant
		Urban	429	10.7	3.86		
7.	Agriculture	Rural	471	8.2	3.02	1.73	Not Significant
		Urban	429	7.83	3.38		
8.	Persuasive	Rural	471	9.72	2.94	1.31	Not Significant
		Urban	429	9.43	3.64		
9.	Social	Rural	471	9.21	2.79	4.12	Significant
		Urban	429	8.37	3.33		
10.	Household	Rural	471	10.7	3.1	4.55	Significant
		Urban	429	9.74	3.46		
11.	Over all	Rural	471	95.4	17.3	4.40	Significant
		Urban	429	89.4	23.1		

Graph No.7

Graphical representation showing the Vocational Interest and its dimensions of Rural and Urban Secondary Students



As observed in Table no.7 and Graph no.7 above, the first dimension of the Vocational Interest is **Literary**. The Mean and Standard Deviation of the Rural Secondary Students are 8.91 and 2.79 respectively whereas, for Urban Secondary Students are 5.31 and 4.19 respectively. The obtained t-value was found to be 16.7 which is significant. Therefore, the null sub-hypothesis (of the fifth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Literary (L)" has not been accepted. It means that, there is a significant difference in the Vocational Interest of Rural and Urban Secondary Students in the field of Literary. Raj Kumar (2017) found that, the urban school students were slightly more interested in Literary field than the rural school students.

The table no.7 shows that, the second dimension of the Vocational Interest is **Scientific**. The Mean and Standard Deviation of the Rural Secondary Students are 10 and 3.69 respectively whereas, for Urban Secondary Students are 9.7 and 3.89 respectively. The obtained t-value was found to be 1.26 which is not significant. . Therefore, the null sub-hypothesis (of the fifth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Scientific (Sc)" has been accepted. It means that,

there is no significant difference between the Vocational Interest of Rural and Urban Secondary Students in the field of Scientific. Raj Kumar (2017) found that, the urban school students were slightly more interested in the Scientific field than the rural school students.

From table no.7, one would observe that the third dimension of the Vocational Interest is **Executive**. And, it is understood from the table that, the Mean and Standard Deviation of the Rural Secondary Students are 11.3 and 3.25 respectively whereas, for the Urban Secondary Students are 10.4 and 3.86 respectively. The obtained t-value was 3.93 which is significant. Therefore, the null sub-hypothesis (of the fifth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Executive (E)" has not been accepted. It means that, there is difference in the Vocational Interest of Rural and Urban Secondary Students in field of Executive. Raj Kumar (2017) found that, the urban school students were slightly more interested in the Executive field than the rural school students.

From table no.7, it is clear that, the fourth dimension of the Vocational Interest is **Commercial**. It is evident that, the Mean and Standard Deviation of the Rural Secondary Students are 8.32 and 2.72 respectively whereas, for the Urban Secondary Students are 7.86 and 3.59 respectively. The obtained t-value was found to be 2.19 which has not been accepted at 0.05 level and that, it shows to be significant. Therefore, the null sub-hypothesis (of the fifth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Commercial (C)" has not been accepted. It means that, there is difference in the Vocational Interest of Rural and Urban Secondary Students in the field of Commercial.

Table no.7 shows that, the fifth dimension of the Vocational Interest is **Constructive**. And, it is clear from the table that, the Mean and Standard Deviation of the Rural Secondary Students are 7.44 and 2.9 respectively and for the Urban Secondary Students are 6.86 and 3.54 respectively. The t-value obtained was 2.71 which is significant. Therefore, the null sub-hypothesis (of the fifth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Constructive (Co)" has not been accepted. It means that, there is difference in the Rural and Urban Secondary Students in the field of Constructive.

Table no.7 also clearly shows that, the sixth dimension of the Vocational Interest is **Artistic**. The Mean and Standard Deviation of the Rural Secondary Students are 11.5 and 3 respectively whereas, for Urban Secondary Students are 10.7 and 3.86 respectively. The obtained t-value was found to be 3.85 which is significant. Therefore, the null sub-hypothesis (of the fifth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Artistic (A)" has not been accepted. It means that, there is a significant difference in the Vocational Interest of Rural and Urban Secondary Students in the field of Artistic.

The table no.7 shows that, the seventh dimension of the Vocational Interest is **Agriculture**. The Mean and Standard Deviation of the Rural Secondary Students are 8.2 and 3.02 respectively whereas, for Urban Secondary Students are 7.83 and 3.38 respectively. The obtained t-value was found to be 1.73 which is not significant. . Therefore, the null sub-hypothesis (of the fifth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Agriculture (Ag)" has been accepted. It means that, there is no significant difference between the Vocational Interest of Rural and Urban Secondary Students in the field of Agriculture.

From table no.7, one would observe that the eighth dimension of the Vocational Interest is **Persuasive**. And, it is understood from the table that, the Mean and Standard Deviation of the Rural Secondary Students are 9.72 and 2.94 respectively whereas, for the Urban Secondary Students are 9.43 and 3.64 respectively. The obtained t-value was 1.31 which is not significant. Therefore, the null sub-hypothesis (of the fifth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Persuasive (P)" has been accepted. It means that, there is no difference between the Vocational Interest of Rural and Urban Secondary Students in field of Persuasive.

Table no.7 also states that, the ninth dimension of the Vocational Interest is **Social**. It is clear that, the Mean and Standard Deviation of the Rural Secondary Students are 9.21 and 2.79 respectively and that of Urban Secondary Students are 8.37 and 3.33 respectively. The obtained t-value was 4.12 which is significant. Therefore, the null sub-hypothesis (of the fifth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Social (S)" has not been accepted. It means that, there

is a significant difference in the Rural and Urban Secondary Students in the field of Social. Shajimon P.K. and Mohamed Unni Alias Mushthafa (2019) found out that, the occupation areas more preferred by urban students than the rural students include the Social field.

Table no.7 further reveals that, the tenth dimension of the Vocational Interest is **Household**. The table shows that, the Mean and Standard Deviation of the Rural Secondary Students are 10.7 and 3.10 respectively and that of the Urban Secondary Students are 9.74 and 3.46 respectively. The obtained t-value was 4.55 which is significant. Therefore, the null sub-hypothesis (of the fifth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Rural and Urban Schools in the field of Household (H)" has not been accepted. It means that, there is difference in the Rural and Urban Secondary Students in the field of Household.

