**VOCATIONAL PREFERENCE OF HIGHER SCECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT**

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**Dissertation submitted to the**

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**D E C L A R A T I O N**

I, **Shajimon P.K.** do hereby declare that this dissertation, **VOCATIONAL PREFERENCE OF HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**C E R T I F I C A T E**

I, **Abdul Gafoor, K.**, do hereby certify that this dissertation, **VOCATIONAL PREFERENCE OF HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Shajimon, P.K.,** under my supervision and guidance.

Farook Training College, **Dr. ABDUL GAFOOR. K.**

.07.2005. *(Supervising Teacher)*

**ACKNOWLEDGEMENT**

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Every young man and young women at the threshold of life has to find a satisfactory answer to an important question, "we shall I do in life"? It is upon a satisfactory answer to this question that the success and future happiness of the young men/women depend. The selection of a wrong vocation leads to unhappiness, discontent and ultimate failure, for the occupation that a person follows is not merely a means of earning a livelihood but also a way of life. Through occupation, the individual tries to realise his needs for self enhancement and self realisation. In selecting a vocation for a young men, he and his parents are often attracted by the loftiness or the lucrative ness of the profession, irrespective of the fact whether he is fitted for that occupation or not. They think that “success is entirely confined to the high peaks-the Alps and Himalayas of life, forgetting that the lovely violet which most modestly fulfils its mission by shedding its fragrance all round it, is as worthy of praise as the mighty Oak under whose shadow it blooms and dies”.

The role of education in the developing India, at present is extremely critical. In every two three years different Educational Committees and commissions are giving their recommendations to bring changes in the educational perspective of free India. So that the ultimate good of the nation, viz; development, can be achieved. Starting from the Kothari Commission (1964-66) to Pattel Committee (1977) and Adiseshiah Committee (1978), each of these committee gives stress on the vocational aspect of education. One of the recommendation given by Kothari Commission Report, reads that at the secondary stage the pattern of education should be such that it will enable the students to acquire proficiency in some vocational aspects so that they can get an opportunity to get self employment. The National Review Committee also declares the something - 'the immediate assessment of the vocational interest pattern of the students'. The ninth five-year plan (1997-2002) also gives enough emphasis on vocationalisation and employment oriented education at the secondary and higher level.

**NEED AND SIGNIFICANCE**

In Kerala Education Scenario is full of problems, rush for admission to different courses establishment of numerous professional colleges like medical, dental, engineering and teacher training colleges. Here the real problem is not the lack of opportunities but is the unawareness of different occupations. Even though, the satisfaction has changed somewhat through popularising IT, but the condition is not satisfactory. These problems can only be solved by making the students aware of different horizons in the world of occupations.

In Kerala, there is tendency for diverting the students to two specified fields ie, medical and engineering. In majority cases this selection is not from the side of the students but from that of their parents. Parents do not know or do not consider preferences. Actually, there are other various vocations in Kerala but because of the ignorance of the students and parents and because of improper vocational guidance, students fails to reach them. In this context, the investigator thinks his study will benefit them a lot.

Before mentioning anything about vocational preference of Malappuram District, we have to consider the past and present socio economic and educational condition of Malappuram district. Malappuram district was on educationally backward district. But, the wise and rich economic sector of gulf area, assured vast vocational opportunities and it also gives economic prosperity for district. But the circumstances has been changed, the political and labour laws changed a lot in the gulf countries. As a result of this, vocational opportunities has been diminishing considerably. Because of this the people of Malappuram district give more priority to educational fields, and vocational preferences. Knowing the vocational preferences of students to school administrators and parents could take effective measures that may suit to the vocational preferences of students.

If a teacher does not know about his students, their aspirations, habits and vocational preferences he cannot do much for the development for his students. This study help the teacher to know about his students. It has been said that ‘youth is the season of hope’. But today for many of young people this period is a season of despair, disillusionment and alienation. This condition is due to lack of proper guidance especially in the field of vocation. Knowing the preferences helps in better and proper guidance. Now a days in the field of vocational guidance, there is very limited opportunity especially in school sector. In vocational guidance if the preference are socially acceptable, the students preferences are to be taken to correct the course of students thinking from early stage of education itself. To promote vocationalisation of education at the +2 level, facilities have been created for 9.35 lakh students. Still the scheme has not been successful barring a few areas. The main reason for this is the improper match between the vocational preference areas and the vocational education provided to the students.

In the present study, the investigator have listed various vocations and gave opportunities for students to make the preference on these various vocations. From this, one can easily detect to which and which areas the students prefer more. Then it seems to be very easy to guide them towards their specified vocation. A humble attempt to make a scale of vocational preferences, which can be improved upon by further researchers.

Now a days there are mushrooming professional courses on every nook and corner of the state. Neither the parents nor the student does not have a clearcut ideas about to which courses they have to select. In this context, the present study gain its significance. Since 1991, the impact of Globalisation and privatization influence the country as a whole in a massive manner. It has influenced the society deeply. The new changes required from the part of students is high level efficiency and the ability to survive tight competition. So the selection of effective and suitable courses, turns to be a must for the education of students. Parents, teachers, administrators, politicians, statesman are all discussing about the job-oriented, life-oriented education. There is mushrooming of courses of every sort all round. Many of these newly emerging courses have an eye on low economic investment and high profit. The present study will import, at least a glimpse of information, that will light the way of decision-makers as to which vocations are preferred by younger generation and which are not. This will help in designing, developing and conducting the new courses in accordance with the preferences of stake holders ie, students.

**STATEMENT OF THE PROBLEM**

The present study is entitled "VOCATIONAL PREFERENCE OF HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT".

DEFINITION OF KEY TERMS

To have a clear cut idea of the problem stated, the operational definitions of the key terms are given below.

**Vocational Preference**

The term ‘vocational preference’ in the present study means the preference of higher secondary school students for vocations, indicated by preference score given by the student to each, in a list of vocations.

**Higher Secondary School Students**

In the present study, the term higher secondary school students means the students who are studying in the higher secondary schools run by government, aided and unaided management.

**VARIABLES OF THE STUDY**

The major variable measured and analysed in the present study is vocational preference. Besides the vocational preference, the data was classified according to some categorical variables relevant for the population under study, viz; Gender, subject of study, SES, locality of the school and students achievement level.

**OBJECTIVES**

The objectives of the study are the following

1. To find out the vocational preference of Higher secondary school students of Malappuram District.
2. To find out the preference for,
   1. Sectors of vocations,
   2. Occupational areas and
   3. Vocations

3. To compare the vocational preference among higher secondary school students in the relevant sub sample based on,

a. gender

b. subject of study

c. SES

1. locality of the school.
2. Students achievement level

**SCOPE AND LIMITATIONS**

The present study is specially intended to know vocational preferences of higher secondary school students in Malappuram District. The study was conducted on a representative sample of 1000 students drawn from 15 higher secondary schools of Malappuram District. The sample was selected proportionately using stratified sampling technique giving due representation to factors like gender, subject of study, locality of the school, SES and students achievement level.

In the present study, the investigator have listed 383 different vocations. In addition to this, the investigator have also identified 6 major sectors and 22 major areas of vocation. The investigator feels that even though the study conducted in Malappuram district, the results of the study can be generalised to whole population of Kerala. The investigator have also analyse the 383 vocations among the different sub samples.

The investigator has developed a tool vocational preference scale with the help of the supervising teacher, based on the discussion and the information obtained from the experts in the field.

Even though maximum effort were made by the investigator to make the study a perfect one and the present study being the first of its kind in this area of research, certain limitations are there.

1) The investigator did not consider the open stream and vocational higher secondary school students, because of practical difficulties (2) There is a limitation for selecting various jobs according to the subject of study at higher secondary level. Irrespective of this, in the present study this limitation was not taken in to consideration while asking the preference of students. But in the present study the tested sample was divided on the basis of subject of study and vocational preferences in these sub samples were studied.

With these limitations the investigator hopes that the findings of the study given fruitful results. This will be of use to the students, teachers, parents, administration and other concerned in the field of education.

**ORGANISATION OF THE REPORT**

Chapter 1 of the report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, methodology, scope and limitation of the study.

In Chapter 2, the meaning of vocational preference and the findings of related studies are presented.

In Chapter 3, methodology of the study is described in detail consisting of the variables of the study, tool used selection of the sample, data collection procedure, scoring procedure and statistical technique.

Analysis and discussion of results, summary of findings are given in Chapter 4.

Chapter 5 gives the summary of the study, major findings, conclusions, educational implications of the study and some suggestions for further research in this area.

**REVIEW OF RELATED LITERATURE**

The success of any research work depends upon the familiarity and understanding of the investigator with the studies and literature related to one's topic. According to Mauley (1974), "the survey of related literature is a crucial aspect of planning of the study and the time spent in such a survey invariably is a wise investment. Review of related literature minimises the risk of dead ends, rejected topics, studies wasted efforts, selecting topics already discarded and eroneous findings based on faulty research designs. The review of related literature helps to eliminate duplication of what has been done, and provide useful hypothesis and helpful suggestions for significant investigation. Hence review of related literature forms an inevitable part of any research study.

The present study is to know the vocational preference of higher secondary students in Malappuram District, and hence an overview of the literature in the area of vocational preference was made by the investigator.

Review of related literature of the study is presented under two sections viz.,

A. Meaning of Vocational Preference

B. Related studies.

**MEANING OF VOCATIONAL PREFERENCE**

Vocational preference are one of the most important decision in the life of all human beings. It combined in to two words, that is vocation and preference. The term vocation means the special fitness or aptitude for a particular kind of work. It is a persons trade, profession, business or calling.

The concise Oxford Dictionary gives two meaning of the term vocation: The first from the Latin vocare, "to call” is a divine call to, or sense of fitness for, a career or occupation". The second is a person's “employment, trade, profession". From the above dictionary explanation, the words connected with vocations are job, employment, occupation, profession and career. But there is subtle differences among the meaning of these words. One of the word synonymously used with vocation is job. Job is the piece of work especially one done for hire or profit; employment, post; transaction in which duty is sacrificed to private advantage (Dictionary of Sociology). Another word synonymously used with vocation is sociology employment. Employment can defined as when some one is paid to work for a person or company fulltime/part time employment. Employment is more broader than job. Employment is wider in meaning, while the job is short duration for hire or profit.

Occupation is a social role that is determined by general division of labour with in a society. It is the act of occupying. A set of activities centred on an economic role and usually associated with earning a living, for example, a trade or profession (Dictionary of Sociology). Profession is the vocation or calling, especially learned or scientific (Oxford Dictionary). A profession has exclusive possession of competence in certain types of knowledge and skills crucial in certain types of knowledge and skills crucial to society and its individual clients. Every profession on the basis of its monopoly of knowledge and skills and its responsibility for the honor and perpetuation of the profession, tends to feel that it is by itself capable of formulating its ethics and judging the quality of its work (Dictionary of Sociology). To discharge the duties involved in some occupation a person has to undergo relatively longer learning and training, necessitating intellectual and practical preparation.

Career is a progression of related occupational roles through which a person moves during his work life. A career comprises a socially recognised patterned sequence of occupational roles, often with increasing prestige and reward (Dictionary of Sociology).

Lokan observes that the term vocation has a broader connotation. It is presumed to include occupations encompassing the full range of types of work skills, not jus those with less academic requirements. According to him, the term vocation and occupation virtually synonymously, justifications for distinguishing between them and for attributing a broad ranging meaning to ‘vocation', are provided by much of the literature in the field of vocational psychology. To super, a vocation is an occupation with commitment, distinguished primarily by its psychological as contrasted with economic meaning, ego-involving, meaningful to the individual as an activity, not solely for its productive distributive, or service outcome and its economic rewards' (1979 p.10).

The term vocation is used by the author to connot a wider meaning ranging from mere job through employment, occupation and profession up to the career.

The second word in the vocational preference can be explained as follows. The preference is the act of liking one thing better than another. It is the selection or choice of stimuli, pathways and modes of behaviour. Preference is more relative than choice. In choice we cannot choose many preference can be in degrees. It can range from very high preference to very low preference. It can even change from positive preference to negative preference.

The other words connected with 'preference' are choice, interest and aspiration. The term choice indicates decision to choose one thing, or person and not some one or something else. It is the act of choosing. Interest is the favourable disposition towards an object or an activity and a consistant preference for that object or activity over others. In this sense interest implies that the object or activity of interest is a focus of attention for the individual. Interest is connected with activity. It is a disposition to involve in something. It is the curiosity or concern, the conditions of wanting to know, learn about, or take part in something. (Oxford dictionary)

Aspirations are the most potent, powerful and basic sources of one's success. When they are combined with definiteness of purpose, perseverance and pulsating irresistible desire to translate them in to action, they become a dynamic force. They are defined as integral and important parts of a self picture, that represent him not as he is, but as he would like to be. Aspirations determine the future of a person and his development. It is more internal and passive.

Thus, vocational preference, here means liking of one vocation over the other from a list of various jobs, employment, occupation, profession and career.

**RELATED STUDIES**

Eventhough there are numerous researches done in the area of vocational interest, the investigator was able to locate only one or two studies on Vocational preference. No study was reported on Vocational preferences of higher secondary students in Malappuram District so far. Some studies from the field of Vocational area which seems to be related to the present study is presented below.

Hamingthanzuala (2001) studied the Vocational Interest and Occupational aspirations of class X students of District headquarters of Mizoram as related to SES and Academic achievement. Vocational Interest record and Occupational aspiration scale was the tool used. It was found that the boys were having significantly higher interest in mechanical and outdoor areas whereas girls had higher interest in business, aesthetic and clerical areas. Students belonging to high SES were having significantly higher interest in outdoor areas.

Dahiya and Sharma (2001) studied the Socio-economic status, sex and schooling as determinants of Vocational Interests. Vocational Interest record and Socio-economic status scale (both by Dr.S.P. Kulshrestha) were used to reach the purpose of the study. It was found that the boys are more interested in constructive and agriculture vocations and girls in household areas. The government schools students show significantly higher Vocational Interest than private school students. The students of high SES select highly professional and executive jobs, while students of few SES show interest in that each job which can provide them ample opportunities of employment.

Yadav (2000) investigated the relationship between SES and Vocational preference of adolescents in the Ahirwal Region of Haryana. Thurston's Vocational Interest Schedule was the tool used. It was found that most of the students preferred executive work and showed least interest in the area of artistic work and music. Students belonging to higher SES gave preference to executive work, computational work and physical sciences, students belonging middle SES gave greater preference for the field of Executive work, Physical science and Biological Science.

Mohapatra (2000) studied the prediction of Vocational Interests of +2 students in relation to their values, Occupational aspiration level and Academic Achievement. Vocational Interest Schedule of Kulshrestha and Occupational Aspiration Scale by Grewal were used to collect data. It was found that the mean interest scores of female students were significantly higher than the mean interest scores of male students in the field of executive types of job, in persuasive field, linguistic work, humanitarian job and in the field of music. There were significant inter-relationship among different subjects of Academic achievement and different fields of Vocational Interests.

Abraham  *et al.,* (2000) studied the values of Under Graduate and post graduate students as determinant of their Vocational Preferences. Vocational Preference Scale was developed for the measurement of Vocational preferences in the areas of Computational, Social, Scientific, Humanitarian, Artistic, Business, Literary, Executive and Persuasive fields.

Sheikh,  *et al.,* (1995) studied the Vocational choice and Parental attitude in relation to Socio-Economic Class. The tool used to collect the data included family Relationship Inventory of Sherry and Sinha and Vocational Expression of Chadha,  *et al.* It was found that low income group children were found to choose vocations loosely overall the levels in a very non focused way, while the middle income and high income groups choose very focused and specific vocations. It was found that parental attitude also reflected the adolescents Vocational choice.

Pradhan (1995) made an attempt to study the Vocational Interest of higher secondary girls students in relation to their stream of study. Vocational Interest Inventory of Sodhi and Bhatnagar test was administered to collect data. There was significant difference among higher secondary girls students studying in Arts, Science and Commerce streams with regard to their interest in literary, scientific, social service, artistic and constructive and home management activities. There was no significant difference among higher secondary girl students studying arts, science and commerce streams with regard to their interest in outdoor, mechanical, persuasive, clerical, administrative and teaching activities.

Shukla (1994) studied Vocational interest as related to general mental ability and achievement motivation. Vocational Interest Inventory by S.P. Kulshrestha. It was found that the general mental ability had been found to be highly significant and negatively related to constructive components and moderate significantly but negatively related to commercial, persuasive and household dimensions of vocational interest. Various components of the Vocational interest had been found highly correlated.

Singh (1994) studied the job preference of male and female students. Job preference scale was the tool used. The male and female students did not differ significantly but for the railway services, factory workers and social worker professions, they showed different job preferences. For the railway services, factory worker and social workers, the male students showed better choice than the female.

Sundararajan (1993) studied the Vocational Preferences of the Higher Secondary Students in Chambaran district. The study was aimed to find out the significance of difference in percentages in respect of the 3 top ranking Vocations viz., the Doctrine of Medicine, Engineering and District Collectorship, under the 'most preferred' response. The investigator prepared rating scale of Vocational preferences was used. It was found that the boys and girls did not differ significantly with regard to their preference on 3 vocations namely the medical, engineering and the district collector. As regards the aided and government schools students, there was no association between them and their most preferred 3rd vocation viz., the district collector, but not so in respect of the first 2 vocation.

Javed (1990) made a critical study of Vocational Interest of the students of Arts, Science and Commerce. Vocational Interest record was the tool used. It was found that the rural students were disinterested in Vocations based on agriculture and showed more inherent in science based vocations. While students of arts and commerce expressed high interest in persuasive and executive vocations, students of all three faculties showed low and little interest in Social Vocations. They preferred and were highly interested in white collar jobs as against vocations requiring physical labour in which they were the least interested.

The purpose of Chanda's (1990) investigation was to study the attitudes of high school students towards career choice process and to investigate the relationship between selected Psycho-Social variables and an aspect of the career development of high school students attitude towards career choice process. It was found that factors related to career maturity may differ for male and females and that there is relationship between self concept and career choice attitudes of adolescents.

Mishra (1990) investigated the relationship between Vocational Interest and SES. His study also aimed to find out the effect of sex and residence on Vocational Interest. Vocational Interest record and SES scale was the tool used. SES was found to be positively related with administration and scientific interests and negatively related with agriculture and service areas of interest.

Chaudary (1990) in a study which aimed at finding out Vocational aspirations and academic choices of Classes IX students and their relationship with parental background to of education and occupation found that majority of students liked subjects from science stream and disliked those from arts/humanities streams and no relationship was found between occupation of fathers and the occupational choices of the students.

Gaikwad (1989) studied a descriptive and an experimental study of Educational and Vocational choices of the students after passing standard X, and of the efficacy of guidance services at different levels. Questionnaire were used for students, career masters and counsellors. It was found that most of the students from different socio-economic background selected the medical and technical streams. Students from the better Socio economic backgrounds selected commerce and finearts.

Sodhi study (1988) centers around the problems of congruence of vocational interest and occupational choices of girls. Vocational Interest Record was the tool used. It was concluded that very small function of adolescent girls was able to make correct occupational choices in accordance with their Vocational interest and occupational choices were comparatively more congruent for and Vocational interest girls of urban background and those belonging to the high income group as against, their counterparts from semi-urban areas and low income group.

Robert (1988) studied whether the Vocational choice of higher secondary school students related to the Vocational aspirations of their parents and find out that vocational choices of students were independent of their SES and Vocational aspirations of their parents. Vocational Interest Schedule and Occupational Aspiration Scale was the tool used.

Jayapoorani (1982) studied the vocational interest of higher secondary school students. The study was aimed at identifying and assessing the vocational interests and aptitude of adolescents. Thurston’s Interest Inventory Schedule was the tool used. It was found that Natural sciences, Mathematics and English were the subjects preferred by the majority (84%) of the students and boys showed interest in engineering jobs while girls preferred to work as doctors. All the teachers in the sample showed favourable attitude towards vocational course as they considered these as job oriented. In their opinion, 16 years was the appropriate age for introducing these courses.

Prabha (1982) conducted Socio-economic status and occupational values as the determinant of occupational choices. Three tools were used - Kulshrestha's Vocational Interest Record, the Morris-Rosenberg scale of Occupational Values adopted and standardised to suit Indian- children, SES Questionnaire by Jalota, Pandey, Kapoor and Singh. It was found that the persons of lower Socio-economic status group had the highest interest in literary job. SES played an important role in determining executive jobs: the persons in low SES had the highest interest in executive jobs while the upper class persons had an average interest and middle class persons the least interest in executive jobs.

Kathuria (1982) studied the Scholastic Achievement and Vocational Interest as related to prolonged deprivation. His study also aimed to examine the relationship between the Vocational choices of Plus two students and their parental occupation. It was found that Vocational choices of Plus two students are related to their intelligence and there is no relationship between the Vocational Choices of Plus two students and their parental occupations.

Yadav (1979) studied the Vocational preference of Adolescents. The study was aimed to find out the nature and extent of relationship of intelligence, scholastic achievement and SES with Vocational preferences to determine their roles as motives. 600 students of classes XI and XII was selected from the 5 intermediate colleges of Agra. Group test of General mental ability and Cattel's Culture Fair Intelligence Test was the tool used. It was found that the intelligence and SES were 2 factors which start influencing the Vocational preference of the adolescents much earlier at the time of choosing their course of study. Intellectually brighter and economically better off students went to science and commerce streams and poorer ones to arts.

Sinha (1978) studied the role of family as a unit and vocational interest of the intermediate students. Thurston's Interest Schedule and SES scale was the tool used. It was found that family environment characterised by amicable parent child relationship inculcated among children love and liking for vocations in the scientific and executive fields. Family environment characterised by parental avoidance and high economic and social values motivated the students for vocations in computational, business and persuasive field.

Reddy (1972) conducted a study of the vocational needs of secondary school pupils (Boys) in relation to their occupational choices and their variables. The Vocational needs Inventory of Rao was administered to collect data. It was found that the subject hailing from different localities did not differ on the vocational needs, power activity, moral values, responsibility satisfaction, advancement, human relations, service and creativity. The social status of the family was significantly related to a few of the vocational needs of the adolescent boys.

**CONCLUSION**

The review of literature helped the investigator reach the following conclusions regarding the Vocational preferences of higher secondary school students. The studies reviewed reveals that, out of twenty two studies, ten studies are related with Vocational Interest, five studies are related with Vocational preference, and four studies are related with Vocational choice. Among these most of the studies indicate that the vocational interest (Hemingthemzuala, 2001; Dahiya, 2001; Sheikh,  *et al.,* 1995; Mishra, 1990; Gaikwad, 1989; Jayapoorani, 1982; Prabha, 1982) is influenced by Gender and Socio-Economic status. A few studies are reported on Vocational preference and Vocational choice. These studies reveal that Vocational preference (Yadav, 2000; Singh, 1994; Sungararaja, 1993; Yadav, 1979) is influenced by Gender, subject of study and SES, Vocational choice is also (Robert, 1988; Prabha, 1982) is influenced by SES.

From the review, the investigator observes that most of the studies regarding Vocational interest and Vocational preference is connecting with gender and SES, and the studies connecting with subject, locality and students achievement level are rare. In the present study the investigator take the subsamples based on locality, students achievement level, subjects as well as the gender and SES.

It is also observed that the studies related to vocational preference in Kerala, is comparatively low. Hence the investigator attempts to study the Vocational preference of higher secondary school students in Malappuram District of Kerala.

**M E T H O D O L O G Y**

This chapter gives an account of the methods adopted for the present investigation. "Method is an established or systematic order for performing any act or conducting any operation" (Good 1973). For every piece of research work, methodology is of vital importance. The success of any research work depends largely upon the suitability of the method and the tools and techniques used for the collection of data.

The present study is an attempt to find out the vocational preference of higher secondary students. The methodology is described under the following sections.

A. Variables

B. Objectives

C. Tool employed for collection of data

D. Sample for the study

E. Data collection procedure, scoring and consolidation of data

F. Statistical technique

**A. VARIABLES**

The only variable under the study is 'Vocational Preference'.

**1. Vocational Preference**

The term ‘vocational preference’ in the present study means the preference of higher secondary school students for vocations, indicated by preference score given by the student to each, in a list of vocation.

Besides these the data was classified according to some categorical variables relevant for the population under study, viz.,

a. gender

b. subject of study

c. SES

d. locality of the school

e. student’s achievement level.

**B. OBJECTIVES**

The objectives of the study are the following.

1. To find out the Vocational preference of higher secondary school students of Malappuram District.

2. To compare the vocational preference among higher secondary school students in the relevant subsamples bases on

a. Gender

b. Subject of study

c. Type of school management

d. SES

e. Locality of the school

f. Students achievement level.

**TOOL EMPLOYED FOR COLLECTION OF DATA**

Many different methods and procedures have been developed to aid in the acquisition of data. These tools employ distinctive ways of describing and quantifying the data. But the selection of appropriate method and tool to collect the data necessitates utmost care from the part of the researcher.