Table no.7 and Graph no.7 clearly shows that, the mean value of Rural Secondary Students is bigger than the mean value of Urban Secondary Students. So, the mean of the first group (Rural Secondary Students) is significantly bigger than the mean of the second group (Urban Secondary Students). The t-value of difference between the mean of the two groups (Rural Secondary Students and Urban Secondary Students) is 4.4 which is significant. This shows that, the two groups have distinction. Therefore, the Null Hypothesis (Ho), "There is no significant difference between Rural and Urban Secondary Students in relation to their Educational Interest and its dimensions" has not been accepted. It means that, the Rural and Urban Secondary Students have difference in the Vocational Interest and its dimensions. Earlier, Nutan Sharma (2013) found that, there exists significant difference between the Vocational Interests of rural and urban adolescent students; Also, Pawan Kumar (2017) found that, in the interest of urban and rural Xth class students towards vocational courses, there is a significant difference.

4.8. Analysis of data collected from Government and Private Secondary Students with special reference to their Vocational Interest and its dimensions.

Objective: To study and compare the Vocational Interest of Secondary Students with special reference to the Type of Management.

Hypothesis: There is no significant difference between Government and Private Secondary Students with special reference to their Vocational Interest and its dimensions.

Table No.8

Significance of Mean difference between Government and Private Secondary Students with special reference to their Vocational Interest and its dimensions

S.no.	Dimensions	Type of Management	Number	Mean	S.D.	t-value	S/NS
1.	Literary	Government	410	8.85	2.81	0.671	Not Significant
		Private	490	8.7	3.53		
2.	Scientific	Government	410	10.3	3.36	2.95	Significant
		Private	490	9.53	4.09		
3.	Executive	Government	410	10.09	3.41	0.228	Not Significant
		Private	490	10.8	3.72		
4.	Commercial	Government	410	8.01	3.47	0.971	Not Significant
		Private	490	8.21	0.72		
5.	Constructive	Government	410	7.53	2.98	3.1	Significant
		Private	490	6.86	3.4		
6.	Artistic	Government	410	11.1	3.02	0.209	Not Significant
		Private	490	11.2	3.8		
7.	Agriculture	Government	410	8.39	2.9	3.16	Significant
		Private	490	7.71	3.41		
8.	Persuasive	Government	410	9.79	2.99	1.75	Not Significant
		Private	490	9.4	3.51		
9.	Social	Government	410	8.91	2.58	0.727	Not Significant
		Private	490	8.76	3.46		
10.	Household	Government	410	10.7	2.94	2.66	Significant
		Private	490	9.99	3.59		
11.	Over all	Government	410	94.6	16	2.68	Significant
		Private	490	90.9	23.5		

Graph No.8

Graphical representation showing the Vocational Interest and its dimensions of Government and Private Secondary Students

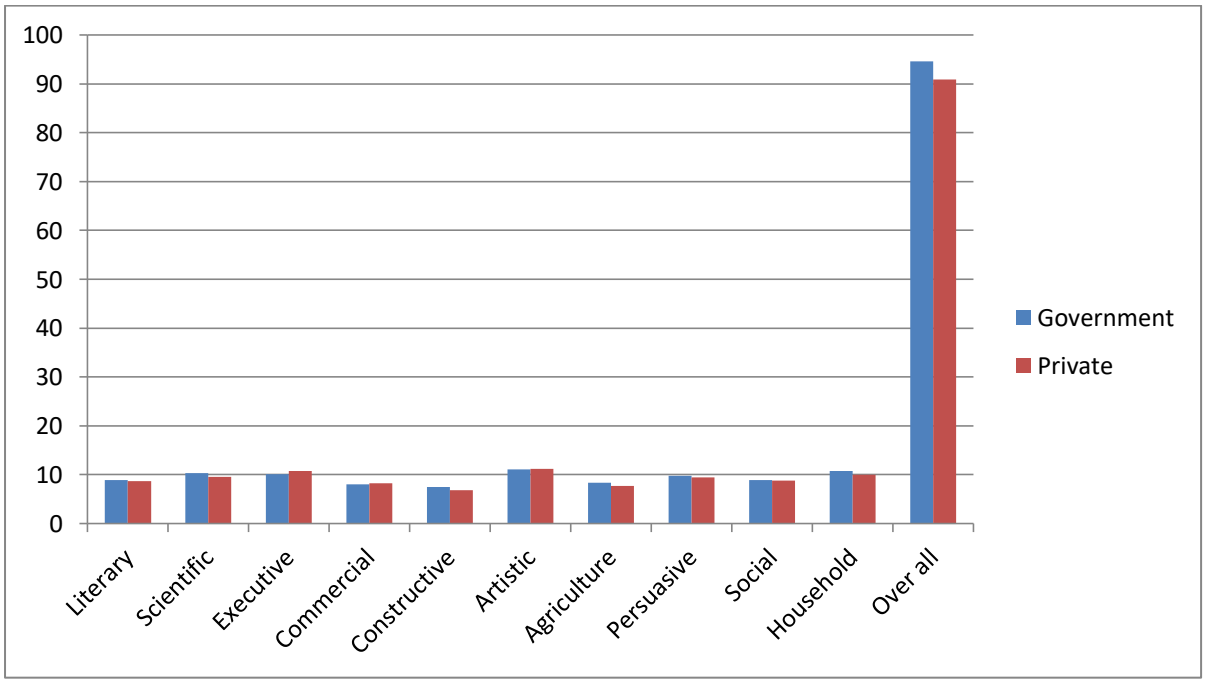


Table no.8 and Graph no.8 above states that, the first dimension of the Vocational Interest is **Literary**. It is clear that, the Mean and Standard Deviation of the Government Secondary Students are 8.85 and 2.81 respectively and that of Private Secondary Students are 8.7 and 3.53 respectively. The obtained t-value was 0.671 which is not significant. Therefore, the null sub-hypothesis (of the sixth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Literary (L)" has been accepted. It means that, there is no significant difference between the Government and Private Secondary Students in the field of Literary.

Table no.8 shows that, the second dimension of the Vocational Interest is **Scientific**. And, it is clear from the table that, the Mean and Standard Deviation of the Government Secondary Students are 10.3 and 3.36 respectively and that of the Private Secondary Students are 9.53 and 4.09 respectively. The t-value obtained was 2.95 which is significant. Therefore, the null sub-hypothesis (of the sixth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Scientific (Sc)" has not been accepted. It means that, there is difference in the Government and Private Secondary Students in the field of Scientific.