For the present study the investigator developed a tool 'Vocational Preference Scale' in collaboration with the supervising teacher. This scale which contains three parts, Part 1, Part 2 and Part 3, was developed based on the discussion and the informations obtained from the experts in the field.

A brief description of each of the 3 parts of vocational preference scale is given below.

**Part 1**

This part consists the 6 major sectors of vocation. The intention of this part is to identify which sector is most preferred. The major sectors are public sector, private sector, co-operative sector, self-employment and house management. Here, the students should indicate the order of preference of the sectors using numerals. For example, if the students like co-operative sector the most, write '1' in the column against it. Likewise '2' for second preference, '3' for third preference, '4' for fourth preference, '5' for fifth preference and '6' for last preference.

|  |  |  |
| --- | --- | --- |
| Sl. No. | Name of the Sector | Order of preference |
| 3 | Co-operative sector | 1 |

**Part II**

This part consists of the vocations from 22 major areas including 383 vocations. The intention of this part is to identify which vocation is the most and which is least preferred one. Here, the students should indicate their preference towards each of the vocations by writing 1,2,3,4 or 5 in the column provided against each serial number. For example, if the students like to be a farmer very much, write '5' in the column against it.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WRITE | 1 | 2 | 3 | 4 | 5 |
|  | If you dislike it very much | If you dislike it some extent | If you neither like it nor dislike it | If you like it to some extent | If you like it very much |

|  |  |  |  |
| --- | --- | --- | --- |
| eg: | Sl. No. | Vocation | Rating 1,2,3,4 or 5 |
|  | 2 | Farmer | 5 |

**Part III**

This part consists of the major areas of vocation, in order to identify which area is most preferred. They are the following.

1. Agriculture/Animal husbandry/Forestry.

2. Fine arts/literature

3. Academic

4. Scientific/Technologic

5. Medical

6. Engineering

7. Computer/IT

8. Mechanical /Technical/Industrial

9. Defence/Security/Law and Order

10. Media

11. Marketing/Advertising/Trade/Business

12. Secretarial/clerical

13. Accounting

14. Banking/Insurance

15. Travel/Tourism/Transport/Communication

16. Law/Judiciary

17. Administration/Management

18. Political/social

19. Religious/spiritual

20. Sports/Games

21. Traditional-skilled

22. Traditional-Semi/Unskilled.

Here the students should indicate their preference towards each of the areas of vocation by writing 1,2,3,4 or 5 in the column provided against each Sl. number.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WRITE | 1 | 2 | 3 | 4 | 5 |
|  | If you dislike it very much | If you dislike it to some extent | If you neither like it nor dislike it | If you like it to some extent | If you like it very much |

**Scoring Procedure**

In the first part of the vocational preference scale, the students should indicate the order of preference of the sectors using numerals. For ex: if the students like co-operative sector the most, write '1' in the column against it. Likewise 2 for second preference, '3' for third preference, '4' for fourth preference, '5' for fifth preference and '6' for last preference.

In the second part of the vocational preference scale, the students should indicate their preference (like or dislike) towards each of all areas of vocation by writing 1,2,3,4 or 5 in the column provided against each Sl. Number. Write ‘1’ if you dislike the area very much, ‘2’ if you dislike it to some extent, ‘3’ if you neither like it nor dislike it (neutral), ‘4’ if you like it to some extent, or ‘5’ if you like it very much. For example, the item number 2 is farmer. If the students like to be a farmer to some extent mark the response as follows.

|  |  |  |  |
| --- | --- | --- | --- |
| Eg. | Sl.No | Vocation | Rating |
|  | 2 | Farmer | 4 |

In the third part, the students should indicate their preference (like or dislike). Towards each of the areas of vocation by writing 1,2,3,4 or 5 in the column provided against each Sl.Number. Write 1 if the student dislike the area very much, 2 if the student dislike the area to some extent, 3 if the student neither like it nor dislike it (neutral), 4 if the student like it to some extent, or 5 if the student like it very much.

**Reliability**

The investigator established the reliability of the present scale by using test-retest method. The time interval between the first and second administration was 2 weeks. Both the administration were made for the same set of 30 students. The responses of the 30 students in the 2 administration of the scale showed that the results are almost the same in both administration.

**Validity**

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best and Khan, 2000).

Validity for the present scale was ensured using face validity. A test is said to have face validity, when it appears to measure whatever the author had in mind, namely what he was thought he was measuring (Garret 1973). The tool was shown to experts and based on their opinions the tool is valid. The Researcher tried to make an exhaustive list of vocations that are prevalent in the present society context and hence the tool can be said to have content valid as well.

**E. SAMPLE SELECTED FOR THE STUDY**

A sample may be defined as a "finite number of observations or cases, selected from all areas in a particular universe, often assumed to be representative of the total group or universe of which it is a part" (Good 1973).

The population under study was students of higher secondary schools in Malappuram District. The present study being a survey it was decided to be conducted on a sample of 1000 students drawn from 15 higher secondary school including government, aided and unaided.

The sample was selected proportionately using stratified sampling technique considering different strata based on gender, subject of study, type of school management, locality of the school, socio-economic status and students achievement level. The researcher tried to keep up the proportion to a certain extent. There are more girls than boys in the higher secondary schools in Malappuram District and the investigator decided to give more weightage for girls in the sample. Since the number of schools in rural area are more than the number of schools in urban area, the investigator decided to give more weightage for students in rural area.

TABLE 1

**Break up of the Basal Sample**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Total N = 1000 | | | | | | | | | |
| Gender | | Subject of study | | | School Management | | | Locale | |
| Male | Female | Science | Humanities | Commerce | Govt. | Aided | Unaided | Rural | Urban |
| 517 | 483 | 460 | 263 | 277 | 545 | 417 | 38 | 568 | 432 |
| 1000 | | 1000 | | | 1000 | | | 1000 | |

The details of the final sample is given in table 2.

TABLE 2

**Details of Final Sample**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Name of School** | **Type of school** | **Subject** | **Locale** | **Number of Students** | | | **Taluk** |
| **Male** | **Female** | **Total** |
| **1.** | **S.S.H.S.S. Moorkanad** | **Aided** | **Science** | **Rural** | **19** | **32** | **51** | **Eranad** |
|  | **S.S.H.S.S. Moorkanad** | **Aided** | **Commerce** | **Rural** | **27** | **26** | **53** | **Eranad** |
| **2.** | **G.G.H.S.S. Malappuram** | **Govt.** | **Humanities** | **Urban** | **–** | **59** | **59** | **Eranad** |
| **3.** | **G.M.V.H.S.S. Nilambur** | **Govt.** | **Science** | **Rural** | **28** | **21** | **49** | **Nilambur** |
|  | **G.M.V.H.S.S. Nilambur** | **Govt.** | **Humanities** | **Rural** | **25** | **19** | **44** | **Nilambur** |
| **4.** | **S.N.M.H.S.S. Parappanangadi** | **Aided** | **Science** | **Rural** | **30** | **27** | **57** | **Tirurangadi** |
| **5.** | **M.V.H.S.S. Ariyallur** | **Aided** | **Commerce** | **Rural** | **17** | **38** | **55** | **Tirurangadi** |
| **6.** | **G.H.S.S.(Boys) Perinthalmanna** | **Govt.** | **Commerce** | **Urban** | **23** | **36** | **59** | **Perinthal-manna** |
| **7.** | **N.N.M.H.S.S. Chelembra** | **Aided** | **Science** | **Rural** | **24** | **18** | **42** | **Tirurangaid** |
| **8.** | **G.B.H.S. Manjeri** | **Govt.** | **Science** | **Urban** | **34** | **25** | **59** | **Eranad** |
| **9.** | **H.M.Y.H.S.S. Manjeri** | **Aided** | **Humanities** | **Urban** | **12** | **34** | **46** | **Eranad** |
| **10.** | **G.G.H.S.S.Manjeri** | **Govt.** | **Humanities** | **Urban** | **–** | **62** | **62** | **Eranad** |
|  | **G.G.H.S.S.Manjeri** | **Govt.** | **Commerce** | **Urban** | **–** | **57** | **57** | **Eranad** |
| **11.** | **P.K.M.H.S.S. Edarikode** | **Aided** | **Science** | **Rural** | **31** | **29** | **60** | **Eranad** |
| **12.** | **G.B.H.S.S. Malappuram** | **Govt.** | **Humanities** | **Urban** | **52** | **–** | **52** | **Eranad** |
| **13.** | **V.H.M.H.S.S. Morayur** | **Aided** | **Commerce** | **Rural** | **53** | **–** | **53** | **Eranad** |
| **14.** | **G.H.S.S Pookotture** | **Govt.** | **Science** | **Rural** | **104** | **–** | **104** | **Eranad** |
| **15.** | **Islahiya English Medium H.S.S. Malappuram** | **Unaided** | **Science** | **Urban** | **38** | **–** | **38** | **Eranad** |
| **Total** | | | | | | | **1000** |  |

**F. DATA COLLECTION PROCEDURES, SCORING AND CONSOLIDATION OF DATA**

**Administration of tool**

After the selection of the sample the investigation contacted the heads/principals of the institution and obtained their permission for collecting data. After giving general instruction the scale was distributed to the students. The students were also informed that the results obtained from this will be used for research purpose and have nothing to do with their academic work. The investigator collect to the tool from the students after they fill it properly.

**Scoring and Consolidation of Data**

To tools collected from various schools were taken for scoring. The scoring system adopted is described below.

**General Data Sheet**

The general data sheet was used to collect general information regarding the subjects such as name, subjects of study, sex, occupation of father and mother, education of father and mother, religion, community, income level of parents. The data from general data sheet was also used to calculate the socio-economic status scores of parents. For this, the occupations were classified as described below.

**Classification of Occupation**

|  |  |  |
| --- | --- | --- |
| 1. Unemployment | : | Those who have no work at all |
| 2. Unskilled | : | Collies, Peon, etc |
| 3. Semi-skilled | : | Farmers, Merchants, Salesman etc. |
| 4. Skilled | : | Merchants, plumbers, drivers, typist, electricians, carpenters, masons etc: |
| 5. Semi Professional | : | Office clerks, Minor businessman landlords, contractors, public health workers etc: |
| 6. Highly professional | : | Doctors, Executives, businessman Engineers, lawyers, Head Of departments, college or University teachers etc. |

Methods adopted for weighing various categories.

**1. Educational level of parents**

The educational level of parents has been ranging from primary to post graduate level. It was categorised in to six, and 1 score were awarded to lower primary (class I-IV); 2 score for Upper primary (class V-VII); 3 for high school (class VIII-X); 4 for higher secondary 5 for Graduation and 6 for post graduation.

**2. Occupational level of parents**

The occupational level of parents was categorised in to six. The score for unemployed parents was 1, 2 for Unskilled, 3 for Semi skilled, 4 for skilled, 5 for semi professional and 6 for highly professional.

**3. Income level of parents**

This has been categorised in to six categories. 1 score have been given to below Rs.500 monthly income; 2 score to Rs.500-600; 3 score to Rs.600-2500; 4 score to 2500-4500; 5 score to 4500-6000 and 6 score to above Rs.6000 monthly income.

The score given to various categories of education, occupation and income is given in table 3.

**TABLE - 3**

**Score given to Education, Occupation and Income of Parents**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Education | Score | Occupation | Score | Income | Score |
| 1 | Class I-VI | 1 | Unemployed | 1 | Above Rs.600 | 6 |
| 2 | Classes V-VII | 2 | Unskilled | 2 | Rs.6000-4500 | 5 |
| 3 | Classes VIII-X | 3 | Semi-Skilled | 3 | Rs.4500-2500 | 4 |
| 4 | Higher Secondary T.T.C. | 4 | Skilled | 4 | Rs.2500-600 | 3 |
| 5 | Degree/ Diploma | 5 | Semi-Professional | 5 | Rs.600-500 | 2 |
| 6 | P.G/M.B.B.S/Engineering | 6 | Highly Professional | 6 | Below 500 | 1 |

After giving scores to educational level, occupational level and income level of parents, these three were added to get the socio-economic status scores of each parents.

**STATISTICAL TECHNIQUE USED**

1. Estimation of average.

**ANALYSIS**

The analysis of the data were done on the basis of objectives. The objectives of the study are the following.

1. To find out the vocational preference of higher secondary school students of Malappuram District.
2. To find out the preference for,

i. Sectors of vocation,

ii. Occupational areas and

iii. Vocations

1. To compare the vocational preference among higher secondary school students in the relevant subsamples based on,

a. gender

b. subject of study

c. SES

d. locality of the school

e. students achievement level

The analysis and discussion of results with regard to each of the above are described under the following sections.

1. Preference for sectors of vocation among higher secondary school students.
2. Preference for occupational areas among higher secondary school students.
3. Preference for vocations in various occupational areas among higher secondary school students.
4. The most preferred and the least preferred vocation among Higher Secondary School Students.

**I. Preferences for sectors of vocation among higher secondary school students**

Preferences for various sectors of vocations among the total sample and subsamples were found out by estimating mean preference score. Sectors of vocations were ordered according to the preference. The results are summarized in Table 4.

TABLE 4

**Rank order and Preference scores in the major Sectors**

**of Vocation in thegeneral sample and sub samples based on Gender,**

**Subject of study, Locale, Student’s Achievement level and Socio-Economic Status.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Public Sector***(5.6)* |  | **1***(5.5)* | **1***(5.8)* | **1***(5.6)* | **1***(5.6)* | **1***(5.7)* | **1***(5.6)* | **1***(5.6)* | **1***(5.6)* | **1***(5.6)* | **1***(5.5)* | **1***(5.5)* | **1***(5.7)* |
| **2** | **Private Sector***(3.9)* |  | **3***(3.8)* | **2***(3.9)* | **2***(3.9)* | **2***(3.8)* | **2***(3.9)* | **2***(3.9)* | **2***(3.9)* | **2***(4)* | **2***(3.9)* | **2***(3.7)* | **2***(3.9)* | **2***(3.8)* |
| **3** | **Co-Operative Sector***(3.6)* |  | **4***(3.5)* | **3***(3.8)* | **4***(3.6)* | **3***(3.6)* | **3***(3.7)* | **3***(3.7)* | **4***(3.5)* | **4***(3.6)* | **4***(3.6)* | **3***(3.6)* | **4***(3.6)* | **3***(3.7)* |
| **4** | **Foreign Sector***(3.6)* |  | **2***(3.9)* | **4***(3.3)* | **3***(3.7)* | **4***(3.5)* | **4***(3.6)* | **4***(3.6)* | **3***(3.6)* | **3***(3.7)* | **3***(3.6)* | **4***(3.5)* | **3***(3.7)* | **4***(3.6)* |
| **5** | **Self Employment***(2.9)* |  | **5***(3)* | **5***(2.8)* | **5***(2.8)* | **5***(3.1)* | **5***(2.9)* | **5***(2.8)* | **5***(3)* | **5***(2.6)* | **5***(2.9)* | **5***(2.9)* | **5***(2.9)* | **5***(2.9)* |
| **6** | **House Management***(1.5)* |  | **6***(1.5)* | **6***(1.5)* | **6***(1.6)* | **6***(1.7)* | **6***(1.3)* | **6***(1.5)* | **6***(1.5)* | **6***(1.5)* | **6***(1.5)* | **6***(1.8)* | **6**(1.5) | **6***(1.6)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | |  |  |  |  |  |  |  |  |

40

Table 4 shows that, in the total sample, as well as in the female, humanities, commerce, rural, low achievers, low SES subsamples; the preferred sectors of vocation according to the rank order of preference are 1. Public Sector(5.6), 2. Private Sector(3.9), 3. Co-operative Sector(3.6), 4. Foreign Sector(3.6), 5. Self employment(2.9), and 6. House Management(1.5). In science, urban, high achievers, average achievers and high SES subsamples, the Public Sector, Private Sector, Self employment and House management rank 1,2,5,6 respectively as in the total sample, but here foreign sector is preferred to co-operative sector. In the male subsample, Foreign Sector is preferred than Private and Co-operative Sector.

**Discussion**

The findings shows that public sector is the most preferred employment sector and self employment and house management is the least preferred sector among all strata of Higher Secondary School students. There is no considerable difference among the subsamples based on gender, subject of study, locale, students achievement level and Socio-economic status in the rank order of the preferred sectors of vocation. But there is shift in opinion regarding the preference for private, co-operative and foreign sectors according to gender, subject of study, locale, students achievement level and SES.

**II. Preference for occupational areas among higher secondary school students**

Preferences for various occupational areas among the total sample and subsamples were found out by estimating mean preference score. Occupational areas were ordered according to the preference. The results are summarized in Table 5.

|  |
| --- |
| **TABLE 5**  **Rank Order and Preference scores in the ‘Occupational Areas’ in the General Sample and  Subsamples based on Gender, Subject of study, Locale, Student's Achievement Level and Socio-Economic Status** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Occupational area** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  Preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Computer/IT***(3.8)* |  | **1***(3.9)* | **1***(3.7)* | **1***(3.7)* | **1***(3.9)* | **1***(3.9)* | **1***(3.7)* | **1***(4)* | **3**(3.7) | **1***(3.8)* | **2***(3.7)* | **1***(3.8)* | **1***(3.9)* |
| **2** | **Administration/Management***(3.6)* |  | **2***(3.6)* | **5***(3.5)* | **2***(3.5)* | **2***(3.8)* | **3***(3.5)* | **2(***3.5)* | **2***(3.7)* | **4***(3.6)* | **2***(3.6)* | **1***(3.7)* | **3***(3.6)* | **3***(3.7)* |
| **3** | **Academic***(3.5)* |  | **6***(3.4)* | **2***(3.6)* | **4***(3.4)* | **3***(3.8)* | **6***(3.5)* | **4***(3.5)* | **4***(3.6)* | **5***(3.4)* | **14***(3)* | **3***(3.7)* | **4***(3.4)* | **5***(3.6)* |
| **4** | **Engineering***(3.5)* |  | **3***(3.5)* | **6***(3.4)* | **3***(3.4)* | **7***(3.6)* | **5***(3.5)* | **3***(3.5)* | **3***(3.6)* | **1***(3.8)* | **12***(3)* | **6***(3.3)* | **5***(3.4)* | **2***(3.8)* |
| **5** | **Law/Judiciary***(3.5)* |  | **7***(3.4)* | **3***(3.5)* | **5***(3.4)* | **4***(3.7)* | **7***(3.5)* | **5***(3.4)* | **6***(3.5)* | **2***(3.8)* | **3***(3.6)* | **5***(3.5)* | **6***(3.5)* | **13***(3.2)* |
| **6** | **Banking/Insurance***(3.4)* |  | **9***(3.4)* | **4***(3.5)* | **7***(3.3)* | **6***(3.7)* | **4***(3.5)* | **6***(3.4)* | **7***(3.5)* | **9***(3.1)* | **4***(3.5)* | **7***(3.5)* | **8***(3.1)* | **4***(3.7)* |
| **7** | **Accounting***(3.4)* |  | **4***(3.5)* | **8***(3.4)* | **9***(3.3)* | **9***(3.4)* | **2***(3.8)* | **7***(3.4)* | **5***(3.5)* | **12***(3)* | **5***(3.5)* | **4***(3.5)* | **7***(3.1)* | **8***(3.5)* |
| **8** | **Media***(3.4)* |  | **8***(3.4)* | **7***(3.4)* | **6***(3.3)* | **5***(3.7)* | **8***(3.4)* | **8***(3.4)* | **8***(3.5)* | **8***(3.3)* | **6***(3.4)* | **8***(3.5)* | **11***(3)* | **9***(3.4)* |
| **9** | **Defense/security/law and order***(3.3)* |  | **5***(3.5)* | **12***(3.2)* | **8***(3.3)* | **8***(3.5)* | **9***(3.2)* | **9***(3.3)* | **9***(3.4)* | **7***(3.3)* | **15***(2.9)* | **9***(3.5)* | **10***(3)* | **6***(3.6)* |
| **10** | **Medical***(3.2)* |  | **13***(3.1)* | **9***(3.3)* | **10***(3.2)* | **12***(3.2)* | **13***(3.1)* | **10***(3.2)* | **13***(3.2)* | **10***(3.3)* | **13***(3)* | **12***(3)* | **14***(3)* | **12***(3.2)* |
| **11** | **Finearts/Literature***(3.1)* |  | **15***(3)* | **10***(3.3)* | **13***(3.1)* | **10***(3.3)* | **11***(3.2)* | **11***(3.1)* | **12***(3.2)* | **15***(3)* | **7***(3.3)* | **10***(3.1)* | **16***(2.9)* | **7***(3.5)* |
| **12** | **Marketing/Trade/Business***(3.1)* |  | **14***(3)* | **13***(3)* | **11***(3.2)* | **17***(3)* | **10***(3.2)* | **13***(3.1)* | **10***(3.2)* | **6***(3.3)* | **9***(3.1)* | **13***(3)* | **13***(3)* | **10***(3.2)* |
| **13** | **Scientific/Technologic***(3.1)* |  | **16***(3)* | **11***(3.2)* | **12***(3.1)* | **15***(3.1)* | **14***(3)* | **12***(3.1)* | **14***(3.1)* | **14***(3)* | **10***(3.1)* | **11***(3)* | **15***(3)* | **11***(3.2)* |
| **14** | **Sports/Games***(3.1)* |  | **10***(3.2)* | **14***(2.9)* | **14***(3)* | **13***(3.2)* | **12***(3.1)* | **14***(3)* | **11***(3.2)* | **11***(3)* | **11***(3.1)* | **15***(2.9)* | **2***(3.7)* | **17***(2.7)* |
| **15** | **Travel/Tourism/Transport***(3)* |  | **11***(3.1)* | **16***(2.9)* | **15***(2.9)* | **14***(3.2)* | **16***(3)* | **15***(2.9)* | **16***(3)* | **13***(3)* | **17***(2.6)* | **16***(2.9)* | **19***(2.8)* | **14***(3.1)* |
| **16** | **Political/Social***(2.9)* |  | **12***(3.1)* | **15***(2.9)* | **16***(2.9)* | **11***(3.2)* | **17***(3)* | **16***(2.9)* | **15***(3.1)* | **20***(2.5)* | **19***(2.6)* | **19***(2.8)* | **9***(3)* | **18***(2.7)* |
| **17** | **Mechanical/Technical/Industrial***(2.9)* |  | **17***(2.9)* | **17***(2.8)* | **17***(2.8)* | **16***(3.1)* | **18***(2.9)* | **17***(2.8)* | **17***(2.9)* | **17***(2.8)* | **8***(3.1)* | **17***(2.9)* | **12***(3)* | **15***(2.9)* |
| **18** | **Secretarial/Clerical***(2.7)* |  | **18***(2.7)* | **19***(2.7)* | **19***(2.6)* | **18***(3)* | **19***(2.8)* | **18***(2.7)* | **19***(2.7)* | **19***(2.5)* | **18***(2.6)* | **14***(3)* | **18***(2.8)* | **19***(2.7)* |
| **19** | **Agriculture/Animal husbandry***(2.7)* |  | **19***(2.7)* | **18***(2.7)* | **18***(2.7)* | **19***(2.8)* | **20***(2.7)* | **19***(2.7)* | **18***(2.8)* | **16***(2.8)* | **16***(2.6)* | **18***(2.8)* | **17***(2.8)* | **16***(2.7)* |
| **20** | **Religious/Spiritual***(2.3)* |  | **20***(2.3)* | **20***(2.3)* | **20***(2.2)* | **20***(2.5)* | **21***(2.4)* | **20***(2.3)* | **20***(2.4)* | **18***(2.5)* | **21***(1.9)* | **20***(2.6)* | **20***(2.3)* | **21***(2)* |
| **21** | **Traditional-Skilled***(2)* |  | **21***(2)* | **21***(2)* | **21***(2)* | **21***(2.2)* | **22***(2)* | **21***(2)* | **21***(2.1)* | **21***(2.5)* | **20***(1.9)* | **21***(2.4)* | **21***(2.2)* | **20***(2)* |
| **22** | **Traditional-Semi/Unskilled***(1.9)* |  | **22***(2)* | **22***(1.9)* | **22***(1.9)* | **22***(2.1)* | **15***(3)* | **22***(1.9)* | **22***(2)* | **22***(1.9)* | **22***(1.9)* | **22***(2.1)* | **22***(2)* | **22***(1.9)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | |  |  |  |  |  |  |  |  |

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Table 5 shows that the occupational areas according to the rank order obtained preference score, in the total sample, are 1. Computer/IT(3.8),   
2. Administration/ Management(3.6), 3.Academic(3.5), 4.Engineering(3.5), 5. Law/Judiciary(3.5), 6. Banking/Insurance(3.4), 7. Accounting(3.4), 8. Media(3.4), 9.Defense/Security/Law and Order(3.3), 10.Medical(3.2), 11.Fine arts/Literature(3.1), 12.Marketing/Trade/Business(3.1), 13.Scientific/ Technologic(3.1), 14.Sports/Games(3.1), 15.Travel/Tourism/Transport (3), 16. Political/Social (2.9), 17.Mechanical/Technical/Industrial(2.9), 18. Secretarial/Clerical (2.7), 19.Agriculture/Animal Husbandry/Forestry(2.7), 20.Religious/Spiritual(2.3), 21.Traditional-Skilled(2) and 22. Traditional-Semi/Unskilled(1.9).

The 'Computer/IT' is the most preferred occupational area in total sample and in all the subsamples except in high and low achievers. Traditional-Semi/Unskilled' is the least preferred occupational area in the total sample and all the subsamples except for commerce students. In subsamples based on gender, subject of study and locale, the top 9 occupational area are almost the same as in the total sample. The male and female subsamples are not considerably deviating from the preference of the total sample but there is a minor change in rank order of occupational area. Among boys vocations under 'Medical' area have only the 13th preference, after sports/games, Travel/Tourism/Transport and Political/Social areas. Among girls Defense/Security/Law and order area is ranked 12th, after Fine arts/literature, and scientific/technologic areas. Likewise, in humanities students 10th preference is for arts/literature. In commerce students and urban subsample it is for Marketing/Trade/Business. Top ten preferred areas among girls/boys contain 8 vocation areas in common but then are wide differences in the rank order of preference. Administration/management, Engineering, Accounting, Defense/Security and sports/games are preferred by boys than girls, while Academic, Law/Judiciary, Banking/Insurance medical and Fine arts/Literature are preferred by girls than boys. There is a slight preference for Accounting and Marketing/Trade/Business among urban pupil than rural pupils.

Among high achievers, vocations under 'medical' area have only 10th preference, after Marketing/Trade/Business area. Among average achievers, Academic area is ranked 14th, after Law/Judiciary, Banking/Insurance, Accounting, Media, Medical, Fine arts/Literature, Marketing/Trade/Business, Scientific/Technologic, Sports/Games and Mechanical/Technical/Industrial areas. Among low achievers, vocations under 'Medical' area have only 12th preference, after Fine arts/Literature and Scientific/Technologic areas.

Among high SES, vocations under ‘Medical’ area have only the 14th preference, after Sports/Games, Political/Social, Mechanical/Technical/ Industrial and Marketing/Trade/Business areas. Among low SES Law/ Judiciary area is ranked 13th, after Banking/Insurance, Accounting, Media, Defense/Security/Law and order, Medical, Fine arts/Literature, and Marketing/Trade/Business areas.

**Discussion**

Except for high and low achievers, Computer/IT is the most preferred occupational areas and Traditional semiskilled or unskilled is the least preferred occupational area in the total sample and all the subsamples except for commerce students. Here, students generally prefer high profile professional jobs like Computer/IT, Administration/Management, Academic, Engineering and so on. Subject of study influence the vocational preference on expected lines, Engineering for the Science students and Accounting for the Commerce students. There is wide variation among the high, average and low achievers subsamples regarding the rank order of preference for the occupational areas for Traditional-Semi/Unskilled, Traditional skilled Religious/Spiritual, Agriculture/Animal Husbandry/Forestry and Political/ Social areas. In general, there is a preference for all occupational areas, except for Religious/Spiritual, Traditional skilled and Traditional-Semi/Unskilled areas, in the total and all the subsamples.

**III. Preference for vocations in various occupational areas among Higher secondary school students**

The preference of higher secondary school students for vocations in 22. occupational areas were found out separately. In each of the occupational area the mean preference score for vocations were calculated. The vocations were ordered, according to the obtained preference scores. The preference for vocations in each of the occupational areas are discussed under separate headings.

**1. Preference for vocations in computer/IT area**

The mean preference score and rank order of preference for vocations in computer/IT area for the total sample and subsamples are summarized in Table 6.

**TABLE 6**

**Rank order and Preference scores of vocation in the 'Computer/IT' area in the general sample and**

**sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | | **MALE** | **FEMALE** | | **SCIENCE** | **HUMANITIES** | | **COMMERCE** | | **RURAL** | | **URBAN** | **HIGH AVG** | | **AVERAGE** | **LOW AVG** | **HIGH SES** | | **LOW SES** | |
| **Order of**  **Preference** | | **Vocations** | | Rank order/  preference | Rank order/  preference | | Rank order/  preference | Rank order/  preference | | Rank order/  preference | | Rank order/  preference | | Rank order/  preference | Rank order/  preference | | Rank order/  preference | Rank order/  preference | Rank order/  preference | | Rank order/  preference | |
| **1** | | **Software Engineer***(4.2)* |  | **1***(4.2)* | **1***(4.1)* | | **1***(4.1)* | **2***(4.2)* | | **1***(4.2)* | | **1***(4.1)* | | **1***(4.3)* | **1***(4.2)* | | **1***(4.2)* | **3***(3.9)* | **1***(4.2)* | | **1***(4.1)* | |
| **2** | | **Computer Technician***(4)* |  | **3***(4.1)* | **2***(3.9)* | | **2***(3.9)* | **3***(4.1)* | | **2***(4.1)* | | **2***(3.9)* | | **4***(4.2)* | **4***(3.8)* | | **2***(4.1)* | **1***(3.9)* | **4***(3.9)* | | **2***(4.1)* | |
| **3** | | **Computer operator***(3.9)* |  | **2***(4.1)* | **4***(3.8)* | | **3***(3.9)* | **5***(4)* | | **3***(4.1)* | | **3***(3.9)* | | **3***(4.2)* | **3***(3.9)* | | **5***(4)* | **2***(3.9)* | **3***(3.9)* | | **4***(4)* | |
| **4** | | **Hardware Engineer***(3.9)* |  | **4***(4.1)* | **3***(3.9)* | | **4***(3.9)* | **4***(4)* | | **4***(4.1)* | | **4***(3.9)* | | **2***(4.2)* | **2***(3.9)* | | **3***(4)* | **4***(3.7)* | **2***(4)* | | **5***(3.9)* | |
| **5** | | **Computer Instructor***(3.9)* |  | **5***(3.9)* | **5***(3.8)* | | **5***(3.8)* | **1***(4.2)* | | **5***(3.8)* | | **5***(3.8)* | | **5***(4.1)* | **6***(3.6)* | | **4***(4)* | **5***(3.7)* | **5***(3.7)* | | **3***(4)* | |
| **6** | | **Network Planning***(3.6)* |  | **8***(3.6)* | **6***(3.6)* | | **8***(3.5)* | **6***(3.8)* | | **6***(3.7)* | | **6***(3.5)* | | **8***(3.8)* | **7***(3.6)* | | **6***(3.7)* | **8***(3.4)* | **7***(3.6)* | | **6***(3.6)* | |
| **7** | | **Graphic Designer***(3.6)* |  | **6***(3.7)* | **7***(3.5)* | | **6***(3.5)* | **8***(3.7)* | | **7***(3.7)* | | **8***(3.4)* | | **6***(3.9)* | **5***(3.7)* | | **7***(3.7)* | **9***(3.3)* | **6***(3.7)* | | **8***(3.5)* | |
| **8** | | **Digital Printer Operator***(3.6)* |  | **7***(3.6)* | **8***(3.5)* | | **7***(3.5)* | **7***(3.7)* | | **8***(3.6)* | | **7***(3.5)* | | **7***(3.8)* | **8***(3.3)* | | **8***(3.6)* | **6***(3.6)* | **8***(3.5)* | | **7***(3.6)* | |
| **9** | | **System Administrator**(3.5) |  | **9***(3.5)* | **9***(3.4)* | | **9***(3.4)* | **9***(3.5)* | | **9***(3.6)* | | **9***(3.4)* | | **9***(3.6)* | **9***(3.3)* | | **9***(3.5)* | **7***(3.4)* | **9***(3.5)* | | **9***(3.4)* | |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | | | | | | |  | |  |  |  |  |  |  | |  |
|  |  | | | |  |  |  | |  | |  | |  | |  |  |  |  |  |  | |  |

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Table 6 shows that, in the total sample and in commerce subsample, occupations in the employment area 'Computer/IT' according to the rank order of preference score, are 1.Software Engineer(4.2), 2.Computer Technician(4), 3.Computer Operator(3.9), 4.Hardware Engineer(3.9), 5.Computer Instructor (3.9), 6.Network Planning(3.6), 7.Graphic Designer(3.6), 8.Digital Printer Operator(3.5), and 9.System Administrator (3.5).

For the area 'Computer/IT' the rank order of preference of science and rural subsample is almost same as that in total sample. The Software Engineer has the highest preference in all the subsamples except in humanities students and low achievers. The system administrator has the least preference in this area, except in low achievers. The subsamples based on gender, locale and SES has no considerable difference in the preference for their vocation in this area. In high achievers, urban, and high SES, comparatively low preference to the vocation of computer technician.

**Discussion**

It is evident from the high mean preference score, which lies above 3.2 for all the vocations in this area in the total sample and all the subsamples, that generally there is a high preference for the vocations coming under the 'Computer/IT' area.

**2. Preference for vocations in 'Administration / Management' Area**

The mean preference score and rank order of preference for vocations in 'administration / management' area for the total sample and subsamples are summarized in Table 7.

**TABLE 7**

**Rank order and Preference scores of vocation in the 'Administration/Management' area in the  
general sample and sub samples based on Gender, Subject of study, Locale, Student’s Achievement and Socio-Economic Status.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | | **RURAL** | | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of  Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | | Rank order/  preference | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/ |
| preference |
| **1** | **District Collector***(3.9)* |  | **1***(3.9)* | **1***(3.9)* | **1***(3.8)* | **1***(4.1)* | **1***(3.9)* | | **1***(3.8)* | | **1***(4.1)* | **1***(3.8)* | **1***(3.9)* | **1***(4)* | **1***(3.9)* | **1***(3.9)* |
| **2** | **Deputy Collector***(3.7)* |  | **2***(3.7)* | **2***(3.7)* | **2***(3.6)* | **3***(3.9)* | **2***(3.8)* | | **2***(3.6)* | | **2***(3.9)* | **2***(3.6)* | **2***(3.7)* | **2***(3.9)* | **2***(3.6)* | **2***(3.8)* |
| **3** | **School Manager***(3.6)* |  | **5***(3.6)* | **3***(3.7)* | **4***(3.5)* | **4***(3.8)* | **3***(3.8)* | | **3***(3.6)* | | **4***(3.7)* | **6***(3.2)* | **3***(3.7)* | **4***(3.8)* | **5***(3.4)* | **3***(3.8)* |
| **4** | **High Commissioner***(3.6)* |  | **4**(3.6) | **4***(3.5)* | **3***(3.5)* | **2***(4)* | **7***(3.4)* | | **5***(3.5)* | | **3***(3.8)* | **3***(3.5)* | **4***(3.6)* | **5***(3.6)* | **3***(3.5)* | **4***(3.6)* |
| **5** | **Foreign Ambassador***(3.5)* |  | **3***(3.6)* | **7***(3.4)* | **5***(3.5)* | **6***(3.7)* | **6***(3.5)* | | **4***(3.5)* | | **6***(3.6)* | **4***(3.4)* | **5***(3.6)* | **7***(3.5)* | **4***(3.5)* | **6***(3.6)* |
| **6** | **Village Officer***(3.5)* |  | **7***(3.5)* | **5***(3.5)* | **7***(3.4)* | **5***(3.7)* | **5***(3.5)* | | **6***(3.4)* | | **7***(3.6)* | **7***(3.1)* | **7***(3.5)* | **3***(3.9)* | **7***(3.3)* | **5***(3.6)* |
| **7** | **I . F . S.***(3.5)* |  | **6***(3.6)* | **6***(3.4)* | **6***(3.4)* | **7***(3.6)* | **4***(3.6)* | | **7***(3.4)* | | **5***(3.6)* | **5***(3.3)* | **6***(3.5)* | **6***(3.6)* | **6***(3.4)* | **7***(3.6)* |
| **8** | **Diplomats***(3)* |  | **8***(3)* | **8***(3)* | **8***(3)* | **8***(3.2)* | **8***(2.9)* | | **8***(2.9)* | | **8***(3.2)* | **8***(3)* | **8***(3)* | **8***(3.1)* | **8***(2.9)* | **8***(3)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | |  | |  |  |  |  |  |  |  |

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Table 7 shows that, in the total sample, under the employment area ‘Administration/Management' the preferred occupations, according to the rank order of preference score, are 1.District Collector (3.9), 2.Deputy Collector (3.7), 3.School Manager(3.5), 4.High Commissioner(3.5), 5.Foreign Ambassador (3.5), 6.Village Officer (3.5), 7.I.F.S(3.5), and 8.Diplomats (3).

The District Collector has the highest and Diplomats has the lowest preference in all the subsamples. In High achievers, High Commissioner and Foreign Ambassador is preferred over School Manager. In humanities subsample, High Commissioner is preferred over School Manager. The subsamples based on gender, locale and SES has no considerable difference in the preference for vocation in this area.

**Discussion**

The findings suggest that students generally have preference for all vocations in this area because, the preference score obtained is above 2.8. The subsamples based on gender, locale and SES has no considerable difference in the preference for vocations in ‘Administration/Management’ area.

**3. Preference for vocations in 'Academic' Area**

The mean preference score and rank order of preference for vocations in 'academic' area for the total sample and subsamples are summarized in Table 8.

**TABLE 8**

**Rank order and Preference scores of vocation in the 'Academic' area in the general sample and**

**sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** | | | | | | |
| **Order of  Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | | | | | | |
| **1** | **College Lecturer***(4.4)* |  | **1***(4.3)* | **1***(4.4)* | **1***(4.3)* | **1***(4.7)* | **1***(4.2)* | **1***(4.3)* | **1***(4.4)* | **1***(4.4)* | **1***(4.4)* | **2***(4.1)* | **1***(4.4)* | **1***(4.4)* | | | | | | |
| **2** | **High School Teacher***(4.1)* |  | **3***(3.9)* | **2***(4.3)* | **2***(4)* | **2***(4.4)* | **2***(4.2)* | **2***(4.2)* | **3***(4.1)* | **4***(3.8)* | **2***(4.2)* | **1***(4.2)* | **2***(4)* | **2***(4.2)* | | | | | | |
| **3** | **Head Master***(4)* |  | **2***(4)* | **3***(4)* | **3***(3.9)* | **3***(4.1)* | **3***(3.9)* | **3***(3.9)* | **2***(4.2)* | **2***(4)* | **3***(4)* | **3***(3.9)* | **3***(3.9)* | **3***(4.1)* | | | | | | |
| **4** | **Principal***(3.9)* |  | **4***(3.9)* | **4***(3.8)* | **4***(3.8)* | **4***(4)* | **4***(3.8)* | **4***(3.9)* | **4***(3.9)* | **5***(3.7)* | **4***(3.9)* | **4***(3.9)* | **4***(3.7)* | **4***(4)* | | | | | | |
| **5** | **Researcher***(3.6)* |  | **5***(3.6)* | **5***(3.7)* | **5***(3.5)* | **5***(3.8)* | **6***(3.5)* | **5***(3.5)* | **5***(3.8)* | **3***(3.9)* | **5***(3.6)* | **9***(3.3)* | **5***(3.7)* | **7***(3.5)* | | | | | | |
| **6** | **Primary Teacher***(3.4)* |  | **7***(3.3)* | **6***(3.6)* | **7***(3.3)* | **7***(3.7)* | **5***(3.6)* | **6***(3.4)* | **7***(3.5)* | **7***(3.1)* | **6***(3.5)* | **5***(3.5)* | **7***(3.3)* | **5***(3.6)* | | | | | | |
| **7** | **Vice Chancellor***(3.4)* |  | **6***(3.4)* | **9***(3.4)* | **6***(3.4)* | **11***(3.3)* | **8***(3.3)* | **7***(3.3)* | **6***(3.5)* | **6***(3.6)* | **8***(3.4)* | **10***(3.2)* | **6***(3.4)* | **8***(3.4)* | | | | | | |
| **8** | **Library assistant***(3.4)* |  | **8***(3.2)* | **7***(3.5)* | **8***(3.3)* | **6***(3.8)* | **9***(3.3)* | **8***(3.3)* | **8***(3.4)* | **10***(3)* | **7***(3.4)* | **6***(3.5)* | **8***(3.2)* | **6***(3.6)* | | | | | | |
| **9** | **Librarian***(3.2)* |  | **9***(3.1)* | **10***(3.3)* | **9***(3.2)* | **10***(3.4)* | **10***(3.2)* | **10***(3.2)* | **9***(3.3)* | **8***(3.1)* | **10***(3.3)* | **11***(3.2)* | **9***(3.2)* | **10***(3.3)* | | | | | | |
| **10** | **Pre-Primary Teacher***(3.2)* |  | **10***(3.1)* | **8***(3.4)* | **10***(3.1)* | **8***(3.6)* | **7***(3.4)* | **9***(3.2)* | **10***(3.3)* | **11***(2.9)* | **9***(3.3)* | **8***(3.4)* | **10***(3.1)* | **9***(3.3)* | | | | | | |
| **11** | **Parallel College Teacher***(3)* |  | **12***(2.9)* | **11***(3.1)* | **12***(2.9)* | **9***(3.5)* | **12***(3)* | **11***(3)* | **12***(3.1)* | **12***(2.6)* | **12***(3.1)* | **7***(3.4)* | **12***(2.9)* | **11***(3.2)* | | | | | | |
| **12** | **Philosopher***(3)* |  | **11***(2.9)* | **12***(3.1)* | **11***(2.9)* | **12***(3.3)* | **11***(3.1)* | **12***(2.9)* | **11***(3.2)* | **9***(3.1)* | **11***(3.1)* | **13***(2.7)* | **11***(3.1)* | **12***(2.9)* | | | | | | |
| **13** | **Anganwadi Teacher***(2.7)* |  | **13***(2.5)* | **13***(2.9)* | **13***(2.5)* | **13***(3)* | **13***(2.9)* | **13***(2.7)* | **13***(2.7)* | **13***(2.4)* | **13**(2.7) | **12***(3.1)* | **13***(2.5)* | **13***(2.9)* | | | | | | |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | | | | | | | | |  |  |  |  |  |  |  |

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Table 8 shows that the preferred occupations in the employment area 'Academic' according to the rank order of preference score, are 1.College Lecturer(4.4), 2.High School Teacher(4.1), 3.Head Master(4), 4.Principal (3.9), 5.Researcher(3.6), 6.Primary Teacher(3.4), 7.Vice Chancellor(3.4), 8.Library Assistant(3.4), 9.Librarian(3.2), 10.Preprimary Teacher(3.2), 11.Parallel College Teacher(3), 12.Philosopher(3) and 13.Anganwadi Teacher(2.7).

The College Lecturer has the highest and Anganwadi Teacher has the lowest preference in all the subsamples as well, except in low achievers. The preference of top 5 vocations is almost same for male, female, science, humanities, rural, urban, average and high SES subsamples. In this area, the girls have comparatively higher preference than boys; but there is only minor changes in the rank order of vocations between boys and girls. The humanities students gave more preference for Academic vocations than science and commerce students. In the rural subsample, the preferred vocations are the same as in the total sample, except for the inter change of rank orders of librarian and pre-primary teacher. There is no considerable difference in the rank order between rural and urban students. There is a high preference for low SES students and no considerable difference in the rank order between high and low SES students.

**Discussion**

The high achievers showed less preference for low profile vocations and low achievers showed less preference for high profile vocations like High School Teacher, College Lecturer, and so on. The vocations in this area are highly preferred because, the preference score obtained is on or above 2.5.

**4. Preference for vocations in 'Engineering' Area**

The mean preference score and rank order of preference for vocations in 'engineering' area for the total sample and subsamples are summarized in Table 9.

**TABLE 9**

**Rank order and Preference scores of vocation in the 'Engineering' area in the general sample and**

**sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Computer Engineer***(4.4)* |  | **1***(4.4)* | **1***(4.4)* | **1***(4.3)* | **1***(4.5)* | **1***(4.5)* | **1***(4.4)* | **1***(4.5)* | **12***(4.3)* | **1***(4.5)* | **1***(4.3)* | **1***(4.4)* | **1***(4.4)* |
| **2** | **Mechanical Enngineer***(3.8)* |  | **2***(3.9)* | **3***(3.8)* | **3***(3.8)* | **2***(4.2)* | **4***(3.8)* | **3***(3.7)* | **2***(4)* | **1***(3.9)* | **2***(3.9)* | **3***(3.8)* | **3***(3.8)* | **2***(3.9)* |
| **3** | **Planning Engineer***(3.8)* |  | **5***(3.8)* | **2***(3.9)* | *2(3.9)* | **4***(3.9)* | **2***(3.9)* | **2***(3.8)* | **3***(3.9)* | **2***(3.9)* | **3***(3.8)* | **2***(3.9)* | **2***(3.8)* | **3***(3.9)* |
| **4** | **Automobile Engineer***(3.8)* |  | **3***(3.9)* | **5***(3.6)* | **4***(3.7)* | **5***(3.9)* | **3***(3.8)* | **4***(3.7)* | **5***(3.8)* | **4***(3.6)* | **5***(3.8)* | **4***(3.8)* | **5***(3.7)* | **4***(3.8)* |
| **5** | **Civil Engineer***(3.8)* |  | **4***(3.8)* | **4***(3.7)* | **5***(3.7)* | **3***(3.9)* | **5***(3.8)* | **5***(3.7)* | **4***(3.9)* | **3***(3.7)* | **4***(3.8)* | **5***(3.6)* | **4***(3.8)* | **5***(3.8)* |
| **6** | **Project Engineer***(3.4)* |  | **8***(3.4)* | **7***(3.3)* | **7***(3.3)* | **7***(3.5)* | **8***(3.3)* | **6***(3.3)* | **7***(3.4)* | **6***(3.2)* | **7***(3.4)* | **8***(3.4)* | **6***(3.3)* | **8***(3.4)* |
| **7** | **Sales Engineer***(3.3)* |  | **9***(3.3)* | **6***(3.4)* | **9***(3.2)* | **8***(3.4)* | **6***(3.6)* | **8***(3.3)* | **8***(3.4)* | **9***(2.9)* | **6***(3.4)* | **7***(3.5)* | **8***(3.2)* | **6***(3.4)* |
| **8** | **Fire Engineer***(3.3)* |  | **6***(3.6)* | **11***(3.1)* | **8***(3.3)* | **9***(3.3)* | **7***(3.4)* | **9***(3.3)* | **6***(3.4)* | **7***(3.1)* | **8***(3.3)* | **6***(3.6)* | **9***(3.2)* | **7***(3.4)* |
| **9** | **Chemical Engineer***(3.3)* |  | **7***(3.4)* | **9***(3.2)* | **6***(3.4)* | **11***(3.3)* | **11***(3.1)* | **7***(3.3)* | **9***(3.3)* | **5***(3.5)* | **9***(3.3)* | **10***(3.4)* | **7***(3.3)* | **9***(3.3)* |
| **10** | **Engineering Assistant***(3.2)* |  | **11***(3.1)* | **8***(3.3)* | **11***(3)* | **6***(3.7)* | **10***(3.2)* | **10***(3.1)* | **10***(3.3)* | **10***(2.7)* | **10***(3.3)* | **9***(3.4)* | **10***(3.1)* | **10***(3.3)* |
| **11** | **Civil foreman***(3.1)* |  | **10***(3.1)* | **10***(3.1)* | **10***(3)* | **10***(3.3)* | **9***(3.2)* | **11***(3.1)* | **11***(3.3)* | **8***(3.1)* | **11***(3.1)* | **11***(3.2)* | **11***(3.1)* | **11***(3.2)* |
| **12** | **Metallurgist***(2.7)* |  | **12***(2.8)* | **12***(2.6)* | **12***(2.7)* | **12***(2.6)* | **12***(2.7)* | **12***(2.7)* | **12***(2.7)* | **11***(2.7)* | **12***(2.7)* | **12***(2.8)* | **12***(2.7)* | **12***(2.7)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | |  |  |  |  |  |  |  |  |

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Table 9 shows that, in the total sample, the preferred occupations in the employment area 'Engineering' according to the rank order of preference score, are 1.Computer Engineer(4.4), 2.Mechanical Engineer(3.8), 3.Planning Engineer (3.8), 4.Automobile Engineer(3.8), 5.Civil Engineer(3.5), 6.Project Engineer (3.4), 7.Sales Engineer(3.3), 8.Fire Engineer (3.3), 9. Chemical Engineer (3.3), 10.Engineering Assistant(3.2), 11.Civil Foreman(3.1), and 12.Metallurgist.