From table no.8, it is clear that, the third dimension of the Vocational Interest is **Executive**. It is evident that, the Mean and Standard Deviation of the Government Secondary Students are 10.09 and 3.41 respectively whereas, for the Private Secondary Students are 10.8 and 3.72 respectively. The obtained t-value was found to be 0.228 which is not significant. Therefore, the null sub-hypothesis (of the sixth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Executive (E)" has been accepted. It means that, there is no significant difference between the Vocational Interest of Government and Private Secondary Students in the field of Executive.

From table no.8, one would observe that the fourth dimension of the Vocational Interest is **Commercial**. And, it is understood from the table that, the Mean and Standard Deviation of the Government Secondary Students are 8.01 and 3.47 respectively whereas, for the Private Secondary Students are 8.21 and 0.72 respectively. The obtained t-value was 0.971 which is not significant. Therefore, the null sub-hypothesis (of the sixth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Commercial (C)" has been accepted. It means that, there is no significant difference between the Vocational Interest of Government and Private Secondary Students in field of Commercial.

The table no.8 shows that, the fifth dimension of the Vocational Interest is **Constructive**. The Mean and Standard Deviation of Government Secondary Students are 7.53 and 2.98 respectively whereas, for Private Secondary Students are 6.86 and 3.4 respectively. The obtained t-value was found to be 3.10 which is significant. . Therefore, the null sub-hypothesis (of the sixth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Constructive (Co)" has not been accepted. It means that, there is difference in the Vocational Interest of Government and Private Secondary Students in the field of Constructive.

Table no. 8 clearly shows that, the sixth dimension of the Vocational Interest is **Artistic**. The Mean and Standard Deviation of Government Secondary Students are 11.1 and 3.02 respectively whereas, for Private Secondary Students are 11.2 and 3.8 respectively. The obtained t-value was found to be 0.209 which is not significant. Therefore, the null sub-hypothesis (of the sixth main hypothesis) (Ho), "There is no significant difference between

Secondary Students in Government and Private Schools in the field of Artistic (A)" has been accepted. It means that, there is no significant difference between the Vocational Interest of Government and Private Secondary Students in the field of Artistic.

Table no.8 clearly shows that, the seventh dimension of the Vocational Interest is **Agriculture**. The Mean and Standard Deviation of the Government Secondary Students are 8.39 and 2.9 respectively whereas, for the Private Secondary Students are 7.71 and 3.41 respectively. The obtained t-value was found to be 3.16 which is significant. Therefore, the null sub-hypothesis (of the sixth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Agriculture (Ag)" has not been accepted. It means that, there is a significant difference in the Vocational Interest of Government and Private Secondary Students in the field of Agriculture.

The table no.8 shows that, the eight dimension of the Vocational Interest is **Persuasive**. The Mean and Standard Deviation of the Government Secondary Students are 9.79 and 2.99 respectively whereas, for Private Secondary Students are 9.4 and 3.51 respectively. The obtained t-value was found to be 1.75 which is not significant. . Therefore, the null sub-hypothesis (of the sixth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Persuasive (P)" has been accepted. It means that, there is no significant difference between the Vocational Interest of Government and Private Secondary Students in the field of Persuasive.

Table no. 8 also clearly shows that, the ninth dimension of the Vocational Interest is **Social**. The Mean and Standard Deviation of the Government Secondary Students are 8.91 and 2.58 respectively whereas, for the Private Secondary Students are 8.76 and 3.46 respectively. The obtained t-value was found to be 0.727 which is not significant. Therefore, the null sub-hypothesis (of the sixth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Social (S)" has been accepted. It means that, there is no significant difference between the Vocational Interest of Government and Private Secondary Students in the field of Social.

Table no.8 further reveals that, the tenth dimension of the Vocational Interest is **Household**. The table shows that, the Mean and Standard Deviation of the Government Secondary Students are 10.7 and 2.94 respectively and that of the Private Secondary Students are 9.99 and 3.59 respectively. The obtained t-value was 2.66 which is significant. Therefore, the null sub-hypothesis (of the sixth main hypothesis) (Ho), "There is no significant difference between Secondary Students in Government and Private Schools in the field of Household (H)" has not been accepted. It means that, there is difference in the Government and Private Secondary Students in the field of Household.

As observed in the Table no.8 and Graph no.8, the mean value of Government Secondary Students is bigger than the mean value of Private Secondary Students. So, the mean of the first group (Government Secondary Students) is significantly bigger than the mean of the second group (Private Secondary Students). The t-value of difference between the mean of the two groups (Government Secondary Students and Private Secondary Students) is 2.68 which is significant. This shows that, the two groups have distinction. Therefore, the Null Hypothesis (Ho), "There is no significant difference between the Government and Private Secondary Students in relation to their Vocational Interest and its dimensions" has not been accepted. It means that, the Government and Private Secondary Students have difference in the Vocational Interest and its dimensions. Earlier, Sangeeta Aggarwal and Ritu Bala (2017) found out that, in the occupational interest of urban government and urban private secondary school students, there is a significant difference.

4.9. Analysis of data collected from Secondary Students in relation to their Educational and Vocational Interests and its dimensions.

Objective: To find out the correlation between Educational Interest and Vocational Interest among the Secondary Students.

Hypothesis: There is no correlation between Educational Interest and Vocational Interest among the Secondary students.

Table No.9

Significance of Mean difference between Educational Interest and Vocational Interest and its dimensions of Secondary Students

S.no.	Measure	Correlation (r)	Remark
1.	Educational Interest and Vocational Interest	+ .74	Positive correlation

Table no.9 above shows that, the correlation between Educational Interest and Vocational Interest of the Secondary Students is significantly positive at 0.01 level. Therefore, the Null Hypothesis (Ho), "There is no correlation between Educational Interest and Vocational Interest among the Secondary students" has not been accepted. So, there is a positive correlation between Educational Interest and Vocational Interest among the Secondary Students.