The Computer Engineer has the highest and Metallurgist has the lowest preference in all the subsamples as well, except in high achievers. In boys subsample, automobile Engineer and Civil Engineer is preferred over planning Engineer. In girls this is the reverse. The mean preference value in Engineering area shows that students population irrespective of the strata have preference or liking for these vocations, because except for Metallurgist all other vocations have a mean score of 3 or above in the total sample and all subsamples. The science, humanities and commerce subsample have also the same preference order. But the preference score of science students for most of the vocations are less than that of humanities and commerce students. The urban and rural subsamples are not considerably deviating from the preference of the total sample. Among high achievers a major difference is in the preference for Computer Engineer which is least preferred in this subsample, while is top preferred in all other subsamples. Except for this the other difference among high, average, low achievers is not countable. Like wise there is no considerable difference between high and low SES groups in their preferences for vocations in the Engineering area which is almost same as in total sample.

**Discussion**

In the total sample, the preferred occupations in the Engineering area according to ther rank order of preference, are Computer Engineer, Mechanical Engineer, Planning Engineer, Automobile Engineer, Civil Engineer, Project Engineer, Sales Engineer, Fire Engineer, Chemical Engineer, Engineering Assistant, Civil Foreman and Metallurgist. Among the high achievers, the Computer Engineer is the least preferred vocation, which is the highest preferred among all other subsamples. Apart from this there is no considerable difference in the preference for Engineering vocations among the relevant subsamples, especially for the top five vocations. The least preferred three vocations as well, do not differ considerably among the subsamples. It is interesting to observe that science students have no special preference for Engineering Vocations in comparison to humanities and commerce students. In other words, humanities and commerce students have the same or better preference score towards Engineering vocations in comparison to science students. In, general there is preference for all these engineering vocations, in the total sample and all sub samples.

**5. Preference for vocations in 'Law/Judiciary' Area**

The mean preference score and rank order of preference for vocations in 'law/judiciary' area for the total sample and subsamples are summarized in Table 10.

**TABLE 10**

**Rank order and Preference scores of vocation in the**

**'Law/Judiciary' area in the general sample and sub samples based on Gender,**

**Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | | **RURAL** | | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Vocations** | | Rank order  of preference | Rank order  of preference | Rank order  of preference | Rank order  of preference | Rank order  of preference | | Rank order  of preference | | Rank order  of preference | Rank order  of preference | Rank order  of preference | Rank order  of preference | Rank order  of preference | Rank order  of preference |
| **1** | **Judge***(3.8)* |  | **1***(3.7)* | **1***(3.9)* | **1***(3.7)* | **2***(4)* | **1(***3.8)* | | **1***(3.8)* | | **1***(3.8)* | **1***(3.5)* | **1***(3.8)* | **2***(3.8)* | **1***(3.7)* | **1***(3.8)* |
| **2** | **Advocate***(3.7)* |  | **3***(3.5)* | **2***(3.8)* | **3***(3.5)* | **1***(4.1)* | **2***(3.7)* | | **2***(3.6)* | | **3***(3.7)* | **2***(3.3)* | **2***(3.7)* | **1**(3.8) | **3***(3.6)* | **2***(3.7)* |
| **3** | **Magistrate***(3.6)* |  | **2***(3.5)* | **3***(3.7)* | **2***(3.5)* | **3***(3.8)* | **3***(3.5)* | | **3***(3.5)* | | **2***(3.7)* | **3***(3.3)* | **3***(3.7)* | **3***(3.6)* | **2***(3.6)* | **3***(3.6)* |
| **4** | **Public prosecutor***(3.5)* |  | **4***(3.4)* | **4***(3.5)* | **4***(3.4)* | **4***(3.7)* | **4***(3.5)* | | **4***(3.4)* | | **4***(3.5)* | **4***(3.2)* | **4***(3.5)* | **4***(3.6)* | **4***(3.4)* | **4***(3.5)* |
| **5** | **Assistant Publicprosecutor***(3.3)* |  | **5***(3.3)* | **5***(3.3)* | **5***(3.2)* | **5***(3.4)* | **5***(3.3)* | | **5***(3.2)* | | **5***(3.3)* | **5***(3)* | **5***(3.3)* | **5***(3.4)* | **5***(3.2)* | **5***(3.3)* |
| **6** | **Confidential assistant***(3.1)* |  | **6***(3)* | **6***(3.1)* | **6***(3)* | **6***(3.3)* | **6***(3)* | | **6***(3.1)* | | **6***(3)* | **6***(2.7)* | **6***(3.1)* | **6***(3.3)* | **6***(3)* | **6***(3.1)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | |  | |  |  |  |  |  |  |  |

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Table 10 shows that, in the total sample, and in female, commerce, rural, high achievers', average achievers' and low SES subsamples, the preferred occupations in the employment area 'Law/Judiciary', according to their rank order of preference are 1.Judge 2.Advocate 3.Magistrate 4.Public Prosecutor 5. Assistant Public Prosecutor and 6.Confidential Assistant. In male, science, urban and high SES subsamples, the Judge, Public Prosecutor, Assistant Public Prosecutor and Confidential Assistant rank, 1, 4, 5, 6 respectively as in the total sample, but here 'Magistrate' is preferred over 'Advocate'. In the humanities and low achievers subsamples, 'Advocate' is preferred over 'Judge'. There is no wide variation among the subsamples regarding the preference for the vocations. But humanities subsample have higher preference score than science and commerce students. Also high achieving subsample has lesser preference score than average and low achieving subsamples.

**Discussion**

The vocation of Judge has the highest preference in all the samples except in humanities and low achievers, and confidential assistant has the lowest preference in all the subsamples. Generally, students have high preference towards vocations in this area. There is no wide variation in preference score for vocations among subsample, but humanities students have higher preference over science and commerce students. Like wise high achievers have comparatively less preference for Law/Judicial vocations.

**6. Preference for vocations in 'Banking/Insurance' Area**

The mean preference score and rank order of preference for vocations in 'banking/insurance' area for the total sample and subsamples are summarized in Table 11.

**TABLE 11**

**Rank order and Preference scores of vocation in the 'Banking/Insurance' area in the general sample**

**and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Bank Manager***(4.2)* |  | **1***(4.1)* | **1***(4.3)* | **1***(4.1)* | **1***(4.4)* | **1***(4.2)* | **1***(4.1)* | | **1***(4.3)* | **1***(3.9)* | **1***(4.2)* | **1***(4.3)* | **1***(4.2)* | **1***(4.2)* |
| **2** | **Bank Officer***(3.9)* |  | **2***(3.9)* | **2***(4)* | **2***(3.8)* | **2***(4.2)* | **2***(4.1)* | **2***(3.9)* | | **2***(3.9)* | **2***(3.6)* | **2***(4)* | **2***(4.3)* | **2***(3.9)* | **2***(4)* |
| **3** | **Bank Secretary***(3.6)* |  | **3***(3.5)* | **3***(3.6)* | **3***(3.5)* | **3***(3.7)* | **4***(3.7)* | **3***(3.6)* | | **3***(3.6)* | **3***(3.3)* | **3***(3.6)* | **4***(3.8)* | **3***(3.5)* | **4***(3.6)* |
| **4** | **Bank Cashier***(3.5)* |  | **4***(3.5)* | **4***(3.6)* | **4***(3.4)* | **4***(3.7)* | **3***(3.7)* | **4***(3.5)* | | **4***(3.5)* | **4***(3.1)* | **4***(3.6)* | **3***(3.8)* | **4***(3.4)* | **3***(3.6)* |
| **5** | **Bank Clerk***(3.3)* |  | **5***(3.2)* | **5***(3.4)* | **5***(3.2)* | **6***(3.5)* | **5***(3.3)* | **5***(3.3)* | | **5***(3.2)* | **5***(2.8)* | **5***(3.3)* | **5***(3.7)* | **6***(3.1)* | **5***(3.4)* |
| **6** | **Carrier Agent***(3.2)* |  | **6***(3.1)* | **6***(3.2)* | **6***(3)* | **5***(3.6)* | **6***(3.1)* | **6***(3.2)* | | **6***(3.1)* | **6**(2.7) | **6***(3.2)* | **6***(3.4)* | **5***(3.1)* | **6***(3.2)* |
| **7** | **GIC Officer***(2.9)* |  | **7***(3)* | **8***(2.9)* | **7***(2.9)* | **8***(3.2)* | **8***(3.1)* | **7***(2.9)* | | **7***(3)* | **7***(2.6)* | **8***(2.9)* | **7***(3.3)* | **7***(2.9)* | **7***(3.1)* |
| **8** | **LIC Officer***(2.9)* |  | **8***(2.9)* | **7***(3)* | **8***(2.8)* | **7***(3.2)* | **7***(3.1)* | **8***(2.9)* | | **8***(2.9)* | **8***(2.4)* | **7***(3)* | **8***(3.3)* | **8***(2.8)* | **8***(3.1)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | | |  |  |  |  |  |  |  |

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Table 11 shows that, in the total sample, and in male, science, rural, urban and high achievers’ subsample, the preferred occupations in the employment area 'Banking/Insurance' according to the rank order of preference, are 1.Bank Manager, 2. Bank Officer, 3. Bank Secretary, 4. Bank Cashier, 5. Bank Clerk, 6. Carrier Agent, 7. G.I.C Officer, and 8. LIC Officer.

Students generally have considerably high preference for Banking/Insurance vocations as indicated by high preference score for all the vocations in total sample and all subsamples. There is no considerable differences in the rank order of preference of these vocations among subsamples. But average achieving, low achieving students and low SES category has higher preference than other comparable subsamples.

**Discussion**

In the total sample, under the employment area 'Banking/Insurance', the students gave more preference to the vocations relating to banking area. The most disliked vocations in this area, are LIC Officer and GIC Officer. Among these, in the total sample, and throughout the subsamples, the most preferred occupation is Bank Manager. The subsamples based on gender, subject of study, and locale have no considerable difference in their preference for Banking/Insurance vocations. Average and low achievers as well as low SES subsamples has slightly better preference for these vocations than the other comparable subsamples.

**7. Preference for vocations in 'Accounting' Area**

The mean preference score and rank order of preference for vocations in 'Accounting' area for the total sample and subsamples are summarized in Table 12.

**TABLE 12**

**Rank order and Preference scores in the 'Accounting' area in the general sample   
and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Accountant***(3.6)* |  | **2***(3.6)* | **1***(3.6)* | **2***(3.4)* | **3***(3.5)* | **2***(4.2)* | **2***(3.5)* | **1***(3.8)* | **3***(3.2)* | **1***(3.7)* | **2***(3.7)* | **2***(3.6)* | **1***(3.7)* |
| **2** | **Income Tax Officer***(3.6)* |  | **1***(3.7)* | **2***(3.6)* | **1***(3.5)* | **1***(3.7)* | **4***(3.9)* | **1***(3.6)* | **2***(3.7)* | **1***(3.3)* | **2***(3.6)* | **1***(3.8)* | **1***(3.6)* | **2***(3.7)* |
| **3** | **Chartered Accountant***(3.5)* |  | **3***(3.6)* | **4***(3.4)* | **5***(3.3)* | **9***(3.2)* | **1***(4.2)* | **4***(3.5)* | **3***(3.6)* | **2***(3.3)* | **3***(3.6)* | **9***(3.3)* | **3***(3.6)* | **5***(3.5)* |
| **4** | **Sales Tax officer***(3.5)* |  | **4***(3.6)* | **3***(3.4)* | **3***(3.4)* | **4***(3.5)* | **5***(3.6)* | **3***(3.5)* | **4***(3.6)* | **4***(3.2)* | **4***(3.6)* | **3***(3.7)* | **4***(3.4)* | **3***(3.6)* |
| **5** | **Cashier***(3.4)* |  | **5***(3.5)* | **6***(3.4)* | **4***(3.3)* | **5***(3.4)* | **6***(3.8)* | **5***(3.4)* | **5***(3.5)* | **5***(3.1)* | **5***(3.6)* | **8***(3.4)* | **5***(3.4)* | **4***(3.5)* |
| **6** | **Company secretary***(3.4)* |  | **7***(3.4)* | **5***(3.4)* | **6***(3.2)* | **2***(3.6)* | **7***(3.7)* | **6***(3.3)* | **7***(3.5)* | **6***(3)* | **7***(3.5)* | **4***(3.5)* | **7***(3.3)* | **6***(3.5)* |
| **7** | **Cost accounting***(3.4)* |  | **6***(3.4)* | **7***(3.3)* | **7***(3.2)* | **6***(3.4)* | **3***(3.9)* | **7***(3.3)* | **6***(3.5)* | **7***(3)* | **6***(3.5)* | **5***(3.5)* | **6***(3.3)* | **7***(3.4)* |
| **8** | **Unit Inspector***(3.2)* |  | **8***(3.3)* | **9***(3.1)* | **8***(3)* | **8***(3.3)* | **9***(3.5)* | **9***(3.1)* | **8***(3.4)* | **9***(2.7)* | **8***(3.2)* | **6***(3.4)* | **9***(3)* | **8***(3.3)* |
| **9** | **Auditor***(3.2)* |  | **9***(3.2)* | **8***(3.1)* | **9***(3)* | **7***(3.3)* | **8***(3.5)* | **8***(3.1)* | **9***(3.3)* | **8***(2.9)* | **9***(3.2)* | **7***(3.4)* | **8***(3)* | **9***(3.3)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | |  |  |  |  |  |  |  |  |

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Table 12 shows that, in the total sample, the preferred occupations in the employment area 'Accounting' according to the rank order of preference scores, are 1.Accountant(3.6), 2.Income Tax Officer(3.6), 3.Chartered Accountant (3.5), 4.Sales Tax Officer(3.5), 5.Cashier(3.4), 6.Company Secretary(3.4), 7. Cost Accounting(3.4), 8.Unit Inspector (3.2) and 9.Auditor(3.2).

The male subsample has comparatively slight preference for accounting vocations over female subsample. The Commerce students prefer these vocations more than the Science and Humanities students. Vocations like Chartered Accountant and Cost Accountant are preferred more by Commerce students than Humanities and Commerce students. The students from urban area showed comparatively higher preference in these vocations than the students from rural areas. When compared to average and low achievers, the preference of high achievers is less. The low SES students showed comparatively higher preference over high SES students, except for the vocation of Income Tax Officer.

**Discussion**

In Accounting area, Accountant is the most prepared vocation and Auditor is the least preferred vocation in the total sample. But it is not same in the subsamples. Generally, the vocations in this area are highly preferred because, the average preference score of all the vocations is on or above 2.7.

**8. Preference for vocations in 'Media' Area**

The mean preference score and rank order of preference for vocations in 'Accounting' area for the total sample and subsamples are summarized in Table 13.

**TABLE 13**

**Rank order and Preference scores of vocation in the ‘Media’ area in the general sample**

**and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

| **GENERAL** | | **MALE** | | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Order of  Preference** | **Vocations** | Rank order/  preference | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Journalist***(4)* |  | **2***(3.9)* | **2***(4.1)* | **1***(3.9)* | **1***(4.3)* | **2***(4)* | **1***(4)* | **1***(4)* | **1***(3.8)* | **1***(4.1)* | **8***(3.8)* | **1***(4.1)* | **3***(3.9)* |
| **2** | **News Reporter-TV***(3.9)* |  | **6***(3.7)* | **1***(4.1)* | **6***(3.7)* | **2***(4.1)* | **1***(4.2)* | **2***(3.9)* | **3***(3.9)* | **5***(3.4)* | **2***(4)* | **2***(3.9)* | **5***(3.7)* | **2***(4.1)* |
| **3** | **Managing Director***(3.8)* |  | **3***(3.8)* | **4***(3.9)* | **5***(3.7)* | **3***(4.1)* | **3***(3.9)* | **6***(3.7)* | **2***(4)* | **4***(3.6)* | **4***(3.9)* | **7***(3.9)* | **2***(3.8)* | **4***(3.8)* |
| **4** | **News Reader***(3.8)* |  | **7***(3.6)* | **3***(4)* | **3***(3.7)* | **4***(4)* | **4***(3.8)* | **4***(3.8)* | **5***(3.8)* | **7***(3.4)* | **3***(3.9)* | **5***(3.9)* | **3***(3.8)* | **5***(3.8)* |
| **5** | **Photographer***(3.8)* |  | **4***(3.8)* | **5***(3.8)* | **4***(3.7)* | **12***(3.8)* | **5***(3.7)* | **5***(3.7)* | **6***(3.8)* | **2***(3.6)* | **5***(3.8)* | **4***(3.9)* | **4***(3.7)* | **6***(3.8)* |
| **6** | **Cameraman***(3.6)* |  | **5***(3.7)* | **12***(3.5)* | **7***(3.6)* | **9***(3.9)* | **11***(3.5)* | **7***(3.6)* | **7***(3.7)* | **6***(3.4)* | **6***(3.6)* | **6***(3.9)* | **8***(3.5)* | **7***(3.7)* |
| **7** | **Chief Editor***(3.6)* |  | **8***(3.6)* | **7***(3.7)* | **9***(3.6)* | **22***(3.6)* | **7***(3.6)* | **10***(3.5)* | **4***(3.8)* | **3***(3.6)* | **7***(3.6)* | **13***(3.7)* | **7***(3.5)* | **8***(3.7)* |
| **8** | **Mike Operator***(3.6)* |  | **1***(4.1)* | **26***(3.1)* | **2***(3.8)* | **15***(3.8)* | **24***(3.2)* | **3***(3.8)* | **25***(3.2)* | **26***(2.6)* | **25***(3.2)* | **1***(6)* | **25***(3)* | **1***(4.2)* |
| **9** | **Music Composer***(3.6)* |  | **9***(3.6)* | **8***(3.7)* | **8***(3.6)* | **10***(3.9)* | **8***(3.6)* | **8***(3.6)* | **9***(3.6)* | **10***(3.3)* | **8***(3.6)* | **9***(3.8)* | **6***(3.6)* | **13***(3.6)* |
| **10** | **Director-TV***(3.6)* |  | **10***(3.5)* | **10***(3.6)* | **12***(3.5)* | **7***(3.9)* | **6***(3.6)* | **11***(3.5)* | **8***(3.7)* | **18***(3.1)* | **10***(3.6)* | **3***(3.9)* | **10***(3.5)* | **9***(3.7)* |
| **11** | **News agent***(3.6)* |  | **11***(3.5)* | **9***(3.6)* | **11***(3.5)* | **17***(3.7)* | **10***(3.5)* | **9***(3.5)* | **11***(3.6)* | **9***(3.3)* | **9***(3.6)* | **15***(3.7)* | **9***(3.5)* | **10***(3.7)* |
| **12** | **Newsreader***(3.5)* |  | **16***(3.4)* | **6***(3.7)* | **10***(3.5)* | **14***(3.8)* | **9***(3.5)* | **12***(3.5)* | **12***(3.6)* | **8***(3.4)* | **11***(3.6)* | **16***(3.6)* | **11***(3.4)* | **11***(3.6)* |
| **13** | **Director-film***(3.5)* |  | **12***(3.5)* | **14***(3.4)* | **13***(3.4)* | **17***(3.7)* | **12***(3.4)* | **13***(3.4)* | **15***(3.5)* | **13***(3.2)* | **13***(3.5)* | **11***(3.7)* | **12***(3.4)* | **14***(3.5)* |
| **14** | **Local reporter-Newspaper***(3.4)* |  | **20***(3.3)* | **11***(3.6)* | **16***(3.3)* | **8***(3.9)* | **13***(3.4)* | **14***(3.4)* | **17***(3.5)* | **17***(3.1)* | **12***(3.5)* | **14***(3.7)* | **15***(3.3)* | **12***(3.6)* |
| **15** | **Sub Editor***(3.4)* |  | **14***(3.4)* | **16***(3.4)* | **18***(3.3)* | **11***(3.9)* | **16***(3.4)* | **17***(3.3)* | **13***(3.6)* | **12***(3.2)* | **14***(3.4)* | **19***(3.5)* | **13***(3.3)* | **16***(3.5)* |
| **16** | **Press Photographer***(3.4)* |  | **15***(3.4)* | **15***(3.4)* | **14***(3.4)* | **16***(3.7)* | **21***(3.3)* | **16***(3.3)* | **16***(3.5)* | **11***(3.2)* | **16***(3.4)* | **12***(3.7)* | **14***(3.3)* | **17***(3.5)* |
| **17** | **Sound Engineer-film***(3.4)* |  | **13***(3.5)* | **22***(3.2)* | **15***(3.4)* | **25***(3.5)* | **22***(3.2)* | **15***(3.4)* | **23***(3.3)* | **15***(3.1)* | **20***(3.3)*  Contd..... | **18***(3.6)* | **16***(3.3)* | **20***(3.4)*  69 |
| **18** | **Associate Editor***(3.4)* |  | **17***(3.4)* | **18***(3.3)* | **17***(3.3)* | **19***(3.6)* | **20***(3.3)* | **18***(3.3)* | **18***(3.5)* | **14***(3.2)* | **15***(3.4)* | **24***(3.4)* | **18***(3.2)* | **18***(3.5)* |
| **19** | **Press reporter***(3.3)* |  | **19***(3.3)* | **19***(3.3)* | **20***(3.2)* | **13***(3.8)* | **19***(3.3)* | **22***(3.2)* | **14***(3.6)* | **16***(3.1)* | **17***(3.4)* | **23***(3.5)* | **20***(3.2)* | **15***(3.5)* |
| **20** | **Public relation Officer***(3.3)* |  | **18***(3.3)* | **20***(3.3)* | **19***(3.2)* | **20***(3.6)* | **17***(3.4)* | **19***(3.3)* | **20***(3.4)* | **21***(2.9)* | **19***(3.4)* | **20***(3.5)* | **21***(3.2)* | **19***(3.5)* |
| **21** | **Joint Editor***(3.3)* |  | **25***(3.2)* | **13***(3.5)* | **23***(3.1)* | **5***(4)* | **23***(3.2)* | **25***(3.1)* | **10***(3.6)* | **19***(3)* | **18***(3.4)* | **28***(3.4)* | **19***(3.2)* | **21***(3.4)* |
| **22** | **Freelance reporter***(3.3)* |  | **23***(3.2)* | **17***(3.4)* | **21***(3.2)* | **18***(3.7)* | **14***(3.4)* | **21***(3.2)* | **19***(3.4)* | **20***(2.9)* | **21***(3.3)* | **21***(3.5)* | **17***(3.2)* | **25***(3.4)* |
| **23** | **Programme anouncer***(3.3)* |  | **22***(3.3)* | **21***(3.2)* | **22***(3.1)* | **21***(3.6)* | **15***(3.4)* | **20***(3.3)* | **21***(3.3)* | **23**(2.8) | **23***(3.3)* | **10***(3.8)* | **22***(3.1)* | **22***(3.4)* |
| **24** | **Producer-film***(3.2)* |  | **21***(3.3)* | **23***(3.2)* | **24***(3.1)* | **23***(3.5)* | **18***(3.3)* | **23***(3.2)* | **22***(3.3)* | **25***(2.7)* | **22***(3.3)* | **17***(3.6)* | **23***(3.1)* | **24***(3.4)* |
| **25** | **Station Director-Radio***(3.2)* |  | **24***(3.2)* | **24***(3.2)* | **26***(3.1)* | **24***(3.5)* | **25***(3.2)* | **24***(3.2)* | **24***(3.2)* | **24***(2.7)* | **24***(3.2)* | **25***(3.4)* | **26***(2.9)* | **23***(3.4)* |
| **26** | **Script Writer-film***(3.1)* |  | **26***(3.1)* | **25***(3.1)* | **25***(3.1)* | **26***(3.4)* | **28***(3)* | **26***(3.1)* | **26***(3.2)* | **22***(2.9)* | **26***(3.1)* | **27***(3.4)* | **24***(3.1)* | **28***(3.1)* |
| **27** | **Production Executive-film***(3)* |  | **27***(3.1)* | **27***(3)* | **27***(2.9)* | **27***(3.3)* | **27***(3)* | **27***(3)* | **27***(3.1)* | **28***(2.6)* | **27***(3.1)* | **26***(3.4)* | **27***(2.9)* | **26***(3.2)* |
| **28** | **Programme anouncer-Radio***(2.9)* |  | **29***(2.9)* | **28***(3)* | **29***(2.8)* | **28***(3.2)* | **26***(3.1)* | **28***(2.9)* | **28***(3)* | **27***(2.6)* | **29***(2.9)* | **22***(3.5)* | **29***(2.7)* | **27***(3.2)* |
| **29** | **Distributer-film***(2.9)* |  | **28***(2.9)* | **29***(2.9)* | **28***(2.9)* | **31***(3.1)* | **29***(2.9)* | **29***(2.9)* | **29***(3)* | **29***(2.5)* | **28***(2.9)* | **31***(3.3)* | **28***(2.8)* | **30***(3)* |
| **30** | **Mike Operator-Radio***(2.9)* |  | **30***(2.9)* | **30***(2.9)* | **30***(2.8)* | **29***(3.2)* | **30***(2.9)* | **30***(2.9)* | **30***(2.9)* | **30***(2.5)* | **30***(2.9)* | **30***(3.3)* | **31***(2.7)* | **29***(3.1)* |
| **31** | **Theatre Operator***(2.9)* |  | **31***(2.9)* | **31***(2.8)* | **31***(2.8)* | **30***(3.1)* | **31***(2.8)* | **31***(2.9)* | **31***(2.8)* | **31***(2.3)* | **31***(2.9)* | **29***(3.3)* | **30***(2.7)* | **31***(3)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | |  |  |  |  |  |  |  |  |

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Table 13 shows that the most preferred 10 occupations in the employment area 'Media' according to the rank order of preference score, are 1.Journalist (4), 2.News Reporter-TV(3.9), 3.Managing Director(3.8), 4.News Reader(3.8), 5.Photographer(3.8), 6.Cameraman(3.6), 7.Chief Editor(3.6), 8. Mike Operator(3.6), 9.Music Composer(3.6) and 10.Director-TV(3.6).

The least preferred occupations in this area, are Theatre Operator, Mike Operator-Radio, Film-Distributor, Program Announcer-Radio and so on. In male, low achievers’ and low SES students, Mike operator is the most preferred vocation. The female subsamples have slightly higher preference than male students for vocations in this area. The humanities students showed better preference for vocations over commerce and science students. For Mike Operator, science students showed better preference over humanities and commerce students. No considerable difference in the preference for vocation between rural and urban students. For Mike Operator, rural students showed better preference than urban students. When compared to average and low achievers, the preference of high achievers is less. For Chief Editor, high achievers showed better preference over average and low achievers. The low SES students has high preference for vocations over high SES.

**Discussion**

In this area, Journalist is the most preferred vocations in the total sample, but the low achievers gave 8th preference to this vocation. In the total sample, students gave more preference to the vocations related to T.V, while they gave less preference to the vocations related to Radio and Film. In general, there is preference for all media vocations, in the total sample and all the subsamples.

**9. Preference for vocations in 'Defense/Security/law and order' Area**

The mean preference score and rank order of preference for vocations in 'Defense/Security/law and order' area for the total sample and subsamples are summarized in Table 14.

**TABLE 14**

**Rank order and Preference scores of vocation in the ‘Defense/Security/Law and Order’ area in the general sample**

**and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status.**

| **GENERAL** | | | | **MALE** | | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | | **HIGH AVG** | **AVERAGE** | | **LOW AVG** | **HIGH SES** | | **LOW SES** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Order of**  **Preference** | **Vocations** | | | Rank order/  preference | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | | Rank order/  preference | Rank order/  preference | | Rank order/  preference | Rank order/  preference | | Rank order/  preference |
| **1** | **C.B.I. Officer***(4.4)* | |  | **1***(4.5)* | | **2***(4.3)* | **1***(4.3)* | **2***(4.6)* | **1***(4.3)* | **1***(4.3)* | **1***(4.6)* | | **2***(4.2)* | **1***(4.4)* | | **1***(4.5)* | **1***(4.4)* | | **1***(4.4)* |
| **2** | **C.I.D***(4.3)* | |  | **2***(4.3)* | | **1***(4.3)* | **2***(4.2)* | **1***(4.8)* | **2***(4.2)* | **2***(4.2)* | **2***(4.5)* | | **3***(4.2)* | **2***(4.3)* | | **2***(4.2)* | **2***(4.3)* | | **2***(4.3)* |
| **3** | **Flying Officer***(3.9)* | |  | **4***(3.9)* | | **4***(3.9)* | **3***(4)* | **6***(3.9)* | **4***(3.8)* | **3***(3.9)* | **3***(4.1)* | | **1***(4.2)* | **3***(3.9)* | | **10***(3.7)* | **3***(4.1)* | | **6***(3.8)* |
| **4** | **Crime Detector***(3.9)* | |  | **5***(3.9)* | | **3***(3.9)* | **5***(3.9)* | **4***(4.1)* | **3***(3.9)* | **4***(3.9)* | **4***(4)* | | **6***(3.7)* | **4***(3.9)* | | **4***(4.1)* | **5***(3.8)* | | **3***(4)* |
| **5** | **Captain-Army***(3.8)* | |  | **3***(4)* | | **7***(3.6)* | **4***(3.9)* | **7***(3.9)* | **6***(3.7)* | **5***(3.8)* | **5***(3.8)* | | **5***(3.8)* | **5***(3.8)* | | **6***(3.9)* | **4***(3.9)* | | **7***(3.8)* |
| **6** | **Circle Inspector(***3.7)* | |  | **7***(3.8)* | | **5***(3.6)* | **9***(3.6)* | **5***(3.1)* | **7***(3.6)* | **6***(3.7)* | **6***(3.7)* | | **26***(3.2)* | **6***(3.8)* | | **5***(4.1)* | **16***(3.5)* | | **4***(3.9)* |
| **7** | **Major-Army***(3.7)* | |  | **6***(3.9)* | | **11***(3.4)* | **7***(3.7)* | **12***(3.7)* | **9***(3.6)* | **7***(3.6)* | **9***(3.7)* | | **8***(3.7)* | **9***(3.6)* | | **9***(3.7)* | **6***(3.7)* | | **9***(3.6)* |
| **8** | **Naval Officer***(3.6)* | |  | **8***(3.8)* | | **9***(3.5)* | **6***(3.7)* | **10***(3.7)* | **12***(3.5)* | **9***(3.6)* | **7***(3.7)* | | **10***(3.6)* | **7***(3.7)* | | ***16****(3.6)* | **7***(3.7)* | | **10***(3.6)* |
| **9** | **Commander-Navy***(3.6)* | |  | **9***(3.8)* | | **12***(3.4)* | **8***(3.7)* | **13***(3.7)* | **13***(3.5)* | **12***(3.6)* | **8***(3.7)* | | **7***(3.7)* | **11***(3.6)* | | **15***(3.6)* | **8***(3.7)* | | **12***(3.6)* |
| **10** | **Sub Inspector***(3.6)* | |  | **17***(3.6)* | | **6***(3.6)* | **21***(3.4)* | **3***(4.2)* | **11***(3.5)* | **8***(3.6)* | **17***(3.6)* | | **30***(2.9)* | **8***(3.6)* | | **3***(4.1)* | **23***(3.3)* | | **5***(3.9)* |
| **11** | **Air Commodore***(3.6)* | |  | **10***(3.7)* | | **10***(3.5)* | **10***(3.6)* | **15***(3.6)* | **8***(3.6)* | **10***(3.6)* | **12***(3.6)* | | **12***(3.6)* | **10***(3.6)* | | **12***(3.6)* | **9***(3.6)* | | **11***(3.6)* |
| **12** | **Customs Officer***(3.6)* | |  | **12***(3.7)* | | **8***(3.5)* | **15***(3.5)* | **8***(3.8)* | **5***(3.7)* | **11***(3.6)* | **13***(3.6)* | | **20***(3.4)* | **12***(3.6)* | | **7***(3.9)* | **12***(3.6)* | | **8***(3.6)* |
| **13** | **Soldier***(3.6)* | |  | **11***(3.7)* | | **14***(3.4)* | **12***(3.6)* | **11***(3.7)* | **14***(3.4)* | **13***(3.6)* | **15***(3.6)* | | **16***(3.5)* | **14***(3.5)* | | **8***(3.8)* | **11***(3.6)* | | **13***(3.5)* |
| **14** | **Lieutenant Comander-Navy***(3.5)* | |  | **15***(3.7)* | | **15***(3.4)* | **13***(3.5)* | **17***(3.5)* | **10***(3.5)* | **14***(3.5)* | **14***(3.6)* | | **9***(3.6)* | **13***(3.5)* | | **21***(3.5)* | **10***(3.6)* | | **14***(3.5)* |
| **15** | **Army General***(3.5)* | |  | **14***(3.7)* | | **17***(3.3)* | **14***(3.5)* | **19***(3.5)* | **15***(3.4)* | **16***(3.4)* | **16***(3.6)* | | **15***(3.5)* | **16***(3.5)* | | **14***(3.6)* | **15***(3.5)* | | **15***(3.4)* |
| **16** | **Brigadier***(3.5)* | |  | **13***(3.7)* | | **18***(3.3)* | **16***(3.5)* | **14***(3.6)* | **16***(3.3)* | **15***(3.5)* | **20***(3.5)* | | **19***(3.4)* | **15***(3.5)* | | **19***(3.5)* | **14***(3.5)* | | **18***(3.4)* |
| **17** | **Flight Lieutenant***(3.5)* | |  | **22***(3.5)* | | **13***(3.4)* | **11***(3.6)* | **22***(3.4)* | **17***(3.3)* | **17***(3.4)* | **19***(3.5)* | | **4***(3.8)* | **17***(3.4)* | | **30***(3.3)* | **13***(3.6)* | | **19***(3.4)* |
| **18** | **Admiral-Navy***(3.4)* | |  | **20***(3.5)* | | **16***(3.3)* | **20***(3.4)* | **9***(3.8)* | **23***(3.2)* | **20***(3.3)* | **10***(3.7)* | | **14***(3.5)* | **20***(3.4)* | | **17***(3.6)* | **18***(3.4)* | | **16***(3.4)* |
| **19** | **Lieutenant general-Army***(3.4)* | |  | **16***(3.6)* | | **23***(3.2)* | **18***(3.5)* | **23***(3.4)* | **19***(3.2)* | **24***(3.3)* | **11***(3.7)* | | **18***(3.4)* | **18***(3.4)* | | **23***(3.4)* | **21***(3.4)* | | **17***(3.4)* |
| **20** | **Vice Admiral***(3.4)* | |  | **18***(3.6)* | | **21***(3.2)* | **17***(3.5)* | **20***(3.4)* | **24***(3.2)* | **18***(3.4)* | **21***(3.5)* | | **17***(3.5)* | **19***(3.4)* | | **27***(3.3)*  Contd.... | **17***(3.5)* | | **22***(3.3)*  73 |
| **21** | **Lieutenant Colonel-Army***(3.4)* | |  | **23***(3.5)* | | **20***(3.2)* | **22***(3.4)* | **18***(3.5)* | **22***(3.2)* | **21***(3.3)* | **18***(3.5)* | | **11***(3.6)* | **21***(3.3)* | | **26***(3.4)* | **19***(3.4)* | | **21***(3.4)* |
| **22** | **Colonel-Army***(3.4)* |  | | | **19***(3.5)* | **22***(3.2)* | **19***(3.5)* | **24***(3.4)* | **25***(3.2)* | **19***(3.3)* | **23***(3.4)* | | **13***(3.5)* | **23***(3.3)* | | **24***(3.4)* | **20***(3.4)* | | **23***(3.3)* |
| **23** | **Air Chief Marshal***(3.3)* |  | | | **21***(3.5)* | **24***(3.1)* | **24***(3.4)* | **21***(3.4)* | **20***(3.2)* | **22***(3.3)* | **24***(3.4)* | | **24***(3.3)* | **24***(3.3)* | | **22***(3.5)* | **22***(3.3)* | | **24***(3.3)* |
| **24** | **Excise Inspector***(3.3)* |  | | | **27***(3.4)* | **19***(3.2)* | **25***(3.3)* | **16***(3.6)* | **18***(3.2)* | **23***(3.3)* | **22***(3.4)* | | **29***(3)* | **22***(3.3)* | | **11***(3.7)* | **26***(3.3)* | | **20***(3.4)* |
| **25** | **Air Vice Marshal***(3.3)* |  | | | **24***(3.5)* | **29***(3)* | **23***(3.4)* | **32***(3.2)* | **29***(3.1)* | **25***(3.2)* | **28***(3.3)* | | **23***(3.3)* | **26***(3.2)* | | **25***(3.4)* | **25***(3.3)* | | **25***(3.3)* |
| **26** | **Rapid Action Force***(3.3)* |  | | | **25***(3.4)* | **26***(3.1)* | **28***(3.3)* | **25***(3.4)* | **27***(3.1)* | **26***(3.2)* | **25***(3.4)* | | **25***(3.2)* | **25***(3.3)* | | **31***(3.3)* | **27***(3.3)* | | **26***(3.2)* |
| **27** | **Squadron Leader***(3.2)* |  | | | **29***(3.4)* | **25***(3.1)* | **27***(3.3)* | **31***(3.2)* | **26***(3.1)* | **29***(3.2)* | **26***(3.3)* | | **22***(3.3)* | **27***(3.2)* | | **33***(3.2)* | **28***(3.3)* | | **28***(3.2)* |
| **28** | **Wing Commander***(3.2)* |  | | | **26***(3.4)* | **28***(3)* | **26***(3.3)* | **30***(3.3)* | **30***(3.1)* | **27***(3.2)* | **29***(3.3)* | | **21***(3.4)* | **29***(3.2)* | | **29***(3.3)* | **24***(3.3)* | | **30***(3.2)* |
| **29** | **C.R.P.F***.(3.2)* |  | | | **28***(3.4)* | **30***(2.9)* | **30***(3.2)* | **29***(3.3)* | **28***(3.1)* | **30***(3.1)* | **27***(3.3)* | | **28***(3.1)* | **28***(3.2)* | | **28***(3.3)* | **29***(3.2)* | | **29***(3.2)* |
| **30** | **Paramilitary Officers***(3.2)* |  | | | **30***(3.3)* | **27***(3.1)* | **31***(3.1)* | **27***(3.3)* | **21***(3.2)* | **28***(3.2)* | **30***(3.2)* | | **31***(2.9)* | **30***(3.2)* | | **20***(3.5)* | **31***(3.1)* | | **27***(3.2)* |
| **31** | **Field Marshal***(3.1)* |  | | | **31***(3.3)* | **31***(2.9)* | **29***(3.2)* | **34***(3.1)* | **31***(2.9)* | **31***(3.1)* | **31***(3.2)* | | **27***(3.1)* | **31***(3.1)* | | **32***(3.2)* | **30***(3.2)* | | **33***(3.1)* |
| **32** | **Police Constable***(2.9)* |  | | | **33***(2.9)* | **32***(2.9)* | **32***(2.8)* | **28***(3.3)* | **32***(2.9)* | **32***(2.9)* | **33***(2.8)* | | **35***(2.3)* | **32***(2.9)* | | **13***(3.6)* | **33***(2.6)* | | **31***(3.2)* |
| **33** | **Traffic Police***(2.9)* |  | | | **32***(2.9)* | **33***(2.8)* | **33***(2.8)* | **26***(3.3)* | **33***(2.7)* | **33***(2.9)* | **32***(2.8)* | | **34***(2.4)* | **33***(2.8)* | | **18***(3.5)* | **34***(2.6)* | | **32***(3.1)* |
| **34** | **Infantry***(2.8)* |  | | | **34***(2.9)* | **34***(2.7)* | **34***(2.7)* | **33***(3.1)* | **35***(2.6)* | **34***(2.8)* | **34***(2.8)* | | **32***(2.6)* | **34***(2.7)* | | **35***(3)* | **32***(2.7)* | | **34***(2.8)* |
| **35** | **Hawildar***(2.7)* |  | | | **35***(2.8)* | **35***(2.5)* | **35***(2.6)* | **35***(2.8)* | **34***(2.6)* | **35***(2.3)* | **35***(2.7)* | | **33***(2.6)* | **35***(2.6)* | | **36***(2.9)* | **35***(2.6)* | | **35***(2.8)* |
| **36** | **Fireman***(2.4)* |  | | | **36***(2.6)* | **36***(2.2)* | **36***(2.4)* | **36***(2.7)* | **37***(2.3)* | **36***(2.3)* | **36***(2.5)* | | **36***(2.1)* | **36***(2.3)* | | **34***(3)* | **37***(2.2)* | | **36***(2.6)* |
| **37** | **Spyworker***(2.2)* |  | | | **38***(2.3)* | **37***(2.2)* | **38***(2.1)* | **37***(2.4)* | **36***(2.5)* | **37***(2.2)* | **37***(2.2)* | | **37***(1.9)* | **37***(2.2)* | | **37***(2.6)* | **36***(2.2)* | | **39***(2.2)* |
| **38** | **Jail warden***(2.2)* |  | | | **37***(2.3)* | **39***(1.9)* | **37***(2.2)* | **39***(2.2)* | **38***(2)* | **38***(2.1)* | **38***(2.2)* | | **38***(1.9)* | **38***(2.1)* | | **39***(2.5)* | **38***(1.9)* | | **38***(2.3)* |
| **39** | **Watchman***(2.1)* |  | | | **39***(2.2)* | **38***(1.9)* | **39***(2.1)* | **38***(2.2)* | **39***(2)* | **39***(2.1)* | **39***(2.1)* | | **39***(1.8)* | **39***(2.1)* | | **38***(2.6)* | **39***(1.9)* | | **37***(2.3)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | | | | | |  |  |  |  |  |  |  |  |

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Table 14 shows that the most preferred 10 occupations in the employment area 'Defense/Security/Law and Order' among the total sample according to the rank order of preference score, are 1.C.B.I Officer(4.4), 2.C.I.D(4.3), 3.Flying Officer(3.9), 4.Crime detector(3.9), 5. Captain-Army (3.8), 6. Circle Inspector (3.7), 7. Major-Army (3.7), 8. Naval-Officer(3.6), 9.Commander – Army(3.7), and 10.Sub Inspector(3.6). The least preferred vocations in this area, are Watchman, Jail Warden, Spy worker, and Fire man. The C.B.I Officer has the highest preference in total and all the subsamples other than except in female, humanities and high achievers subsamples.

The male students showed better preference for these vocations over the female students. The Commerce students have less preference in these vocations when compared to Humanities and Science students. For Sub Inspector, the humanities students showed better preference over Commerce and Science students. The Commerce students gave more preference to Customs Officer. The urban students showed better preference in these vocations than the rural students. The low achievers has better preference for these vocations over average achievers. Like wise, the high achievers showed less preference to Sub Inspector and Circle Inspector. There is no considerable difference between high and low SES students in their preference for vocations in the 'Defense/Security/ Law and Order' area which is almost same as in the total sample.

**Discussion**

The students in this area, in the total sample gave more preference to higher order vocations like CBI Officer, Flying Officer, Captain-Army and so on. The urban students gave more preference to Crime Detecting vocations like C.I.D, C.B.I Officer, Circle Inspector and so on. The students have no preference to the vocations like Watchman, Jail warden, Spy worker and Fireman. Except for the last 5 vocations, the students have high preference for the vocations in this area as evident from high mean preference score, which lies above 2.5 for all vocations in the total sample and all the subsamples.

**10. Preference for vocations in 'Medical' Area**

The mean preference score and rank order of preference for vocations in 'Medical' area for the total sample and subsamples are summarized in   
Table 15.

**TABLE 15**

**Rank order of Preference of vocation in the 'Medical' area in the general sample and**

**sub samples based on Gender, Subject of study, Locale, Students Achievement level and Socio-Economic Status**

| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Health Inspector***(3.7)* |  | **1***(3.6)* | **1***(3.9)* | **1***(3.7)* | **1***(3.9)* | **2***(3.7)* | **1***(3.8)* | **1***(3.7)* | **8***(3.6)* | **1***(3.8)* | **1***(3.8)* | **1***(3.6)* | **1***(3.9)* |
| **2** | **Ayurvedic Doctor***(3.6)* |  | **2*(3.5)*** | **2***(3.8)* | **2**(3.6) | **3***(3.7)* | **3***(3.5)* | **2***(3.6)* | **2***(3.6)* | **4***(3.7)* | **2***(3.6)* | **2***(3.6)* | **3***(3.6)* | **2***(3.7)* |
| **3** | **Opthalmologist***(3.6)* |  | **3***(3.5)* | **3***(3.7)* | **3***(3.6)* | **4***(3.7)* | **4***(3.5)* | **3***(3.6)* | **3***(3.6)* | **3***(3.7)* | **3***(3.6)* | **4***(3.5)* | **2***(3.6)* | **3***(3.6)* |
| **4** | **Paediatrist***(3.5)* |  | **4***(3.4)* | **6***(3.6)* | **4***(3.5)* | **6***(3.6)* | **6***(3.3)* | **4***(3.5)* | **4***(3.5)* | **2***(3.8)* | **5***(3.5)* | **9***(3.4)* | **5***(3.5)* | **5***(3.5)* |
| **5** | **Homoeopathic Doctor***(3.5)* |  | **6***(3.3)* | **5***(3.7)* | **6***(3.5)* | **7***(3.5)* | **7***(3.3)* | **5***(3.5)* | **5***(3.4)* | **7***(3.6)* | **6***(3.4)* | **6**(3.1) | **4***(3.5)* | **6***(3.4)* |
| **6** | **Physiotherapist***(3.5)* |  | **7***(3.3)* | **4***(3.7)* | **8***(3.4)* | **2***(3.8)* | **5***(3.4)* | **6***(3.5)* | **6***(3.4)* | **14***(3.3)* | **4***(3.5)* | **5***(3.5)* | **7***(3.4)* | **4***(3.5)* |
| **7** | **Cardiologist***(3.4)* |  | **5***(3.4)* | **11***(3.5)* | **4***(3.5)* | **15***(3.3)* | **10***(3.2)* | **7***(3.4)* | **7***(3.4)* | **1***(3.9)* | **7***(3.3)* | **12***(3.3)* | **6***(3.5)* | **8***(3.4)* |
| **8** | **Allopathic Doctor***(3.3)* |  | **10***(3.2)* | **9***(3.5)* | **7***(3.4)* | **16***(3.2)* | **8***(3.3)* | **8***(3.4)* | **9***(3.3)* | **5***(3.7)* | **9***(3.3)* | **11***(3.3)* | **8***(3.4)* | **10***(3.3)* |
| **9** | **Optician***(3.3)* |  | **9***(3.2)* | **10***(3.5)* | **11***(3.3)* | **5***(3.6)* | **9(***3.3)* | **9***(3.3)* | **8***(3.4)* | **13***(3.3)* | **8***(3.3)* | **7***(3.4)* | **9***(3.3)* | **7***(3.4)* |
| **10** | **General Surgeon***(3.2)* |  | **13***(3.1)* | **13***(3.3)* | **12***(3.2)* | **14***(3.3)* | **16***(3.1)* | **17***(3.2)* | **10***(3.3)* | **6***(3.6)* | **17***(3.2)* | **23***(2.9)* | **11***(3.3)* | **17***(3.2)* |
| **11** | **E.N.T.Specialist***(3.2)* |  | **11***(3.1)* | **14***(3.3)* | **9***(3.3)* | **18***(3.1)* | **20***(2.9)* | **12***(3.2)* | **12***(3.2)* | **9***(3.4)* | **15***(3.2)* | **18***(3.1)* | **10***(3.3)* | **19***(3.2)* |
| **12** | **Nephrologist***(3.2)* |  | **8***(3.2)* | **17***(3.2)* | **10***(3.3)* | **20***(3.1)* | **18***(3.1)* | **16***(3.2)* | **11***(3.3)* | **10***(3.4)* | **18***(3.2)* | **16***(3.1)* | **12***(3.2)* | **15***(3.2)* |
| **13** | **Lab Technician***(3.2)* |  | **12***(3.1)* | **15***(3.3)* | **14***(3.2)* | **9***(3.4)* | **13***(3.1)* | **13***(3.2)* | **13***(3.2)* | **23***(2.9)* | **11***(3.2)* | **8***(3.4)* | **17***(3.1)* | **11***(3.3)* |
| **14** | **Nurse***(3.2)* |  | **26***(2.8)* | **8***(3.6)* | **15***(3.1)* | **11***(3.3)* | **14***(3.1)* | **11***(3.3)* | **23***(2.9)* | **21***(3.1)* | **14***(3.2)* | **13***(3.3)* | **15***(3.1)* | **13***(3.2)* |
| **15** | **Psychotherapist***(3.2)* |  | **27***(2.8)* | **7***(3.6)* | **26***(2.9)* | **19***(3.1)* | **1***(3.9)* | **10***(3.3)* | **25***(2.9)* | **17***(3.1)* | **10***(3.2)*  Contd.... | **19***(3)* | **21***(3)* | **9***(3.3)*  77 |
| **16** | **Gynaecologist***(3.2)* |  | **20***(2.9)* | **12***(3.4)* | **17***(3.1)* | **10***(3.4)* | **12***(3.1)* | **14***(3.2)* | **15***(3.1)* | **16***(3.1)* | **16***(3.2)* | **14***(3.2)* | **14***(3.2)* | **18***(3.2)* |
| **17** | **Medical Representative***(3.2)* |  | **16***(3.1)* | **16***(3.2)* | **16***(3.1)* | **12***(3.3)* | **15***(3.1)* | **15***(3.2)* | **18***(3.1)* | **25***(2.9)* | **13***(3.2)* | **10***(3.3)* | **19***(3.1)* | **12***(3.2)* |
| **18** | **Pharmacist***(3.1)* |  | **14***(3.1)* | **18***(3.2)* | **18***(3.1)* | **13***(3.3)* | **11***(3.2)* | **18***(3.1)* | **14***(3.2)* | **22***(2.9)* | **12***(3.2)* | **17***(3.1)* | **18***(3.1)* | **14***(3.2)* |
| **19** | **Orthopaedician***(3.1)* |  | **15***(3.1)* | **20***(3.2)* | **13***(3.2)* | **25***(2.9)* | **17***(3.1)* | **19***(3.1)* | **17***(3.1)* | **12***(3.3)* | **19***(3.1)* | **15***(3.1)* | **13***(3.2)* | **20***(3.1)* |
| **20** | **Lab Assistant***(3)* |  | **22***(2.9)* | **19***(3.2)* | **27***(2.9)* | **8***(3.5)* | **19***(3)* | **20***(3)* | **21***(3.1)* | **29***(2.7)* | **21***(3)* | **3***(3.5)* | **27***(2.9)* | **16***(3.2)* |
| **21** | **Pathologist***(3)* |  | **17***(3)* | **23***(3.1)* | **20***(3.1)* | **21***(3.1)* | **24***(2.9)* | **23***(3)* | **20***(3.1)* | **15***(3.2)* | **20***(3)* | **25***(2.8)* | **16***(3.1)* | **23***(2.9)* |
| **22** | **Dermatologist***(3)* |  | **18***(2.9)* | **21***(3.1)* | **19***(3.1)* | **23***(3)* | **22***(2.9)* | **21***(3)* | **22***(3)* | **19***(3.1)* | **22***(3)* | **20***(3)* | **20**(3) | **22***(3)* |
| **23** | **Radiologist***(2.9)* |  | **21**(2.9) | **25***(2.9)* | **22***(2.9)* | **17***(3.1)* | **28***(2.7)* | **26***(2.9)* | **19***(3.1)* | **18***(3.1)* | **25***(2.9)* | **24***(2.8)* | **23***(2.9)* | **25***(2.9)* |
| **24** | **Clinical Instructor***(2.9)* |  | **25***(2.8)* | **22***(3.1)* | **24***(2.9)* | **22***(3)* | **26***(2.9)* | **22***(3)* | **28***(2.8)* | **28***(2.8)* | **24***(2.9)* | **21***(3)* | **28***(2.8)* | **21***(3)* |
| **25** | **Unani Doctor***(2.9)* |  | **23***(2.9)* | **27***(2.9)* | **25***(2.9)* | **24***(3)* | **23***(2.9)* | **24***(2.9)* | **27***(2.9)* | **27***(2.8)* | **23***(2.9)* | **22***(2.9)* | **25***(2.9)* | **24***(2.9)* |
| **26** | **Dentist***(2.9)* |  | **24***(2.9)* | **26***(2.9)* | **23***(2.9)* | **27***(2.8)* | **27***(2.8)* | **25***(2.9)* | **26**(2.9) | **20***(3.1)* | **26***(2.9)* | **26***(2.8)* | **24***(2.9)* | **26***(2.9)* |
| **27** | **Neurologist***(2.9)* |  | **19***(2.9)* | **28***(2.8)* | **21***(2.9)* | **29***(2.7)* | **25***(2.9)* | **28***(2.8)* | **16***(3.1)* | **11***(3.4)* | **28***(2.8)* | **28***(2.7)* | **22***(2.9)* | **28***(2.8)* |
| **28** | **Dietician***(2.9)* |  | **28***(2.7)* | **24***(3)* | **28***(2.8)* | **26***(2.9)* | **21***(2.9)* | **27***(2.8)* | **24***(2.9)* | **24***(2.9)* | **27***(2.9)* | **27***(2.8)* | **26***(2.9)* | **27***(2.8)* |
| **29** | **Gastro entrologist***(2.6)* |  | **29***(2.6)* | **29***(2.7)* | **29***(2.7)* | **28***(2.8)* | **29***(2.4)* | **29***(2.6)* | **29***(2.7)* | **26***(2.8)* | **29***(2.6)* | **30***(2.5)* | **29***(2.7)* | **29***(2.6)* |
| **30** | **Veterinary Doctor**(2.3) |  | **30***(2.2)* | **30***(2.4)* | **30***(2.3)* | **30***(2.3)* | **30***(2.3)* | **30***(2.3)* | **30***(2.2)* | **30***(2.3)* | **30***(2.2)* | **29***(2.5)* | **30***(2.3)* | **30***(2.3)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | |  |  |  |  |  |  |  |  |