CHAPTER 5

SUMMARY, FINDINGS, EDUCATIONAL IMPLICATIONS, CONCLUSION AND SUGGESTIONS

5.0. INTRODUCTION

(i). Background of the study

Education is an important human activity today. It includes the knowledge and experiences acquired by a person in his lifetime. In earlier times, education was primarily meant for

survival but, today it is not only for survival but also, for the enrichment of one's life, better living and improvement in social and cultural life. Everything that influences human behaviour and personality is education. Education is essential for all human societies. It is the change, progress and desire that comes upon an individual, as a result of the knowledge that he acquires. In other words, particular knowledge that we learn, if brings about a change in our behaviour and character becomes education.

Interest is the feeling that prompts us to instinctive activity. According to Crow and Crow, "Interest may refer to the motivating force, which impels us to attend to a person, a thing or an activity itself. In other words, interest can be the cause of an activity and the participation's result of that very activity."

Identifying the every role of educational - interest is the academic carrier of students. Many students study different educational courses, according to their interest. Interest means to make a difference. In their own light, interests are important and they represent a trait, sharply different from other traits. For the educational and vocational guidance, the measurement and identification of interest is very essential. It helps the pupil to develop and accept an integrated and adequate picture of himself/herself and a clear undertaking of his/her problems and role in the world of education, with satisfaction to himself/herself and society. Therefore, guidance in education is needed at all stages of education. Educational Interest is the way to realize students' latent power. It brings out his inner potentialities. It will help students to develop from within, besides modifying his behaviour in a desired direction.

Educational Interest provides, not only educational - development but also, the development of personality and broaden the pupil's mind in all walks of life, namely - educational, physical, biological, mental, moral, social, emotional and cultural. The students may achieve their ambitions and quench their inner thirst of their various interest by selecting and choosing the interested educational - subjects. These are very much essential to the pupils to grow as responsible and respectable citizens of a nation.

Vocationalization of our physical – education and to provide more and more vocational courses, after Primary education, according to the interest of students is the most necessary demand of our country. Success of the entire programme of vocational and educational

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 aptitudes, ability, interest, motive and several other related factors. 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 personality in total, the rate of interest is significant. Jones says that, "any adequate description of personality must include interest of the individual – intellectual, physical, cultural, occupational, social and recreational.

(ii). Need and Significance of the study

Interest means to make a difference. Interest and attention are very closely related and plays an important role in the development of the behaviour and personality and are very important to understand the individual and to guide his future plans and activities. The intelligence and aptitudes are unable to predict educational and vocational success, without considering the individual's interests. Interest is considered as one of the key factors among the non-intellectual factors. So, the measurement and identification of interests is very much important for guidance in the educational and vocational fields. Formerly, it was believed that, interests reject inborn abilities (Woodworth, 1918) but, the recent trend is to emphasis the fact that, interests are the product of individual's environment (Thorndike, 1935; Tuttle 1094, etc.). It means teachers, educational administrators and guidance workers should have a close watch on the students' interest from the very beginning of the life of the individual.

It usually happens in the schools where, no guidance's 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 that, they get traumatic shock, when they find that, they have not prepared themselves for the vocation, which they wanted to enter. The educational interest plays a very significant role in educational guidance and that, educational guidance should be provided to the pupil from the right stage, which can be after or before a stable choice has been made.

One of the major functions of guidance programme is to help the pupil 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, obtaining a way of life.

Therefore, vocational guidance should be provided to the child from the early stage when the child enters school and continues even after a stable choice has been made. It is closely related with the pupil's acquisition of understanding, knowledge and skills which actually forms the basis for his vocational choices. It also, usually happens in the schools where no

guidance programme exists that, pupils choose subjects for the study, which have no or little relationship with their vocational goals and ambitions, with the results they get traumatic shock, when they find that, they have not prepared themselves for the vocations, which they wanted to enter.

So, the purposes of the present study are to aid the secondary students to adjust themselves to their education by making wise choices of the subjects of the study and to help the students to adjust themselves to the carriers/jobs/vocations, by making wise choices. By measuring the educational and vocational interests, it will enable the pupils to select such subjects in schools, which are according to their preferred education and vocations.

(iii). Statement of the problem

The problem of the present study is, "A Study of Secondary Students of Nagaland in relation to their Educational and Vocational Interest".

(iv). Operational definition of the terms used

Secondary students: Students at the last four years of statutory formal education (i.e. Grade Nine to Grade Twelve).

Educational Interest: One's own pattern of choices, likes and dislikes, favoured in any way, unwisely or wisely by self or by any other source for a given educational subject or area.

Vocational Interest: One's own pattern of desires, abilities, dislikes and likes, chose in any manner, unwisely or wisely by self or by another source for a given vocation or vocational area.

Gender: Gender is the range of characteristics pertaining to, and differentiating between and from masculinity and femininity (i.e., Male and Female).

Locality: Locality is a particular place and the area round about (Here, it refers to Rural and Urban).

Type of Management: Type of Management is the type of planning, organising, staffing, leading or directing and controlling an organization to accomplish the goals or target (Here, it refers to Private and Government).

(v). Objectives of the study

1. To study the status of Educational Interest (High, Average and Low level) of Secondary Students.

2. To find out and compare the Educational Interest of Secondary Students with regard to their gender, locality and type of management.

3. To study the status of Vocational Interest (High, Average and Low level) of Secondary Students.

4. To study and compare the Vocational Interest of Secondary Students with special reference to their gender, locality and type of management.

5. To find out the significant correlation between Educational Interest and Vocational Interest among the Secondary Students.

(vi). Hypotheses of the study

1. The Secondary Students do not have the same level of Educational Interest.

2. There is no significant difference between Male and Female Secondary Students with regard to their Educational Interest and its dimensions.

3. There is no significant difference between Rural and Urban Secondary Students with regard to their Educational Interest and its dimensions.

4. There is no significant difference between Government and Private Secondary Students with regard to their Educational Interest and its dimensions.

5. The Secondary Students do not have the same level of Vocational Interest.

6. There is no significant difference between Male and Female Secondary Students with special reference to their Vocational Interest and its dimensions.

7. There is no significant difference between Rural and Urban Secondary Students with special reference to their Vocational Interest and its dimensions.

8. There is no significant difference between Government and Private Secondary Students with special reference to their Vocational Interest and its dimensions.

9. There is no significant relationship between Educational Interest and Vocational Interest among the Secondary students.

(vii). Delimitations of the study

(i). The study has been delimited to 900 Secondary Students from Kohima and Dimapur districts.