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Table 15 shows that, in the total sample, the most preferred 10 occupations in the employment area 'Medical' according to the rank order of preference score, are 1. Health Inspector(3.7), 2.Ayurvedic Doctor(3.6), 3.Opthalmologist(3.6), 4. Paediatrist(3.5), 5.Homoeopathic Doctor (3.5), 6.Physiotherapist(3.5), 7.Cardiologist(3.4), 8.Allopathic Doctor(3.3), 9.Optician (3.3) and 10.General Surgeon(3.2).

The least preferred occupations in this area are Veterinary Doctor, Gastro Entrologist, Dietician and Neurologist. For the first 3 vocations, the rank order is almost same in the total samples and all the subsamples as well. The male students expressed less preference for vocations in this area than female students. The humanities students shows comparatively slight preference score in their vocations over science and commerce students. For Psychotherapist, Commerce students showed better preference than Humanities and Science students. When compared to average and low achievers, the preference of high achievers is comparatively high; and there is no considerable difference in the preference of these vocations between rural and urban students. For Cardiologist, General Surgeon and Paediatrist, the high achievers showed better preference than average and low achievers. There is no considerable difference in the preference of vocations between low and high SES students. Below average students tend to select paramedical vocations like Health Inspector, Lab Technician and Lab Assistant.

**Discussion**

In Medical area Health Inspector has the highest preference in total sample and all subsamples except in high achievers and commerce students, and Veterinary doctor has the lowest preference in their vocations in total sample, and all subsamples except in low achievers. In general, there is preference for all vocations in 'Medical' area, in the total sample and all subsamples, except for Veterinary Doctor. The findings are against the common notion that Allopathic medicine is the highest preferred vocation, because Health Inspector, Ayurvedic and Homeopathic Doctor, paramedical vocations like Ophthalmology and Physiotherapy are as preferred or preferred more in comparison to allopathic vocations.

**11. Preference for vocations in 'Finearts/Literature' Area**

The mean preference score and rank order of preference for vocations in 'Finearts/Literature' area for the total sample and subsamples are summarized in Table 16.

**TABLE 16**

**Rank order and Preference scores of vocation in the 'Fine arts/Literature' area in the general sample   
and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | | **RURAL** | | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  Preference | | Rank order/  preference | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Singer***(3.9)* |  | **1***(3.8)* | **1***(4.1)* | **1***(3.9)* | **1***(4.2)* | **1***(3.9)* | | **1***(3.9)* | | **1***(3.9)* | **1***(3.7)* | **1***(4)* | **1***(4.1)* | **1***(3.9)* | **1***(4)* |
| **2** | **Musician***(3.8)* |  | **2***(3.7)* | **3***(3.8)* | **2***(3.8)* | **3***(3.7)* | **2***(3.7)* | | **2***(3.7)* | | **2***(3.8)* | **2***(3.7)* | **2***(3.7)* | **2***(3.9)* | **2***(3.8)* | **2***(3.8)* |
| **3** | **Music Composer***(3.6)* |  | **3***(3.6)* | **6***(3.8)* | **3***(3.7)* | **5***(3.7)* | **5***(3.6)* | | **3***(3.7)* | | **3***(3.6)* | **3***(3.6)* | **3***(3.6)* | **3***(3.9)* | **3***(3.7)* | **3***(3.6)* |
| **4** | **Writer***(3.5)* |  | **4***(3.3)* | **5***(3.8)* | **4***(3.4)* | **6***(3.6)* | **3***(3.7)* | | **4***(3.5)* | | **5***(3.5)* | **7***(3.4)* | **4***(3.6)* | **5***(3.4)* | **7***(3.4)* | **4***(3.6)* |
| **5** | **Dancer***(3.5)* |  | **7***(3.2)* | **2***(3.8)* | **5***(3.4)* | **2***(3.8)* | **7***(3.5)* | | **5***(3.4)* | | **4***(3.6)* | **10***(3.3)* | **6***(3.5)* | **4***(3.6)* | **5***(3.5)* | **7***(3.5)* |
| **6** | **Novelist***(3.4)* |  | **10***(3.1)* | **4***(3.8)* | **7***(3.3)* | **4***(3.7)* | **6***(3.5)* | | **6***(3.4)* | | **6***(3.5)* | **13***(3.1)* | **5***(3.6)* | **8***(3.3)* | **8***(3.3)* | **5***(3.5)* |
| **7** | **Painter***(3.4)* |  | **5***(3.3)* | **7***(3.6)* | **6***(3.3)* | **9***(3.4)* | **4***(3.6)* | | **7***(3.4)* | | **7***(3.4)* | **6***(3.4)* | **7***(3.4)* | **6***(3.4)* | **9***(3.3)* | **6***(3.5)* |
| **8** | **Violinist***(3.3)* |  | **8***(3.2)* | **9***(3.5)* | **8***(3.3)* | **7***(3.5)* | **10***(3.3)* | | **9***(3.3)* | | **9***(3.4)* | **4***(3.5)* | **8***(3.3)* | **14***(3.1)* | **4***(3.5)* | **11***(3.2)* |
| **9** | **Poet***(3.3)* |  | **11***(3.1)* | **8***(3.5)* | **10***(3.2)* | **8***(3.5)* | **8***(3.4)* | | **8***(3.3)* | | **12***(3.3)* | **12***(3.2)* | **9***(3.3)* | **12***(3.2)* | **10***(3.3)* | **8***(3.3)* |
| **10** | **Cartoonist***(3.3)* |  | **9***(3.2)* | **10***(3.4)* | **9***(3.2)* | **15***(3.3)* | **9***(3.3)* | | **10***(3.2)* | | **8***(3.4)* | **9***(3.3)* | **10***(3.2)* | **11***(3.2)* | **11***(3.2)* | **9***(3.3)* |
| **11** | **Magician(3.2)** |  | **6***(3.2)* | **16***(3.2)* | **14***(3.1)* | **10***(3.4)* | **11***(3.3)* | | **13***(3.1)* | | **10***(3.4)* | **14***(3.1)* | **11***(3.2)* | **7***(3.3)* | **14***(3.1)* | **10***(3.3)* |
| **12** | **Guitarist(3.2)** |  | **13***(3.1)* | **12***(3.3)* | **12***(3.1)* | **11***(3.3)* | **13***(3.2)* | | **11***(3.2)* | | **13***(3.2)* | **5***(3.4)* | **12***(3.2)* | **17***(2.9)* | **6***(3.5)* | **17***(2.9)* |
| **13** | **OrchestraConductor***(3.1)* |  | **12***(3.1)* | **15***(3.2)* | **13***(3.1)* | **13***(3.3)* | **16***(3)* | | **14***(3.1)* | | **11***(3.3)* | **11***(3.2)* | **13***(3.2)* | **16***(2.9)* | **12***(3.2)* | **13***(3.1)* |
| **14** | **Pianist***(3.1)* |  | **15***(3)* | **14***(3.3)* | **11***(3.2)* | **17***(3)* | **14***(3.1)* | | **12***(3.1)* | | **16***(3.1)* | **8***(3.3)* | **14***(3.1)* | **15***(3.1)* | **13***(3.2)* | **15***(3)* |
| **15** | **Mimicker***(3)* |  | **14***(3)* | **17***(3)* | **15***(2.9)* | **14***(3.3)* | **17***(2.9)* | | **16***(2.9)* | | **14***(3.1)* | **16***(2.9)* | **15***(3)* | **13***(3.1)* | **16***(3)* | **14***(3.1)* |
| **16** | **Sculpture***(3)* |  | **17***(2.8)* | **13***(3.3)* | **17**(2.9) | **12***(3.3)* | **12***(3.2)* | | **15***(2.9)* | | **15***(3.1)* | **17***(2.8)* | **16***(3)* | **9***(3.3)* | **17***(2.9)* | **12***(3.1)* |
| **17** | **Flutist***(2.9)* |  | **16***(2.9)* | **18***(2.9)* | **16***(2.9)* | **18***(2.9)* | **18***(2.9)* | | **18***(2.9)* | | **17***(3)* | **15***(2.9)* | **17***(2.9)* | **19***(2.9)* | **15***(3.1)* | **18***(2.8)* |
| **18** | **Choreographer***(2.9)* |  | **22**(2.6) | **11***(3.3)* | **18***(2.8)* | **16***(3)* | **15***(3.1)* | | **17***(2.9)* | | **18***(2.9)* | **19***(2.7)* | **18***(2.9)* | **10***(3.2)* | **18***(2.9)* | **16***(2.9)* |
| **19** | **Tabalist***(2.8)* |  | **18***(2.8)* | **20***(2.8)* | **19***(2.8)* | **19***(2.9)* | **20***(2.7)* | | **19***(2.7)* | | **19(***2.9)* | **18***(2.8)* | **20***(2.7)* | **18***(2.8)* | **19***(2.8)* | **20***(2.7)* |
| **20** | **Dramatist***(2.7)* |  | **19***(2.6)* | **19***(2.8)* | **20***(2.7)* | **21***(2.7)* | **19***(2.7)* | | **20***(2.7)* | | **21***(2.7)* | **21***(2.5)* | **19***(2.7)* | **20***(2.9)* | **20***(2.6)* | **19***(2.8)* |
| **21** | **Circus performer***(2.6)* |  | **20***(2.6)* | **21***(2.5)* | **22***(2.5)* | **20***(2.8)* | **21***(2.5)* | | **22***(2.5)* | | **20***(2.8)* | **22***(2.4)* | **21***(2.6)* | **21***(2.7)* | **22***(2.5)* | **21***(2.6)* |
| **22** | **Drummer***(2.5)* |  | **21***(2.6)* | **22***(2.4)* | **21***(2.5)* | **22***(2.5)* | **22***(2.5)* | | **21***(2.5)* | | **22***(2.5)* | **20***(2.6)* | **22***(2.4)* | **22***(2.7)* | **21***(2.6)* | **22***(2.5)* |
| **23** | **Astrologer***(1.8)* |  | **23***(1.7)* | **23***(1.9)* | **23***(1.9)* | **23***(1.8)* | **23***(1.8)* | | **23***(1.8)* | | **23***(1.8)* | **23***(1.9)* | **23***(1.8)* | **23***(1.9)* | **23***(1.9)* | **23***(1.8)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | |  | |  |  |  |  |  |  |  |

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Table 16 shows that the most preferred 10 occupations, in the employment area 'Fine arts/Literature' according to the rank order of preference score, are 1.Singer(3.9), 2.Musician(3.8), 3.Music Composer (3.6), 4.Writer(3.5), 5.Dancer(3.5), 6.Novelist(3.4), 7.Painter(3.4), 8.Violinist (3.3), 9.Poet(3.3), and 10.Cartoonist(3.3).

Singer has the highest preference in the total sample and all the subsamples as well. In this area, there is considerable difference in the preference between male and female students. The female students showed better preference than male students for the vocations in this area. Females tends to prefer 'writing vocations’ like Novelist, Poet, Writer, Dancing than boys. Humanities students has slightly better preference over science and commerce students in this area. In the urban subsample, the rank order is almost same as in total sample. There is no considerable difference in the preference of vocations between rural and urban students. The high achievers’ gave more preference to 'soft arts' like Violinist, Pianist, Flutist and so on, while the average gave more preference to 'writing arts' like Writer, Novelist, Poet and so on and low achievers gave more preference to 'performing arts' like Musician, Music Composer, Dancer, Magician, Mimicker, Choreographer, Dramatist, Circus Performer and Drummer. There is minor changes in the rank order between low and high SES students and in both high and low SES, the first 3 vocations are the same as in the total sample.

**Discussion**

Singer is the most preferred vocation in ‘Fine arts/Literature’ area. The high achievers’ gave more preference to 'Soft arts' like Violinist, Pianist and Flutist, while Average achievers and humanities students gave more preference to 'Writing arts' like Writer, Novelist, and Poet and low achievers’ gave more preference to 'Performing arts' like Musician, Music Composer and Dancer. Generally, students are like vocations in Fine arts/Literature area.

**12. Preference for vocations in 'Marketing/Advertising/Trade/ Business' Area**

The mean preference score and rank order of preference for vocations in 'Marketing/Advertising/Trade/Business' area for the total sample and subsamples are summarized in Table 17.

**TABLE 17**

**Rank order and Preference scores of vocation in the ‘Marketing/Advertising/Trade/Business’ area in the   
general sample and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** | | | | | | | |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | | | | | | | |
| **1** | **Business Manager***(4.1)* |  | **1***(4.1)* | **1***(4.1)* | **1***(3.9)* | **1***(4.2)* | **1***(4.5)* | **1***(3.9)* | **1***(4.4)* | **1***(3.6)* | **1***(4.2)* | **1***(4.2)* | **1***(4)* | **1***(4.1)* | | | | | | | |
| **2** | **Businessman***(3.9)* |  | **2***(4)* | **2***(3.8)* | **2***(3.7)* | **2***(3.9)* | **2***(4.3)* | **2***(3.8)* | **2***(4)* | **2***(3.5)* | **2***(3.9)* | **2***(4.1)* | **2***(3.9)* | **2***(3.9)* | | | | | | | |
| **3** | **Business Executive***(3.7)* |  | **3***(3.7)* | **3***(3.6)* | **3***(3.5)* | **3***(3.8)* | **3***(3.9)* | **3***(3.6)* | **3***(3.8)* | **3***(3.2)* | **3***(3.7)* | **3***(3.9)* | **3***(3.6)* | **3***(3.7)* | | | | | | | |
| **4** | **Sales Supervisor***(3.2)* |  | **6***(3.2)* | **4***(3.1)* | **5***(3)* | **4***(3.5)* | **7***(3.3)* | **4***(3.1)* | **6***(3.2)* | **5***(2.7)* | **6***(3.2)* | **4***(3.5)* | **6***(3)* | **4***(3.3)* | | | | | | | |
| **5** | **Marketing Executive***(3.2)* |  | **4***(3.2)* | **5***(3.1)* | **4***(3)* | **6***(3.3)* | **6***(3.3)* | **5***(3.1)* | **4***(3.2)* | **4***(2.8)* | **4***(3.2)* | **8***(3.2)* | **4***(3.1)* | **5***(3.2)* | | | | | | | |
| **6** | **Wholesale/Retail Manager***(3.1)* |  | **5***(3.2)* | **6***(3)* | **6***(2.9)* | **7***(3.2)* | **5***(3.5)* | **6***(3.1)* | **5***(3.2)* | **6***(2.7)* | **5***(3.2)* | **7***(3.2)* | **5***(3.1)* | **7***(3.1)* | | | | | | | |
| **7** | **Sales Executive***(3)* |  | **7***(3.1)* | **7***(2.9)* | **7***(2.9)* | **5***(3.3)* | **11***(3)* | **7***(3)* | **8***(3.1)* | **7**(2.6) | **8***(3.1)* | **5***(3.4)* | **8***(2.9)* | **6***(3.2)* | | | | | | | |
| **8** | **Share Holder***(3)* |  | **8***(3.1)* | **8***(2.9)* | **9***(2.8)* | **12***(2.9)* | **4***(3.6)* | **8***(2.9)* | **7***(3.1)* | **8***(2.6)* | **7***(3.1)* | **11***(3.1)* | **7***(2.9)* | **8***(3.1)* | | | | | | | |
| **9** | **Merchant***(2.9)* |  | **9***(3.1)* | **12***(2.8)* | **8***(2.8)* | **8***(3.1)* | **9***(3.1)* | **9***(2.9)* | **10***(3)* | **11***(2.5)* | **9***(3)* | **9***(3.2)* | **10***(2.8)* | **9***(3)* | | | | | | | |
| **10** | **Liason Manager***(2.9)* |  | **10***(2.9)* | **10***(2.8)* | **10***(2.8)* | **9***(3.1)* | **10***(3)* | **10***(2.9)* | **11***(2.9)* | **10***(2.5)* | **11***(2.9)* | **6***(3.3)* | **11***(2.8)* | **10***(3)* | | | | | | | |
| **11** | **Advertiser***(2.9)* |  | **11***(2.9)* | **9***(2.8)* | **11***(2.7)* | **11***(3)* | **8***(3.2)* | **11***(2.8)* | **9***(3.1)* | **9***(2.5)* | **10***(2.9)* | **12***(3)* | **9***(2.8)* | **11***(2.9)* | | | | | | | |
| **12** | **Advertising Salesman***(2.8)* |  | **12***(2.8)* | **11***(2.8)* | **12***(2.7)* | **10***(3.1)* | **12***(2.9)* | **12***(2.8)* | **12***(2.9)* | **12***(2.3)* | **12***(2.9)* | **10***(3.1)* | **12***(2.7)* | **12***(2.9)* | | | | | | | |
| **13** | **Sharebroker***(2.5)* |  | **13***(2.5)* | **13***(2.5)* | **13***(2.4)* | **13***(2.6)* | **13***(2.8)* | **13***(2.5)* | **13***(2.6)* | **13***(2.1)* | **13***(2.6)* | **13***(2.7)* | **13***(2.4)* | **13***(2.6)* | | | | | | | |
| **14** | **Pawnbroker***(2.3)* |  | **14***(2.4)* | **14***(2.3)* | **14***(2.3)* | **14***(2.4)* | **14***(2.5)* | **14***(2.3)* | **14***(2.4)* | **14***(2.1)* | **14***(2.4)* | **14***(2.5)* | **14***(2.3)* | **14***(2.4)* | | | | | | | |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |

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Table 17 shows that, in the total sample and in rural sample the preferred occupations in the employment area 'Marketing/Advertising/ Trade/Business' according to the rank order of preference are 1.Business Manager, 2.Business man, 3.Business Executive, 4.Sales Supervisors, 5.Marketing Executive, 6. wholesale/Retail Manager, 7.Sales Executive, 8.Shareholder, 9.Merchant, 10. Liason Manager, 11.Advertiser, 12.Advertising Salesman, 13.Sharebroker, and 14.Pawn broker. There is no marked deference in the rank order preference of these vacations among subsamples.

In this area, Business Manager has the highest and Pawn broker has the lowest preference in total sample and all the subsamples. Generally, in this area, the male students showed better preference over female. The commerce students shows higher preference than humanities and science students for vocation in ‘Marketing/Advertising/Trade/Business’ area. The students from rural area showed less preference than students from urban area, but there is no considerable difference in the rank order of vocation between rural and urban students. The high achievers’ has lower preference for these vocations than average and low achievers’. There is no considerable difference in the rank order and preference of vocations between high and low SES students.

**Discussion**

In the total sample and in all subsamples, Business Manager, Business Man and Business Executive are the first 3 vocations and share broker and pawn broker are the last 2 vocations. There is an inverse relationship between achievement and preference of vocation in Marketing/Advertising/Trade/ Business Area. In general, there is preference for all vocations except pawn broker in the total and all the subsamples. Male, Commerce, Urban and law achievers’ subsamples showed better preference for Marketing/Advertising/ Trade/ Business vocations than the other comparable subsamples.

**13. Preference for vocations in 'Scientific/Technologic' Area**

The mean preference score and rank order of preference for vocations in 'Scientific/Technologic' area for the total sample and subsamples are summarized in Table 18.

**TABLE 18**

**Rank order and Preference scores of vocation in the 'Scientific/Technologic' area in the general sample**

**and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Biologist***(3.5)* |  | **1***(3.4)* | **2***(3.6)* | **1***(3.7)* | **10***(3.2)* | **5***(3.2)* | **1***(3.6)* | **5***(3.3)* | **1***(3.9)* | **1***(3.4)* | **7***(3.2)* | **1***(3.5)* | **1***(3.4)* |
| **2** | **Psychologist***(3.4)* |  | **7***(3.1)* | **1***(3.7)* | **4***(3.4)* | **6***(3.3)* | **1***(3.5)* | **2***(3.4)* | **2***(3.4)* | **7***(3.6)* | **2***(3.4)* | **5***(3.3)* | **2***(3.5)* | **4***(3.3)* |
| **3** | **Botanist***(3.3)* |  | **5***(3.2)* | **4***(3.5)* | **2***(3.4)* | **7***(3.3)* | **8***(3.1)* | **3***(3.4)* | **9***(3.2)* | **5***(3.6)* | **4***(3.3)* | **6***(3.2)* | **3***(3.3)* | **6***(3.3)* |
| **4** | **Ornithologist***(3.3)* |  | **6***(3.1)* | **3***(3.5)* | **7***(3.3)* | **3***(3.4)* | **6***(3.2)* | **5***(3.2)* | **1***(3.4)* | **8***(3.5)* | **5***(3.2)* | **4***(3.4)* | **8***(3.2)* | **2***(3.4)* |
| **5** | **Physiologist***(3.3)* |  | **2***(3.3)* | **9***(3.3)* | **5***(3.3)* | **11***(3.1)* | **7***(3.2)* | **7***(3.2)* | **4***(3.3)* | **6***(3.6)* | **11***(3.1)* | **1***(3.5)* | **7***(3.2)* | **7***(3.3)* |
| **6** | **Mathematician***(3.2)* |  | **4***(3.2)* | **10***(3.3)* | **6***(3.3)* | **19***(2.8)* | **3***(3.3)* | **10***(3.2)* | **3***(3.3)* | **4***(3.6)* | **7***(3.2)* | **10***(2.9)* | **5***(3.3)* | **9***(3.2)* |
| **7** | **Geographer***(3.2)* |  | **9***(3.1)* | **9***(3.3)* | **10***(3.1)* | **2***(3.5)* | **4***(3.3)* | **8***(3.2)* | **6***(3.2)* | **13***(2.9)* | **6***(3.2)* | **3***(3.4)* | **10***(3.1)* | **3***(3.3)* |
| **8** | **Economist***(3.2)* |  | **3***(3.2)* | **11***(3.2)* | **11***(3.1)* | **5***(3.4)* | **2***(3.5)* | **6***(3.2)* | **8***(3.2)* | **8***(2.8)* | **3***(3.3)* | **2***(3.4)* | **11***(3.1)* | **5***(3.3)* |
| **9** | **Marine Biologist***(3.2)* |  | **11***(3.1)* | **6***(3.3)* | **8***(3.3)* | **13***(3.1)* | **11***(3)* | **9***(3.2)* | **7***(3.2)* | **3***(3.6)* | **9**(3.2) | **15***(2.9)* | **4***(3.3)* | **11***(3.1)* |
| **10** | **Physicist***(3.2)* |  | **10***(3.1)* | **7***(3.3)* | **9***(3.3)* | **8***(3.2)* | **13***(2.9)* | **4***(3.2)* | **11***(3.1)* | **9***(3.4)* | **8***(3.2)* | **11***(2.9)* | **9***(3.2)* | **10***(3.2)* |
| **11** | **Zoologist***(3.2)* |  | **12***(3)* | **8***(3.3)* | **3***(3.4)* | **18***(2.8)* | **17***(2.8)* | **11***(3.2)* | **10***(3.1)* | **2***(3.9)* | **17***(2.8)* | **17***(2.8)* | **6***(3.3)* | **13***(3)* |
| **12** | **Sociologist***(3.1)* |  | **8(***3.1)* | **18***(3)* | **14***(2.9)* | **1***(3.6)* | **10***(3.1)* | **12***(3.1)* | **12***(3.1)* | **19***(2.7)* | **10***(3.2)* | **8***(3.1)* | **17***(2.9)* | **8***(3.2)* |
| **13** | **Geologist***(3)* |  | **13***(2.9)* | **16***(3)* | **12***(2.9)* | **12***(3.1)* | **14***(2.9)* | **15***(2.9)* | **13***(3.1)* | **12***(3)* | **12***(3)* | **12***(2.9)* | **12***(2.9)* | **14***(3)* |
| **14** | **Anthropologist***(2.9)* |  | **14***(2.9)* | **14***(3)* | **15***(2.9)* | **4***(3.4)* | **16***(2.8)* | **13***(3)* | **19***(2.9)* | **14***(2.9)* | **15***(2.9)* | **14***(2.9)* | **19***(2.9)* | **12***(3.1)* |
| **15** | **Psycgiatrist***(2.9)* |  | **18***(2.8)* | **12***(3.2)* | **19***(2.8)* | **14***(3.1)* | **9***(3.1)* | **14***(2.9)* | **17***(2.9)* | **11***(3.2)* | **17***(2.9)* | **9***(2.9)* | **13***(2.9)* | **16***(2.9)* |
| **16** | **Soil Scientist***(2.9)* |  | **15***(2.8)* | **13***(3.1)* | **16***(2.9)* | **9***(3.2)* | **15***(2.9)* | **16***(2.9)* | **14***(2.9)* | **16***(2.8)* | **14***(3)* | **18***(2.8)* | **16***(2.9)* | **15***(2.9)* |
| **17** | **Philologist***(2.9)* |  | **17***(2.8)* | **17***(3)* | **18***(2.8)* | **15**(2.9) | **12***(2.9)* | **17***(2.9)* | **15***(2.9)* | **17***(2.8)* | **16***(2.9)* | **16***(2.9)* | **15***(2.9)* | **17***(2.9)* |
| **18** | **Chemist***(2.9)* |  | **16***(2.8)* | **19***(2.9)* | **13***(2.9)* | **17***(2.8)* | **19***(2.7)* | **19***(2.8)* | **16***(2.9)* | **10***(3.4)* | **19***(2.8)* | **19***(2.5)* | **14***(2.9)* | **19***(2.8)* |
| **19** | **Entomologist***(2.9)* |  | **19***(2.7)* | **15***(3)* | **17***(2.9)* | **16***(2.9)* | **18***(2.8)* | **18***(2.9)* | **18***(2.9)* | **15***(2.9)* | **18***(2.9)* | **13***(2.9)* | **18***(2.9)* | **18***(2.9)* |
| **20** | **Astronomer***(2.3)* |  | **20***(2.2)* | **20***(2.4)* | **20***(2.3)* | **20***(2.3)* | **20***(2.2)* | **20***(2.3)* | **20***(2.3)* | **20***(2.6)* | **20***(2.2)* | **20***(2.4)* | **20***(2.4)* | **20***(2.2)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | |  |  |  |  |  |  |  |  |

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Table 18 shows that, the most preferred 10 occupations in the employment area 'Scientific/Technologic' according to the rank order of preference score, are 1. Biologist(3.5), 2. Psychologist(3.4), 3. Botanist(3.3), 4. Ornithologist(3.3), 5. Physiologist(3.3), 6. Mathematician(3.2), 7. Geographer(3.2), 8. Economist (3.2), 9. Marine Biologist(3.2), and 10. Physicist. The least preferred vocations in this area, are Astronomer, Entomologist, Chemist, Philologist and so on. The female students showed comparatively higher preference than males students. For Physiologist and Economist, male students showed better preference than females. For Psychologist, the female students showed better preference than male students. Like wise, there is considerable difference between science, humanities and commerce group in their rank order for vocations in 'Scientific/Technologic' area. For vocations of like Biologist, Botanist, Psychologist, and Zoologist, Science students showed better preference than Humanities and Commerce students. For Sociologist, Geographer, Anthropologist and Economist, the Humanities students showed better preference than science and commerce students. For Biologist, Margin biologist, and Botanist, rural students showed higher preference than urban students, and Ornithologist, Physiologist and Mathematician, urban students shows better preference. The high achievers showed higher preference for the ‘Scientific/Technologic’ vocations over average achievers’. In low achievers’, the top five vocations, according to the rank order of preference, are 1. Physiologist, 2. Economist, 3. Geographer, 4. Ornithologist, and 5. Psychologist. The subsamples based on SES have no considerable difference in the preference for vocations.

**Discussion**

In general, there is preference for all vocations except for Astronomer, in the total and all subsamples. There is marked difference among the relevant subsamples based on gender, subject of study, locale and achievement level in their preference for different vocations in ‘Scientific /Technologic’ area. Generally, there is favour towards biological science vocations, especially among science students. Humanities students prefer social science related vocations in this area.

**14. Preference for vocations in 'Sports/Games' Area**

The mean preference score and rank order of preference for vocations in 'Sports/Games' area for the total sample and subsamples are summarized in Table 19.

**TABLE 19**

**Rank order and Preference scores of vocation in the 'Sports/Games' area in the general sample   
and sub samples based on Gender, Subject of study, Locale, Students Achievement level and Socio-Economic Status.**

| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  Preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Cricketer***(3.8)* |  | **1***(4)* | **1***(3.5)* | **1***(3.7)* | **1***(4)* | **1***(3.8)* | **1***(3.6)* | **1***(4)* | **2***(3.5)* | **1***(3.9)* | **3***(3.6)* | **1***(3.7)* | **1***(3.8)* |
| **2** | **Chessman***(3.6)* |  | **5***(3.6)* | **2***(3.5)* | **2***(3.5)* | **3***(3.7)* | **2***(3.7)* | **2***(3.5)* | **2***(3.7)* | **1***(3.6)* | **2***(3.6)* | **7***(3.4)* | **2***(3.6)* | **3***(3.6)* |
| **3** | **Team Captain***(3.5)* |  | **3***(3.7)* | **4***(3.3)* | **4***(3.4)* | **2***(3.8)* | **3***(3.6)* | **4***(3.4)* | **3***(3.7)* | **5***(3.3)* | **3***(3.5)* | **1***(3.6)* | **4***(3.4)* | **2***(3.6)* |
| **4** | **Shooting***(3.5)* |  | **6***(3.6)* | **3***(3.3)* | **3***(3.4)* | **7***(3.6)* | **4***(3.6)* | **3***(3.4)* | **5***(3.6)* | **3***(3.4)* | **4***(3.5)* | **6***(3.5)* | **3***(3.5)* | **5***(3.5)* |
| **5** | **Football Player***(3.4)* |  | **2***(3.8)* | **13***(2.9)* | **5***(3.3)* | **5***(3.6)* | **5***(3.5)* | **6***(3.3)* | **4***(3.7)* | **8***(3.1)* | **5***(3.4)* | **4***(3.6)* | **6***(3.3)* | **6***(3.5)* |
| **6** | **Team Manager***(3.4)* |  | **7***(3.5)* | **5***(3.2)* | **6***(3.3)* | **4***(3.7)* | **6***(3.4)* | **5***(3.3)* | **8***(3.5)* | **14***(3)* | **6***(3.4)* | **2***(3.6)* | **7***(3.3)* | **4***(3.5)* |
| **7** | **Tennis Player***(3.3)* |  | **10***(3.4)* | **6***(3.2)* | **7***(3.3)* | **13***(3.4)* | **7***(3.4)* | **7***(3.2)* | **7***(3.5)* | **7***(3.2)* | **7***(3.4)* | **8***(3.4)* | **5***(3.3)* | **9***(3.3)* |
| **8** | **Team Coach***(3.3)* |  | **8***(3.5)* | **10***(3.1)* | **12***(3.2)* | **6***(3.6)* | **9***(3.3)* | **10***(3.2)* | **6***(3.5)* | **11***(3.1)* | **8***(3.3)* | **5***(3.5)* | **10***(3.2)* | **7***(3.4)* |
| **9** | **Motor racer***(3.3)* |  | **4***(3.6)* | **16***(2.8)* | **8***(3.3)* | **16***(3.3)* | **10***(3.3)* | **12***(3.2)* | **9***(3.4)* | **4***(3.4)* | **12***(3.2)* | **14***(3.2)* | **8***(3.2)* | **12***(3.3)* |
| **10** | **Volleyball player***(3.2)* |  | **12***(3.3)* | **7***(3.2)* | **11***(3.2)* | **15***(3.3)* | **8***(3.4)* | **8***(3.2)* | **14***(3.3)* | **13***(3)* | **9***(3.3)* | **10***(3.3)* | **11***(3.2)* | **10***(3.3)* |
| **11** | **Horse racer***(3.2)* |  | **9***(3.4)* | **12***(3)* | **9***(3.2)* | **11***(3.4)* | **15***(3.1)* | **14***(3.1)* | **10***(3.4)* | **6***(3.3)* | **13**(*3.2)* | **12***(3.3)* | **12***(3.2)* | **11***(3.3)* |
| **12** | **Basketball***(3.2)* |  | **11***(3.3)* | **9***(3.1)* | **10***(3.2)* | **14***(3.3)* | **12***(3.2)* | **9***(3.2)* | **12***(3.3)* | **12***(3)* | **10***(3.3)* | **11***(3.3)* | **9***(3.2)* | **13***(3.3)* |
| **13** | **Swimmer***(3.2)* |  | **13***(3.3)* | **8***(3.2)* | **13***(3.1)* | **9***(3.5)* | **11***(3.2)* | **13(***3.2)* | **11***(3.3)* | **10***(3.1)* | **11***(3.2)* | **15***(3.2)* | **13***(3.1)* | **8***(3.3)* |
| **14** | **Athlets***(3.2)* |  | **15***(3.2)* | **11***(3)* | **14***(3.1)* | **8***(3.5)* | **14***(3.1)* | **11***(3.2)* | **16(***3.1)* | **9***(3.1)* | **15***(3.2)* | **16***(3.2)* | **14***(3.1)* | **14***(3.2)* |
| **15** | **Hocky player***(3.1)* |  | **14***(3.3)* | **14***(2.9)* | **15***(2.9)* | **10***(3.5)* | **13***(3.2)* | **15***(3)* | **13***(3.3)* | **20***(2.7)* | **14***(3.2)* | **9***(3.3)* | **15***(3)* | **15***(3.2)* |
| **16** | **Umpire***(3)* |  | **16***(3.2)* | **18***(2.8)* | **19***(2.8)* | **12***(3.4)* | **16***(3)* | **18***(2.8)* | **15***(3.2)* | **16***(2.9)* | **16***(2.9)* | **17***(3.1)* | **20***(2.8)* | **16***(3.1)*  90 |
| **17** | **Aquatics***(2.9)* |  | **18***(3.1)* | **15***(2.8)* | **17***(2.9)* | **18***(3.2)* | **23***(2.9)* | **16***(2.9)* | **17***(3.1)* | **17***(2.9)*  Contd..... | **18***(2.9)* | **18***(3.1)* | **19***(2.9)* | **17***(3)* |
| **18** | **Gymnastics***(2.9)* |  | **17***(3.1)* | **20***(2.7)* | **18***(2.9)* | **19***(3.1)* | **20***(2.9)* | **17***(2.9)* | **18***(3.1)* | **19***(2.8)* | **17***(2.9)* | **19**(2.9) | **17***(2.9)* | **18***(2.9)* |
| **19** | **Badminton***(2.9)* |  | **20***(3)* | **19***(2.8)* | **16***(2.9)* | **26***(2.8)* | **22***(2.9)* | **19***(2.8)* | **19***(3.1)* | **15***(2.9)* | **19***(2.9)* | **23***(2.9)* | **16***(3)* | **23***(2.8)* |
| **20** | **Table tennis player***(2.9)* |  | **23***(2.9)* | **17***(2.8)* | **20***(2.8)* | **20***(2.9)* | **18***(2.9)* | **20***(2.8)* | **20***(3)* | **18***(2.9)* | **20***(2.9)* | **22***(2.9)* | **18***(2.9)* | **22***(2.9)* |
| **21** | **Kabaddi***(2.8)* |  | **21***(2.9)* | **21***(2.7)* | **23***(2.7)* | **21***(2.9)* | **17***(3)* | **21***(2.8)* | **23***(2.9)* | **23***(2.6)* | **21***(2.9)* | **21***(2.9)* | **22***(2.8)* | **21***(2.9)* |
| **22** | **Commentators***(2.8)* |  | **22***(2.9)* | **22***(2.7)* | **21***(2.7)* | **22***(2.9)* | **21***(2.9)* | **23***(2.7)* | **22***(3)* | **21***(2.7)* | **22***(2.8)* | **20***(2.9)* | **23***(2.7)* | **19***(2.9)* |
| **23** | **Ball Badminton***(2.8)* |  | **24***(2.9)* | **23***(2.7)* | **22***(2.7)* | **25***(2.8)* | **19***(2.9)* | **22***(2.8)* | **25***(2.9)* | **22***(2.6)* | **23***(2.8)* | **24***(2.9)* | **21***(2.8)* | **24***(2.8)* |
| **24** | **Referee***(2.8)* |  | **25***(2.9)* | **24***(2.6)* | **25***(2.6)* | **17***(3.2)* | **24***(2.8)* | **24***(2.6)* | **21***(3)* | **27***(2.5)* | **25***(2.7)* | **13***(3.3)* | **25***(2.6)* | **20***(2.9)* |
| **25** | **Boxer*(2.7)*** |  | **19***(3.1)* | **28***(2.4)* | **24***(2.7)* | **23***(2.9)* | **25***(2.8)* | **25***(2.6)* | **24***(2.9)* | **28***(2.5)* | **24***(2.8)* | **25***(2.8)* | **24***(2.6)* | **25***(2.8)* |
| **26** | **Rugby player***(2.6)* |  | **26***(2.8)* | **26***(2.4)* | **27***(2.6)* | **27***(2.7)* | **26***(2.6)* | **26***(2.6)* | **28***(2.7)* | **25***(2.5)* | **26***(2.6)* | **26***(2.8)* | **26***(2.6)* | **27***(2.7)* |
| **27** | **Golfer***(2.6)* |  | **27***(2.8)* | **27***(2.4)* | **28***(2.5)* | **24***(2.8)* | **27***(2.6)* | **28***(2.4)* | **26***(2.9)* | **26***(2.5)* | **27***(2.6)* | **27***(2.7)* | **28***(2.5)* | **26***(2.7)* |
| **28** | **Billiards***(2.6)* |  | **30***(2.7)* | **25***(2.4)* | **26***(2.6)* | **30***(2.4)* | **28***(2.5)* | **27***(2.5)* | **27***(2.7)* | **24**(2.6) | **28***(2.5)* | **29***(2.7)* | **27***(2.6)* | **29***(2.5)* |
| **29** | **Snooker***(2.5)* |  | **28***(2.7)* | **29***(2.3)* | **29***(2.5)* | **29***(2.5)* | **29***(2.5)* | **29***(2.4)* | **29***(2.6)* | **29***(2.4)* | **29***(2.5)* | **28***(2.7)* | **29**(2.5) | **30***(2.5)* |
| **30** | **Weightlifting***(2.5)* |  | **29***(2.7)* | **30***(2.2)* | **30***(2.4)* | **28***(2.6)* | **30***(2.5)* | **30***(2.4)* | **30***(2.6)* | **30***(2.3)* | **30***(2.5)* | **30***(2.6)* | **30***(2.4)* | **28***(2.5)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | | | | | | | | |

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Table 19 shows that in the total sample, the most preferred 10 occupations in the employment area 'Sports/ Games' among the total sample, according to the rank order of preference score, are   
1. Cricketer (3.8), 2. Chessman (3.6), 3. Team Captain (3.5), 4. Shooting (3.5), 5. Football Player (3.4), 6. Team Manager (3.4), 7. Tennis Player (3.3), 8. Team Coach (3.3), 9. Motor Racer (3.3) and 10. Volleyball player (3.2).

The most preferred 10 vocations in the subsamples contain most of the top preferred in the total sample though there is a variation of one or two vocations. Generally students have preference for almost all vocations in this area. Vocation like Chess, Shooting, Tennis, and Volleyball are preferred more by girls than boys while Football and Motor racing is preferred more by boys than girls. Shooting and Tennis are preferred more by Science students and to some extent commerce students than humanities students. Volleyball is preferred more by rural than urban sample. Chess and Motor racing is more preferred by high achievers’ than low achievers’. While Team captain, foot baller, team manager and team coach, are more preferred by low and average achievers’ than high achievers’. Tennis is better preferred by high SES students and Team manager has more preference for low SES students.

The less preferred vocations include Weightlifting, Snooker and Billiards in the total sample and most of the subsamples.

**Discussion**

Cricketer has the higher preference in the total and all the subsamples as well, except in high and low achievers. The subsamples based on subject of study, locale and SES has no considerable difference in the preference for vocations in this area. Weightlifting has the lowest preference in the total sample and the all subsamples other than male, humanities and low SES subsample. The male students showed better preference to 'masculine type' Sports/Games vocations. Students have preference for all vocations in this area because, except for the Billiards, Snooker, and Weightlifting the preference score obtained is above 2.5.

**15. Preference for vocations in 'Travel/Tourism/Transport/ Communication' Area**

The mean preference score and rank order of preference for vocations in 'Travel/Tourism/Transport/ Communication' area for the total sample and subsamples are summarized in Table 20.

**TABLE 20**

**Rank order and Preference scores in the 'Travel/Tourism/Transport/Communication' area in the**

**general sample and subsamples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | | **RURAL** | | **URBAN** | | **HIGH AVG** | | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Employment area** | | Rank order  of preference | Rank order  of preference | Rank order  of preference | Rank order  of preference | Rank order  Of preference | | Rank order  of preference | | Rank order  of preference | | Rank order  of preference | | Rank order  of preference | Rank order  of preference | Rank order  of preference | Rank order |
| of preference |
| **1** | **Airport Officer***(4.1)* |  | **1***(4.1)* | **1***(4)* | **1***(4)* | **1***(4.2)* | **1***(4.1)* | | **1***(4)* | | **1***(4.1)* | | **1***(3.9)* | | **1***(4.1)* | **1***(3.9)* | **1***(4)* | **1***(4.1)* |
| **2** | **Airlines Executive***(3.7)* |  | **2***(3.8)* | **2***(3.6)* | **2***(3.7)* | **2***(3.9)* | **3***(3.6)* | | **2***(3.7)* | | **2***(3.8)* | | **2***(3.6)* | | **2***(3.8)* | **2***(3.8)* | **2***(3.7)* | **2***(3.8)* |
| **3** | **Star Hotel manager***(3.6)* |  | **3***(3.8)\_* | **3***(3.5)* | **3***(3.5)* | **5***(3.6)* | **2***(3.8)* | | **3***(3.6)* | | **3***(3.6)* | | **3***(3.3)* | | **3***(3.7)* | **4***(3.7)* | **3***(3.5)* | **3***(3.7)* |
| **4** | **Tourist Information officer***(3.5)* |  | **4***(3.5)* | **4***(3.4)* | **4***(3.4)* | **3***(3.7)* | **4***(3.5)* | | **4***(3.5)* | | **4***(3.5)* | | **4***(3.1)* | | **4***(3.6)* | **3***(3.7)* | **4***(3.4)* | **4***(3.6)* |
| **5** | **Telephone Operator***(3.3)* |  | **5***(3.3)* | **5***(3.3)* | **6***(3.1)* | **4***(3.6)* | **5***(3.3)* | | **5***(3.3)* | | **5***(3.3)* | | **7***(2.7)* | | **5***(3.3)* | **5***(3.6)* | **5***(3.1)* | **5***(3.4)* |
| **6** | **Star Hotel Executive***(3.2)* |  | **6***(3.2)* | **6***(3.1)* | **5***(3.1)* | **9***(3.3)* | **7***(3.2)* | | **6***(3.2)* | | **6***(3.2)* | | **5***(2.9)* | | **6***(3.2)* | **10***(3.3)* | **6***(3.1)* | **7***(3.3)* |
| **7** | **Railway Supervisor***(3.1)* |  | **7***(3.2)* | **8***(2.9)* | **7***(3)* | **7***(3.4)* | **9***(3.1)* | | **7***(3.1)* | | **8***(3.1)* | | **8***(2.7)* | | **7***(3.1)* | **7**(3.5) | **8***(2.9)* | **6***(3.3)* |
| **8** | **Section Engineer***(3.1)* |  | **10***(3.1)* | **7***(3)* | **8***(2.9)* | **6***(3.4)* | **6***(3.2)* | | **8***(3)* | | **7***(3.2)* | | **6***(2.7)* | | **8***(3.1)* | **8***(3.4)* | **7***(2.9)* | **8***(3.2)* |
| **9** | **Front office assistant-hotel***(3)* |  | **9***(3.1)* | **12***(2.8)* | **9***(2.9)* | **16***(3)* | **8***(3.1)* | | **10***(2.9)* | | **9***(3.1)* | | **9***(2.7)* | | **9***(3)* | **15***(3.2)* | **9***(2.8)* | **10***(3.1)* |
| **10** | **Train ticket Inspector***(2.9)* |  | **11***(3)* | **16***(2.7)* | **14***(2.8)* | **11***(3.1)* | **14***(2.9)* | | **13***(2.8)* | | **13***(2.9)* | | **12***(2.5)* | | **14***(2.9)* | **12***(3.2)* | **15***(2.7)* | **12***(3)* |
| **11** | **Station Master***(2.9)* |  | **8***(3.1)* | **14***(2.8)* | **11***(2.8)* | **8***(3.4)* | **11***(2.9)* | | **9***(2.9)* | | **10***(3)* | | **11***(2.6)* | | **11***(2.9)* | **6***(3.5)* | **13***(2.7)* | **9***(3.2)* |
| **12** | **Postal Service Supervisor***(2.9)* |  | **12***(2.9)* | **10***(2.8)* | **10***(2.8)* | **13***(3.1)* | **10***(2.9)* | | **11***(2.9)* | | **12***(3)* | | **14***(2.5)* | | **10***(2.9)* | **11***(3.3)* | **11***(2.7)* | **11***(3.1)* |
| **13** | **Personel Inspector***(2.9)* |  | **13***(2.9)* | **13***(2.8)* | **15***(2.8)* | **10***(3.2)* | **13***(2.9)* | | **15***(2.8)* | | **11***(3)* | | **16***(2.4)* | | **12***(2.9)* | **9***(3.3)* | **14***(2.7)* | **13***(3)* |
| **14** | **Travel agent***(2.9)* |  | **14***(2.9)* | **11***(2.8)* | **13***(2.8)* | **12***(3.1)* | **12***(2.9)* | | **12***(2.9)* | | **15***(2.9)* | | **13***(2.5)* | | **13***(2.9)* | **13***(3.2)* | **12***(2.7)* | **14***(3)* |
| **15** | **Travel guide***(2.8)* |  | **16***(2.8)* | **9***(2.8)* | **12***(2.8)* | **15***(3)* | **16***(2.8)* | | **14***(2.8)* | | **14***(2.9)* | | **10***(2.7)* | | **15***(2.8)* | **16***(3)* | **10***(2.8)* | **16***(2.9)* |
| **16** | **Passenger train guard***(2.8)* |  | **15***(2.9)* | **15***(2.7)* | **16***(2.7)* | **14***(3)* | **15***(2.8)* | | **16***(2.8)* | | **16***(2.9)* | | **15***(2.4)* | | **16***(2.8)* | **14***(3.2)* | **16***(2.6)* | **15***(2.9)* |
| **17** | **Electrical signal maintainer***(2.7)* |  | **17***(2.8)* | **17***(2.5)* | **17***(2.5)* | **17***(2.9)* | **17***(2.7)* | | **17***(2.6)* | | **17***(2.7)* | | **17***(2.3)* | | **17***(2.7)* | **17***(3)* | **17***(2.5)* | **17***(2.8)* |
| **18** | **Ticket collector-Train***(2.5)* |  | **18***(2.7)* | **19***(2.3)* | **18***(2.4)* | **19***(2.7)* | **18***(2.6)* | | **18***(2.4)* | | **19***(2.6)* | | **19***(2.1)* | | **18***(2.5)* | **18***(2.9)* | **19***(2.3)* | **18***(2.7)* |
| **19** | **Boat Driver***(2.5)* |  | **19***(2.6)* | **18***(2.3)* | **19***(2.3)* | **18***(2.8)* | **19***(2.5)* | | **19***(2.4)* | | **18***(2.6)* | | **18***(2.2)* | | **19***(2.4)* | **19***(2.8)* | **18***(2.3)* | **19***(2.6)* |
| **20** | **Bus Conductor***(2.2)* |  | **20***(2.5)* | **20***(1.8)* | **20***(2.1)* | **20***(2.3)* | **20***(2.2)* | | **20***(2.1)* | | **20***(2.3)* | | **20***(1.9)* | | **20***(2.1)* | **20***(2.7)* | **20***(2)* | **20***(2.3)* |
| **21** | **Truck Driver***(2.1)* |  | **21***(2.4)* | **21***(1.8)* | **21***(2.1)* | **21***(2.2)* | **21***(2.1)* | | **21***(2.1)* | | **21***(2.2)* | | **21***(1.8)* | | **21***(2)* | **21***(2.6)* | **21***(1.9)* | **21***(2.2)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | |  | |  | |  | |  |  |  |  |  |

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Table 20 shows that in the total sample, the most preferred 10 occupations in the employment area 'Travel/Tourism/Transport/ Communication', according to the rank order of preference score, are 1.Airport Officer(4.1), 2.Airlines Executive(3.7), 3.Star Hotel Manager(3.6), 4.Tourist Information Officer(3.5), 5. Telephone Operator(3.3), 6.Star Hotel Executive(3.2), 7.Railway Supervisor (3.1), 8.Section Engineer(3.1), 9.Front Office Assistant(3), and 10.Train Ticket Inspector(2.9).