(ii). Only Standardized-tools were used for collecting the data.

(viii). Population and Sampling technique

Population

There are 12 (Twelve) districts in the state of Nagaland. The table below shows the no. of Secondary institutions under the different districts -

No. of institutions (District and Category wise)

Sl. no.	District	Govt. Hr. Sec. Schools with Sec. section	Govt. High Schools	Private Hr. Sec. Schools with Sec. section	Recognised Private High Schools	Permitted schools	Total
1.	Kohima	7	24	28	25	20	**104**
2.	Mokokch-ung	5	37	11	12	8	**73**
3.	Tuensang	4	26	1	4	14	**49**
4.	Mon	5	16	3	3	25	**52**
5.	Phek	4	35	4	11	8	**62**
6.	Wokha	3	21	2	7	13	**46**
7.	Zunheboto	3	22	4	14	18	**61**
8.	Dimapur	7	25	47	25	80	**184**
9.	Kiphire	2	16	1	2	9	**30**
10.	Longleng	1	14	-	2	6	**23**
11.	Peren	2	16	2	5	9	**34**
12.	Noklak	1	1	0	2	0	**4**
	Total	**44**	**253**	**103**	**112**	**210**	**722**

Source: 2015, Census report

Sampling technique

The population being too large, a more feasible approach has been taken-up, by selecting a smaller group from the population. The researcher has used the Purposive sampling technique in selecting the Sample areas and the Sample schools. The researcher has also used the Stratified Random sampling technique for collecting the data.

(ix). Sample areas

Out of the 12 (Twelve) districts in the state, the districts Kohima and Dimapur has been taken, as the sample areas, for the study.

(x). Sample schools

The investigator has visited 21 (Twenty-one) schools in the sample areas, for the purpose of data collection. The schools visited has been listed below-

Under the Kohima district:

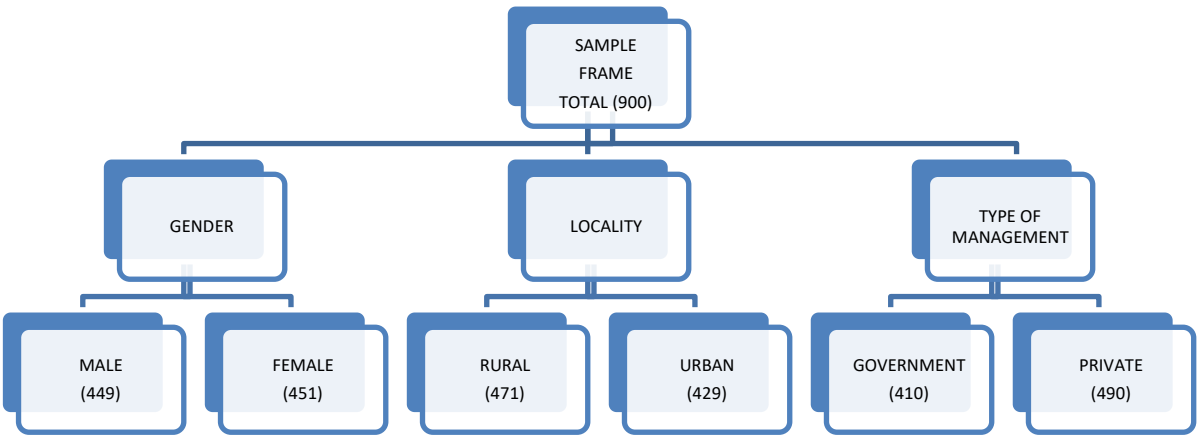
1. Government High School, Kezocha – Located in the rural block.
2. John Government Higher Secondary School, Viswema – Located in the rural block.
3. Government Higher Secondary School, Chiechama – Located in the rural block.
4. Don Bosco School, Chiephobozou – Located in the rural block.
5. Christ King Higher Secondary School - Located in the rural block.
6. Don Bosco Higher Secondary School - Located in the rural block.
7. Government High School, New Market – Located in the urban block.
8. Rüzhükhrie Government Higher Secondary School - Located in the urban block.
9. Northfield Higher Secondary School - Located in the urban block.
10. Dainty Buds Higher Secondary School - Located in the urban block.

Under the Dimapur district:

11. Government High School, Purana Bazaar – Located in the rural block.
12. Government High School, Moava - Located in the rural block.
13. Government High School, Molvom - Located in the rural block.
14. Rivenburg School, Medziphema – Located in the rural block.
15. Zion School, Kacharigaon - Located in the rural block.
16. Mount Zion School, Kushiabill - Located in the rural block.
17. Christian School, Molvom - Located in the rural block.
18. Government Higher Secondary School, Medziphema – Located in the urban block.
19. Government Higher Secondary School - Located in the urban block.
20. Holy Cross Higher Secondary School - Located in the urban block.
21. Christian Higher Secondary School - Located in the urban block.

(xi). Sample frame

The population for the present study consisted of 900 Secondary Students.



(xii). Research design and method

Since the study is descriptive that attempted to collect quantifiable data to be used for statistical analysis of the population sample, Descriptive survey method was used.

(xiii). Data collection

A questionnaire is a research instrument that contains a set of questions or other types of prompt, for the purpose of collecting information from a respondent.

Questionnaire has been used as the tool for the present study, which is a primary source of collecting data. Secondary sources have been used in collecting the required information. The data was collected primarily by the investigator, by administering the tools to the respondents. Relevant instructions and the background of the purpose of data collection were also explained to the respondents. And, the Secondary data has been obtained through books, journals, publications etc.

(xiv). Tools of the study

In this study, the following standardized tools were used for collecting the data –

(1). Educational Interest Record (E.I.R.) developed by S.P. Kulshrestha.

(2). Vocational Interest Record (V.I.R.) developed by S.P. Kulshrestha.

(xv). Statistical techniques used

The following are the statistical techniques used in analysing the result of the study –

1. **Mean** – Mean or Average is used for deriving the central tendency of the data in question. By adding all the data points in a population and dividing the total by the number of points, it is determined. The resulting number is called the Mean or Average.

2. **Standard Deviation** – Standard Deviation (S.D.) is a measure of the amount of variation or dispersion of a set of values.

3. **t-test** – A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain features. It is often used when the data sets, like the data set recorded, as the outcome from flipping a coin 100 times, goes after a normal distribution and may have unknown variances. As a hypotheses testing tool, t-test is used, allowing testing of an assumption applicable to a population.

4. **Correlation** – A statistical measure that suggests the extent to which, two or more variables vary together is called the Correlation. A positive correlation points out the extent to which those variables decreases or increases in parallel, and a negative correlation suggests the extent to which one variable increases as the other decreases.

5. **Data Analysis** – Process of inspecting, transforming, cleansing and modelling data, with the goal of discovering useful information, informing conclusions and supporting decision-making.

5.1. Findings concerning Educational Interest

5.1.0. Findings concerning Educational Interest on the basis of Level of Interest

1. The secondary students do not have the same level of interest in the field of Agriculture.
2. The secondary students do not have the same level of interest in the field of Commerce.
3. The secondary students do not have the same level of interest in the field of Fine Arts.
4. The secondary students do not have the same level of interest in the field of Home Science.
5. The secondary students do not have the same level of interest in the field of Humanities.
6. The secondary students do not have the same level of interest in the field of Science.
7. The secondary students do not have the same level of interest in the field of Technology.
8. There is a significant difference in the Level of Interest of Secondary Students with regard to their Educational Interest and its dimensions.

5.1.1. Findings concerning Educational Interest on the basis of Gender

1. There is a significant difference in the Educational Interest of Male and Female Secondary Students in the field of Agriculture.
2. There is a significant difference in the Educational Interest of Male and Female Secondary Students in the field of Commerce.

3. There is no difference between the Educational Interest of Male and Female Secondary Students in field of Fine Arts.

4. There is a significant difference in the Educational Interest of Male and Female Secondary Students in the field of Home Science.

5. There is no difference between the Male and Female Secondary Students in the field of Humanities.

6. There is a significant difference in the Male and Female Secondary Students in the field of Science.

7. There is difference in the Male and Female Secondary Students in the field of Technology.

8. The Male and Female Secondary Students have difference in the Educational Interest and its dimensions.

5.1.2. Findings concerning Educational Interest on the basis of Locality

1. There is a significant difference in the Rural and Urban Secondary Students in the field of Agriculture.

2. There is no difference between the Rural and Urban Secondary Students in the field of Commerce.

3. There is no difference between the Educational Interest of Rural and Urban Secondary Students in the field of Fine Arts.

4. There is difference in the Educational Interest of Rural and Urban Secondary Students in field of Home Science.

5. There is a significant difference in the Educational Interest of Rural and Urban Secondary Students in the field of Humanities.

6. There is a significant difference in the Educational Interest of Rural and Urban Secondary Students in the field of Science.

7. There is difference in the Rural and Urban Secondary Students in the field of Technology.

8. The Rural and Urban Secondary Students have no difference in the Educational Interest and its dimensions.

5.1.3. Findings concerning Educational Interest on the basis of Type of Management

1. There is a significant difference in the Educational Interest of Government and Private Secondary Students in the field of Agriculture.

2. There is no difference between the Educational Interest of Government and Private Secondary Students in the field of Commerce.

3. There is a significant difference in the Educational Interest of Government and Private Secondary Students in field of Fine Arts.

4. There is no significant difference between the Educational Interest of Government and Private Secondary Students in the field of Home Science.

5. There is difference in the Government and Private Secondary Students in the field of Humanities.

6. There is a significant difference in the Government and Private Secondary Students in the field of Science.

7. There is difference in the Government and Private Secondary Students in the field of Technology.

8. The Government and Private Secondary Students have difference in the Educational Interest and its dimensions.

5.2. Findings concerning Vocational Interest

5.2.0. Findings concerning Vocational Interest on the basis of Level of Interest

1. The secondary students have different interest-levels in the field of Literary.
2. The secondary students have different interest-levels in the field of Scientific.
3. The secondary students have different interest-levels in the field of Executive.
4. The secondary students have different interest-levels in the field of Commercial.
5. The secondary students have different interest-levels in the field of Constructive.
6. The secondary students have different interest-levels in the field of Artistic.
7. The secondary students have different interest-level in the field of Agriculture.
8. The secondary students have different interest-levels in the field of Persuasive.
9. The secondary students have different interest-levels in the field of Social.
10. The secondary students have different interest-levels in the field of Household.
11. There is a significant difference in the Level of Interest of Secondary Students with special reference to their Vocational Interest and its dimensions.

5.2.1. Findings concerning Vocational Interest on the basis of Gender

1. There is no significant difference between the Vocational Interest of Male and Female Secondary Students in the field of Literary.

2. There is a significant difference in the Vocational Interest of Male and Female Secondary Students in the field of Scientific.

3. There is difference between the Vocational Interest of Male and Female Secondary Students in field of Executive.

4. There is a significant difference in the Vocational Interest of Male and Female Secondary Students in the field of Commercial.

5. There is difference in the Male and Female Secondary Students in the field of Constructive.

6. There is no significant difference between the Male and Female Secondary Students in the field of Artistic.

7. There is a significant difference in the Male and Female Secondary Students in the field of Agriculture.

8. There is difference in the Male and Female Secondary Students in the field of Persuasive.

9. There is no difference between the Vocational Interest of Male and Female Secondary Students in the field of Social.

10. There is difference in the Male and Female Secondary Students in the field of Household.

11. The Male and Female Secondary Students have difference in the Vocational Interest and its dimensions.

5.2.2. Findings concerning Vocational Interest on the basis of Locality

1. There is a significant difference in the Vocational Interest of Rural and Urban Secondary Students in the field of Literary.

2. There is no significant difference between the Vocational Interest of Rural and Urban Secondary Students in the field of Scientific.

3. There is difference in the Vocational Interest of Rural and Urban Secondary Students in field of Executive.

4. There is difference in the Vocational Interest of Rural and Urban Secondary Students in the field of Commercial.

5. There is difference in the Rural and Urban Secondary Students in the field of Constructive.

6. There is a significant difference in the Vocational Interest of Rural and Urban Secondary Students in the field of Artistic.

7. There is no significant difference between the Vocational Interest of Rural and Urban Secondary Students in the field of Agriculture.

8. There is no difference between the Vocational Interest of Rural and Urban Secondary Students in field of Persuasive.

9. There is a significant difference in the Rural and Urban Secondary Students in the field of Social.

10. There is difference in the Rural and Urban Secondary Students in the field of Household.

11. The Rural and Urban Secondary Students have difference in the Vocational Interest and its dimensions.

5.2.3. Findings concerning Vocational Interest on the basis of Type of Management

1. There is no significant difference between the Government and Private Secondary Students in the field of Literary.

2. There is difference in the Government and Private Secondary Students in the field of Scientific.

3. There is no significant difference between the Vocational Interest of Government and Private Secondary Students in the field of Executive.

4. There is no significant difference between the Vocational Interest of Government and Private Secondary Students in field of Commercial.

5. There is difference in the Vocational Interest of Government and Private Secondary Students in the field of Constructive.

6. There is no significant difference between the Vocational Interest of Government and Private Secondary Students in the field of Artistic.

7. There is a significant difference in the Vocational Interest of Government and Private Secondary Students in the field of Agriculture.

8. There is no significant difference between the Vocational Interest of Government and Private Secondary Students in the field of Persuasive.

9. There is no significant difference between the Vocational Interest of Government and Private Secondary Students in the field of Social.

10. There is difference in the Government and Private Secondary Students in the field of Household.

11. The Government and Private Secondary Students have difference in the Vocational Interest and its dimensions.

5.3. Findings concerning the Correlation between Educational Interest and Vocational Interest

1. There is a positive correlation between Educational Interest and Vocational Interest among the Secondary Students.

5.4. Major findings of the study

1. There is a significant difference in the Level of Interest of Secondary Students with regard to their Educational Interest and its dimensions.
2. The Male and Female Secondary Students have difference in the Educational Interest and its dimensions.
3. The Rural and Urban Secondary Students have no difference in the Educational Interest and its dimensions.
4. The Government and Private Secondary Students have difference in the Educational Interest and its dimensions.
5. There is a significant difference in the Level of Interest of Secondary Students with special reference to their Vocational Interest and its dimensions.
6. The Male and Female Secondary Students have difference in the Vocational Interest and its dimensions.
7. The Rural and Urban Secondary Students have difference in the Vocational Interest and its dimensions.
8. The Government and Private Secondary Students have difference in the Vocational Interest and its dimensions.
9. There is a positive correlation between Educational Interest and Vocational Interest among the Secondary Students.

5.5. Educational Implications of the study

1. This study will play a very significant role in the educational guidance and will solve the personal, as well as, professional problems of the Secondary Students.
2. Through this study, one of the visions of the National Education Policy (N.E.P.), 2020 which is to give the students increased flexibility and choice of subjects to study, particularly in the secondary level – including subjects in arts and crafts and vocational skills may be achieved.
3. From this study, the students' potential can be utilized at the maximum level, when they choose the subject(s) and profession of their choice.
4. With proper awareness and guidance, even the Secondary Students in the rural areas will also be put forth, to opt unconventional fields like the Science field, Persuasive field etc.
5. After choosing the vocation of their choice and abilities, the Secondary Students will get job-satisfaction and will progress in future.

6. The National Education Policy (N.E.P.), 2020 has pointed-out that, students passing-out from the higher secondary level usually don't have well-defined pathways to continue with their chosen vocations in higher education level. This study can also help the policy-makers, curriculum experts, administrators and teachers of the secondary school education system in solving that problem and also, in examining thoroughly whether, the vocational education is effectively and efficiently carried on or not.

7. The present study will also be useful to the counsellors to make their guidance more precise. It will also help in fulfilling the aims of the National Education Policy (N.E.P.), 2020 which are to give exposure on vocational education to at least 50% of the learners by the year 2025 and also, to make vocational education integrated into all schools and higher education institutions in a phased manner over the next decade.

5.6. Conclusion of the study

From this study, we concludes that, in both the Educational and Vocational fields, the Male Secondary Students of Nagaland have higher interest than the female Secondary Students, the Secondary Students in the rural areas have higher interest than those in the urban areas, also, the Secondary Students studying in the Government schools have higher interest than those studying in the Private schools.

It has also been concluded that, each student must be given the opportunity to advance, as fast as he could or as slow as he must. At all the levels, imparting educational interest needs attention, but at school level, it needs much more prominence because students of today are the citizens of tomorrow and hence, would be playing a critical role in the development of the nation. Proper guidance should be given to the students, so that, they can choose the educational subjects, according to their interest, abilities, capacities, aptitudes etc. Life needs settlement and it comes from good job field and wealthy life. In India, not only students but also, parents are very tense for career. Students choose different fields and decide to go in one or the other field. The role of teacher, parents, counsellors etc. is important in students' decisions. The interest of the Secondary Students in the Educational and Vocational fields should be known, and they should be helped and guided to develop their potentials in the fields they are interested in, and also, pursue their further studies and career accordingly, which will help them to make perfect decisions and have bright future. Motivation for students comes through teachers, family member and relatives. When the decision of the students is correct, it will motivate them on higher level and the hard work of students will be shown in their progress and achievements.

5.7. Suggestions on Educational Interest

1. Educational guidance services should be an integral part of every school system and should cater to all categories of Secondary Students.
2. All Secondary School teachers should be trained well in guidance and counselling on catering the Educational Interest of the Secondary Students.
3. The Syllabus, Curricula, Text-books etc. should be framed in such a way that, it helps them to boost themselves into the subjects/fields they are interested in and also, use their energies in the right direction.
4. It is also suggested that, on the basis of the findings and results, in terms of their Gender, Locality and Type of Management of their schools, the Secondary Students should be encouraged and counselled accordingly, in those educational fields, on which they are more interested in.

5.8. Suggestions on Vocational Interest

1. If the correct vocational guidance is given to the Secondary Students, on the basis of their interest, for a particular vocation, they can use their energies in the proper direction, and that will increase their efficiency.
2. There should be full time vocational guidance workers, appointed in each and every Secondary School and that, the interest and effort of every member of the staff should be the top-most priority in the organisation of vocational guidance services.
3. Every Secondary School should have infra-structural facilities like suitable sitting arrangements, equipment, accommodations etc., as these are essential for carrying out the vocational guidance programmes in the schools.
4. The Government should give financial support to the Secondary Schools, for organising vocational guidance services in the schools.

5.9. Suggestions for further research

1. Study on the same area may be taken-up on a larger sample.
2. This study may be conducted in the other districts of the state of Nagaland.
3. This study was conducted on the Secondary level only. The same study may be done on students of higher level i.e. on the College level students.
4. Similar studies can be taken in terms of other variables also like - Personality traits, Level of aspiration, Mental Health, Social adjustment, Attitudes, Emotional Intelligence, Socio Economic status, Parents' Education or Profession etc.

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APPENDICES

Appendix – I

A STUDY OF SECONDARY STUDENTS OF NAGALAND IN RELATION TO THEIR EDUCATIONAL AND VOCATIONAL INTEREST

TO WHOM IT MAY CONCERN

This is to certify that, Mr. Rokoselie Mezhü is a bonafide Ph.D. scholar in the department of Education, Nagaland University, Kohima Campus, Meriema, bearing Roll No. 15/13 working on title, "A Study of Secondary Students of Nagaland in relation to their Educational and Vocational Interest".

He is hard-working and bears a good moral character. Kindly provide him necessary information so as to enable him to finish his research work in time.

Dated: 08.06.2016

Dr. Rakesh Rai,
Supervisor,
Associate Professor,
Department of Education,
Nagaland - University.

Appendix – II

EDUCATIONAL INTEREST RECORD (E.I.R.) DEVELOPED BY S.P. KULSHRESTHA

EDUCATIONAL INTEREST RECORD

Area	AG_1 ↓	CO_1 ↓	FA_1 ↓	HS_1 ↓	HU_1 ↓	SC_1 ↓	TE_1 ↓	Total
AG_2 →	1 ☐ Animal Husbandry	1 ☐ Elements of Commerce	1 ☐ Arts	1 ☐ General Home-Science	1 ☐ Hindi	1 ☐ Geology	1 ☐ Electrical Engineering	
	Pest Science ☐2	Farming ☐2	Manure & Fertiliser Science ☐2	Agriculture Economics ☐2	Dairy Chemistry and Animal Nutrition ☐ 2	Agriculture Extension ☐ 2	Horticulture ☐ 2	AG_2 =
CO_2 →	1 ☐ Crop Science and Crop Planning	1 ☐ Principles of Transportation	1 ☐ Painting	1 ☐ Preparation of Home Budget	1 ☐ Logic	1 ☐ Chemistry	1 ☐ Fitter Work (Fitting Work)	
	Accountancy ☐2	Banking ☐2	Foreign Trade ☐2	Sale-Purchase Business ☐2	Shop Management ☐ 2	Modern Transport ☐ 2	Insurance ☐ 2	CO_2 =
FA_2 →	1 ☐ Agriculture Engineering	1 ☐ Typing	1 ☐ Art of Decoration	1 ☐ Science of Health	1 ☐ History	1 ☐ Zoology	1 ☐ Welding	
	Handicraft ☐2	Music ☐2	Singing ☐2	Sculpture ☐2	Clay Toy Making ☐ 2	Wood Craft ☐ 2	Bookcraft ☐ 2	FA_2 =
HS_2 →	1 ☐ Veterinary Science	1 ☐ Commercial Mathematics	1 ☐ Textile Designing	1 ☐ Cooking	1 ☐ Geography	1 ☐ Botany	1 ☐ Engineering Drawing	
	Embroidery ☐2	Toy Making ☐2	Knitting ☐2	Child Care ☐2	Sewing ☐ 2	Child Development ☐ 2	Kitchen Garden ☐ 2	HS_2 =
HU_2 →	1 ☐ Agricultural Botany	1 ☐ Business Correspondence	1 ☐ Architecture	1 ☐ Home Management	1 ☐ Economic	1 ☐ Meteorology	1 ☐ Radio Engineering	
	Philosophy ☐2	Sanskrit ☐2	Sociology ☐2	Psychology ☐2	Education ☐ 2	Provincial Language ☐ 2	Civics ☐ 2	HU_2 =
SC_2 →	1 ☐ Rural Sociology	1 ☐ Shorthand	1 ☐ Painting	1 ☐ Family Relation	1 ☐ English Literature	1 ☐ Science of Atoms	1 ☐ Applied Mathematics	
	Disease & Bateriology ☐2	Surgery ☐2	Science of Health ☐2	Anthropology ☐2	General Science ☐ 2	Physics ☐ 2	Veterinary Science ☐ 2	SC_2 =
TE_2 →	1 ☐ Agricultural Irrigation Science	1 ☐ Principles of Commerce	1 ☐ Modern Art	1 ☐ Home Decoration	1 ☐ Human Science	1 ☐ Mathematics	1 ☐ Main Elements of Indian Technology	
	Civil Engineering ☐2	Mechanical Engineering ☐2	Science of Metals ☐2	Physics ☐2	General Technology ☐ 2	Engineering Trade ☐ 2	Radio/TV Engineering ☐ 2	TE_2 =
Total	AG_1 =	CO_1 =	FA_1 =	HS_1 =	HU_1 =	SC_1 =	TE_1 =	Total

Raw Scores of Educational Areas of Interest

Educational Areas	AG		CO		FA		HS		HU		SC		TE	
	AG_1	AG_2	CO_1	CO_2	FA_1	FA_2	HS_1	HS_2	HU_1	HU_2	SC_1	SC_2	TE_1	TE_2
Raw Scores														

PROFILE

Stanine	Interest Area		AG	CO	FA	HS	HU	SC	TE
	Interest Group	Raw Score							
IX VIII VII	High Interest	14	●	●	●	●	●	●	●
		13	●	●	●	●	●	●	●
		12	●	●	●	●	●	●	●
		11	●	●	●	●	●	●	●
		10	●	●	●	●	●	●	●
VI	Above Average Interest	9	●	●	●	●	●	●	●
		8	●	●	●	●	●	●	●
		7	●	●	●	●	●	●	●
		6	●	●	●	●	●	●	●
V IV	Average Interest	5	●	●	●	●	●	●	●
		4	●	●	●	●	●	●	●
III II	Below Average Interest	3	●	●	●	●	●	●	●
		2	●	●	●	●	●	●	●
I	Low Interest	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. Above average interest
3. Average interest
4. Below average interest
5. Low interest

Appendix – III

VOCATIONAL INTEREST RECORD (E.I.R.) DEVELOPED BY S.P. KULSHRESTHA

VOCATIONAL INTEREST RECORD

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

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		L	SC	E	C	CO	A	AG	P	S	H
	Interest Group	Raw Score										
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