The Airport Officer has the highest and Truck Driver has the lowest preference in total sample and all the subsamples as well. The rank order of top 8 vocations in this area are almost same as total sample in all subsamples. In this area, the boys have comparatively higher preference than girls. Like wise humanities students showed better preference in these vocations over commerce and science students. In humanities subsample, Tourist Information Officer and Telephone Operator is preferred over Star Hotel Manager. There is no considerable difference in the preference for vocations between rural and urban students. High achievers showed less preference in this area than average and low achievers. The low SES students showed better preference than high SES students.

**Discussion**

There is preference for all vocations in this area, except for Bus conductor and Truck Driver in the total sample, and all the subsamples. Airport Officer and Airlines executive tops the preference in almost all subsamples. Boys, humanities, average achievers’ and low achievers prefer the vocations in ‘Travel/Tourism/Transport/Communication’ area than their relevant counterparts.

**16. Preference for vocations in 'Political/Social' Area**

The mean preference score and rank order of preference for vocations in 'Political/Social' area for the total sample and subsamples are summarized in Table 21.

**TABLE 21**

**Rank order and Preference scores of vocation in the 'Political/Social' area in the general sample   
and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Prime Minister***(3.4)* |  | **2***(3.5)* | **1***(3.4)* | **1***(3.3)* | **1***(3.7)* | **1***(3.5)* | **1***(3.4)* | **2***(3.5)* | **2***(3.1)* | **1***(3.5)* | **1***(3.6)* | **2***(3.3)* | **1***(3.5)* |
| **2** | **President***(3.4)* |  | **1**(3.5) | **2***(3.3)* | **2***(3.3)* | **2***(3.7)* | **2***(3.4)* | **2***(3.3)* | **1***(3.6)* | **1***(3.4)* | **2***(3.4)* | **6***(3.3)* | **1***(3.3)* | **2***(3.5)* |
| **3** | **M . P** *(3.3)* |  | **3***(3.4)* | **5***(3.1)* | **3***(3.2)* | **5***(3.5)* | **5***(3.2)* | **3***(3.3)* | **4***(3.3)* | **4***(3)* | **3***(3.3)* | **3***(3.5)* | **4***(3.2)* | **5***(3.4)* |
| **4** | **State Minister***(3.3)* |  | **4***(3.4)* | **4***(3.1)* | **4***(3.2)* | **7***(3.5)* | **4***(3.3)* | **4***(3.2)* | **5***(3.3)* | **5***(2.9)* | **4***(3.3)* | **4***(3.5)* | **6***(3.1)* | **3***(3.4)* |
| **5** | **Vice President***(3.2)* |  | **5***(3.3)* | **7***(3.1)* | **6***(3.1)* | **4***(3.6)* | **7***(3.2)* | **7***(3.1)* | **3***(3.4)* | **6***(2.9)* | **6***(3.3)* | **8***(3.3)* | **5***(3.1)* | **6***(3.3)* |
| **6** | **Social Worker***(3.2)* |  | **7***(3.2)* | **3***(3.2)* | **5***(3.1)* | **8***(3.5)* | **3***(3.3)* | **6***(3.2)* | **6***(3.3)* | **3***(3)* | **7***(3.2)* | **5***(3.4)* | **3***(3.2)* | **8***(3.2)* |
| **7** | **M . L . A** *(3.2)* |  | **6***(3.3)* | **6***(3.1)* | **7***(3)* | **3***(3.7)* | **6***(3.2)* | **5***(3.2)* | **7***(3.2)* | **9***(2.7)* | **5***(3.3)* | **2***(3.5)* | **7***(2.9)* | **4***(3.4)* |
| **8** | **Speaker***(3.1)* |  | **8***(3.2)* | **8***(3)* | **9***(2.9)* | **6***(3.5)* | **9***(3.1)* | **8***(3.1)* | **8***(3.2)* | **11***(2.7)* | **8***(3.2)* | **9***(3.3)* | **10***(2.9)* | **7***(3.3)* |
| **9** | **Union Minister***(3)* |  | **9***(3.1)* | **10***(2.9)* | **8***(2.9)* | **10***(3.3)* | **11***(2.9)* | **9***(3)* | **11***(3.1)* | **10***(2.7)* | **9***(3)* | **7***(3.3)* | **11***(2.9)* | **9***(3.1)* |
| **10** | **Mayor***(2.9)* |  | **11***(3)* | **9***(2.9)* | **10***(2.9)* | **13***(3.1)* | **10***(3)* | **10***(2.9)* | **10***(3.1)* | **7***(2.9)* | **11***(2.9)* | **12***(3.2)* | **8***(2.9)* | **11***(3)* |
| **11** | **Social Activist***(2.9)* |  | **10***(3)* | **11***(2.9)* | **11***(2.8)* | **9***(3.3)* | **8***(3.1)* | **11***(2.9)* | **9***(3.1)* | **8***(2.8)* | **10***(3)* | **14***(3.2)* | **9***(2.9)* | **10***(3)* |
| **12** | **District PanchayatPresiden***t(2.9)* |  | **13***(2.9)* | **12***(2.8)* | **13***(2.8)* | **16**(3) | **12***(2.9)* | **12***(2.8)* | **14***(2.9)* | **16***(2.4)* | **12***(2.9)* | **11***(3.2)* | **15***(2.7)* | **12***(3)* |
| **13** | **District Panchayat Member***(2.9)* |  | **12***(2.9)* | **14***(2.7)* | **12***(2.8)* | **15***(3.1)* | **16***(2.9)* | **13***(2.8)* | **15***(2.9)* | **13***(2.5)* | **15***(2.8)* | **10***(3.3)* | **12***(2.7)* | **14***(2.9)* |
| **14** | **Muncipal Chairman***(2.8)* |  | **14***(2.9)* | **15***(2.7)* | **15***(2.7)* | **11***(3.2)* | **13***(2.9)* | **15***(2.8)* | **12***(3)* | **14***(2.5)* | **14***(2.9)* | **15***(3.1)* | **14***(2.7)* | **13***(2.9)* |
| **15** | **Environmental Activist***(2.8)* |  | **15***(2.9)* | **13**(2.8) | **14***(2.7)* | **14***(3.1)* | **14***(2.9)* | **14***(2.8)* | **13***(2.9)* | **12***(2.7)* | **13***(2.9)* | **20***(2.9)* | **13***(2.7)* | **17***(2.9)* |
| **16** | **Block Panchayat President***(2.8)* |  | **17***(2.9)* | **17**(2.7) | **18***(2.6)* | **12***(3.1)* | **15***(2.9)* | **18***(2.7)* | **16***(2.9)* | **18***(2.4)* | **16***(2.8)* | **17***(3.1)* | **17***(2.6)* | **16***(2.9)* |
| **17** | **Muncipal Councillor***(2.8)* |  | **18***(2.9)* | **16***(2.7)* | **16***(2.7)* | **18***(3)* | **18***(2.8)* | **17***(2.7)* | **17***(2.9)* | **17***(2.4)* | **17***(2.8)* | **16***(3.1)* | **16***(2.6)* | **18***(2.9)* |
| **18** | **Panchayat President***(2.8)* |  | **16***(2.9)* | **18***(2.6)* | **17***(2.7)* | **17***(3)* | **17***(2.9)* | **16***(2.7)* | **18***(2.9)* | **19***(2.4)* | **18***(2.8)* | **13***(3.2)* | **18***(2.6)* | **15***(2.9)* |
| **19** | **Block Panchayat Member***(2.6)* |  | **19***(2.8)* | **20***(2.5)* | **19***(2.5)* | **20***(2.8)* | **19***(2.7)* | **19***(2.6)* | **19***(2.7)* | **22***(2.2)* | **20***(2.6)* | **18***(3)* | **21***(2.5)* | **19***(2.8)* |
| **20** | **Elocutionist***(2.6)* |  | **21***(2.7)* | **19***(2.5)* | **22***(2.5)* | **19***(2.9)* | **20***(2.7)* | **22***(2.5)* | **20***(2.7)* | **20***(2.3)* | **19***(2.7)* | **22***(2.6)* | **19***(2.5)* | **22***(2.7)* |
| **21** | **Panchayat Member***(2.6)* |  | **22***(2.7)* | **21***(2.5)* | **21***(2.5)* | **21***(2.8)* | **21***(2.7)* | **21***(2.5)* | **21***(2.7)* | **21***(2.3)* | **22***(2.6)* | **19***(3)* | **22***(2.4)* | **20***(2.8)* |
| **22** | **Revolutionist***(2.6)* |  | **20***(2.7)* | **22***(2.4)* | **20***(2.5)* | **22***(2.7)* | **22***(2.6)* | **20***(2.5)* | **22***(2.6)* | **15***(2.5)* | **21***(2.6)* | **21***(2.7)* | **20***(2.5)* | **21***(2.7)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | |  |  |  |  |  |  |  |  |

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Table 21 shows that in the total sample, the most preferred 10 occupations in the employment area 'Political/Social' according to the rank order of preference score, are 1.Prime Minister(3.4), 2.President(3.4), 3.M.P (3.3), 4.State Minister(3.3), 5.Vice President(3.2), 6.Social Worker(3.2), 7. M.L.A(3.2), 8.Speaker(3.1), 9.Union Minister(3), and 10.Mayor(2.9).

There is no marked difference in the order of preference for these vocations among the subsamples as well. In the total sample, the students preferred the vocations having political prestige like Prime Minister, President, M.P, State Minister, Vice President and so on. The boys have slight more preference in these vocations than girls. Humanities students show more preference than commerce and science students. The students in Urban area showed slight more preference in these vocations than students in the rural area. The high achievers has less preference than low and average achievers. The low SES students showed more preference than high SES students in these vocations. The least preferred vocations in this area are Revolutionist, Panchayat Member, and Elocutionist.

**Discussion**

As against the general belief, students like the vocations in Political/Social area, because the average preference score of the vocations is above 2.5. Generally, students prefer vocations with prestige and power to the low profile vocations in Political/Social area. Boys, humanities, urban, low achievers’, average achievers’ and low SES subsamples have more preference for Political/Social vocations than their relevant counterparts.

**17. Preference for vocations in 'Mechanical/Technical/ Industrial' Area**

The mean preference score and rank order of preference for vocations in 'Mechanical/Technical/ Industrial' area for the total sample and subsamples are summarized in Table 22.

**TABLE 22**

**Rank order and Preference of vocation in the 'Mechanical/Technical/Industrial' area in the general sample**

**and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Draftsman(3.4)** |  | **4***(3.4)* | **1***(3.5)* | **2***(3.3)* | **2***(3.7)* | **2***(3.6)* | **2***(3.4)* | **1***(3.5)* | **5***(2.9)* | **1***(3.5)* | **3***(3.7)* | **2***(3.2)* | **2***(3.6)* |
| **2** | **Factory Manager(3.4)** |  | **2***(3.5)* | **4***(3.3)* | **1***(3.3)* | **8***(3.4)* | **1***(3.7)* | **1***(3.4)* | **3***(3.4)* | **3***(3)* | **2***(3.4)* | **2***(3.7)* | **3***(3.2)* | **1***(3.6)* |
| **3** | **Electrical Technician(3.3)** |  | **1***(3.5)* | **8***(3)* | **4***(3.2)* | **6***(3.5)* | **4***(3.3)* | **4***(3.2)* | **4***(3.4)* | **1***(3.1)* | **3***(3.3)* | **7***(3.3)* | **6***(3.1)* | **4***(3.4)* |
| **4** | **Contractor(3.3)** |  | **6***(3.4)* | **5***(3.1)* | **8***(3)* | **3***(3.7)* | **3***(3.4)* | **7***(3.1)* | **2***(3.5)* | **10***(2.7)* | **4***(3.3)* | **4***(3.5)* | **7***(3.1)* | **5***(3.4)* |
| **5** | **Mechanical Technician(3.3)** |  | **3***(3.4)* | **7***(3.1)* | **5***(3.2)* | **7***(3.5)* | **5***(3.3)* | **5***(3.2)* | **7***(3.3)* | **4***(2.9)* | **5***(3.3)* | **10***(3.2)* | **4***(3.1)* | **6***(3.4)* |
| **6** | **Modelling(3.2)** |  | **11***(3.1)* | **2***(3.4)* | **3***(3.3)* | **11***(3.2)* | **7***(3.2)* | **3***(3.3)* | **11***(3.1)* | **2***(3.1)* | **6***(3.3)* | **14***(3.1)* | **1***(3.3)* | **11***(3.2)* |
| **7** | **TV/Radio repairer(3.2)** |  | **7***(3.3)* | **9***(3)* | **10***(2.9)* | **1***(3.8)* | **6***(3.3)* | **8***(3.1)* | **6***(3.4)* | **13***(2.6)* | **7***(3.2)* | **1***(3.8)* | **12***(2.9)* | **3***(3.5)* |
| **8** | **Beautician(3.2)** |  | **12***(2.9)* | **3***(3.4)* | **6***(3.1)* | **10***(3.3)* | **10***(3.1)* | **6***(3.2)* | **10***(3.1)* | **6***(2.9)* | **9***(3.2)* | **8***(3.3)* | **5***(3.1)* | **10***(3.2)* |
| **9** | **Contract Worker(3.2)** |  | **9***(3.2)* | **6***(3.1)* | **9***(3)* | **5***(3.5)* | **9***(3.2)* | **10***(3.1)* | **8***(3.3)* | **11***(2.6)* | **8***(3.2)* | **5***(3.5)* | **10***(2.9)* | **7***(3.3)* |
| **10** | **Electrician(3.1)** |  | **5***(3.4)* | **10***(2.9)* | **7***(3)* | **9***(3.4)* | **8***(3.2)* | **9***(3.1)* | **9***(3.3)* | **7***(2.9)* | **10***(3.2)* | **6***(3.4)* | **8***(2.9)* | **8***(3.3)* |
| **11** | **Motor Vehicle Instructor(3.1)** |  | **8***(3.2)* | **11***(2.9)* | **11***(2.9)* | **4***(3.6)* | **12***(2.9)* | **12***(2.9)* | **5***(3.4)* | **8***(2.8)* | **11***(3.1)* | **12***(3.1)* | **11***(2.9)* | **9***(3.2)* |
| **12** | **Instrument Technician(3.9)** |  | **10***(3.1)* | **12***(2.8)* | **12***(2.9)* | **14***(3.1)* | **11***(3.1)* | **11***(2.9)* | **12***(3.1)* | **9***(2.8)* | **12***(3)* | **17***(3.1)* | **9***(2.9)* | **14***(3)* |
| **13** | **Technical Assistant(2.9)** |  | **13***(2.9)* | **13***(2.8)* | **13***(2.9)* | **18***(2.9)* | **13***(2.9)* | **13***(2.9)* | **15***(2.9)* | **14***(2.6)* | **13***(2.9)* | **18***(3.1)* | **13***(2.7)* | **12***(3)* |
| **14** | **Book Binder(2.8)** |  | **18***(2.8)* | **14***(2.8)* | **15***(2.6)* | **12***(3.2)* | **16***(2.8)* | **14***(2.7)* | **16***(2.8)* | **20***(2.3)* | **14***(2.8)* | **13***(3.1)* | **17***(2.5)* | **13***(3)* |
| **15** | **Watch Worker(2.8)** |  | **15***(2.8)* | **15***(2.7)* | **17***(2.6)* | **13***(3.2)* | **14***(2.8)* | **15***(2.7)* | **14***(2.9)* | **17***(2.3)* | **15***(2.8)* | **11***(3.2)*  Contd... | **16***(2.5)* | **15***(2.9)*  100 |
| **16** | **Sugar Refiners(2.7)** |  | **17***(2.8)* | **16***(2.6)* | **14***(2.7)* | **22***(2.7)* | **17***(2.7)* | **16***(2.7)* | **17***(2.8)* | **12***(2.6)* | **17***(2.7)* | **21***(2.9)* | **15***(2.6)* | **16***(2.8)* |
| **17** | **Tradesman***(2.7)* |  | **14***(2.8)* | **17***(2.6)* | **16***(2.6)* | **15***(3)* | **18***(2.7)* | **18***(2.6)* | **13***(2.9)* | **15***(2.4)* | **16***(2.8)* | **20***(2.9)* | **14***(2.7)* | **17***(2.8)* |
| **18** | **Plumber***(2.6)* |  | **16***(2.8)* | **23***(2.4)* | **20***(2.5)* | **20***(2.8)* | **15***(2.8)* | **17***(2.6)* | **24***(2.6)* | **24***(2.2)* | **18***(2.6)* | **9***(3.3)* | **18***(2.5)* | **21***(2.7)* |
| **19** | **Fitter***(2.6)* |  | **19***(2.7)* | **21***(2.5)* | **19***(2.5)* | **17***(2.9)* | **24***(2.5)* | **20***(2.5)* | **18***(2.7)* | **22***(2.2)* | **22***(2.5)* | **15***(3.1)* | **22***(2.4)* | **20***(2.7)* |
| **20** | **Lift Operator***(2.6)* |  | **20***(2.7)* | **19***(2.5)* | **21***(2.5)* | **19***(2.9)* | **22***(2.5)* | **21***(2.5)* | **19***(2.7)* | **26***(2.2)* | **20***(2.6)* | **16***(3.1)* | **23***(2.4)* | **19**(2.7) |
| **21** | **Refinery/Factory Worker***(2.6)* |  | **22***(2.6)* | **18***(2.5)* | **18***(2.5)* | **23***(2.6)* | **19***(2.7)* | **19***(2.6)* | **22***(2.6)* | **16***(2.4)* | **19***(2.6)* | **23***(2.8)* | **21***(2.4)* | **22***(2.7)* |
| **22** | **Pump Operator***(2.6)* |  | **21***(2.6)* | **20***(2.5)* | **26***(2.4)* | **16***(2.9)* | **20***(2.7)* | **22***(2.5)* | **20***(2.7)* | **23***(2.2)* | **21***(2.5)* | **19***(3)* | **25***(2.3)* | **18***(2.8)* |
| **23** | **Welder***(2.5)* |  | **23***(2.6)* | **24***(2.4)* | **23***(2.4)* | **21***(2.8)* | **25***(2.5)* | **23***(2.5)* | **23***(2.6)* | **19***(2.3)* | **24***(2.5)* | **22***(2.8)* | **19***(2.5)* | **25***(2.6)* |
| **24** | **Borewell Driller***(2.5)* |  | **24***(2.6)* | **25***(2.3)* | **24***(2.4)* | **24***(2.6)* | **21***(2.6)* | **25***(2.5)* | **25***(2.5)* | **25***(2.2)* | **23***(2.5)* | **27***(2.7)* | **24***(2.4)* | **23***(2.6)* |
| **25** | **Dry Cleaners***(2.4)* |  | **26***(2.4)* | **22***(2.5)* | **25***(2.4)* | **28***(2.5)* | **23***(2.5)* | **24***(2.5)* | **26***(2.4)* | **21***(2.3)* | **25***(2.4)* | **26***(2.7)* | **26***(2.3)* | **24***(2.6)* |
| **26** | **Surveyor***(2.4)* |  | **25***(2.5)* | **26***(2.3)* | **22***(2.4)* | **27***(2.5)* | **26***(2.3)* | **26***(2.3)* | **21***(2.6)* | **18***(2.3)* | **26***(2.4)* | **28***(2.6)* | **20***(2.4)* | **27***(2.4)* |
| **27** | **Metal Plant Worker***(2.3)* |  | **27***(2.4)* | **28***(2.2)* | **27***(2.3)* | **25***(2.6)* | **28***(2.2)* | **27***(2.3)* | **28***(2.4)* | **27***(2)* | **27***(2.3)* | **25***(2.7)* | **28***(2.2)* | **26***(2.5)* |
| **28** | **Miners and Quarrymen***(2.3)* |  | **28***(2.3)* | **27***(2.3)* | **28***(2.2)* | **26***(2.6)* | **27***(2.3)* | **28***(2.3)* | **27***(2.4)* | **28***(2)* | **28***(2.3)* | **24***(2.8)* | **27***(2.2)* | **28***(2.4)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | |  |  |  |  |  |  |  |  |

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Table 22 shows that, in the total sample, the students preferred electronic-modern type vocations like factory manager, electrical technician, mechanical technician and Modeling, and they gave less preference to conventional type vocation like Miners and Quarrymen, Metal Plant worker, Dry cleaners, Bore well drillers and so on. Except for Modeling and Beautician the boys showed better preference than girls. Humanities students gave more preference than the preference of commerce and science students. For modelling, Science students showed better preference over humanities and commerce students. Except for modeling and beautician, the urban students gave comparatively higher preference over rural students. In the rural subsample, the top five vocations are 1.Factory Manager, 2.Draftsman, 3.Modeling, 4.Electrical Technician, and 5.Mechanical Technician. But in the urban subsample, the top 5 vocations are 1.Draftsman, 2.Contractor, 3.Factory Manager, 4. Electrical Technician and 5. Motor Vehicle Instructor. Except for Modeling, low SES students gave more preference than high SES.

**Discussion**

Generally, in this area, there is a wide difference in their rank order among the subsamples based on gender, subject of study, locale, achievement level and SES. In this area, there is an inverse relationship between achievement and preference of vocations.

**18. Preference for vocations in 'Secretarial/Clerical' Area**

The mean preference score and rank order of preference for vocations in 'Secretarial/Clerical' area for the total sample and subsamples are summarized in Table 23.

**TABLE 23**

**Rank order and Preference scores of vocation in the 'Secretarial/Clerical' area in the general sample**

**and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Typist***(3.2)* |  | **1***(3.1)* | **1***(3.3)* | **1***(2.9)* | **1***(3.7)* | **1***(3.3)* | **1***(3.1)* | **1***(3.3)* | **1***(2.7)* | **1***(3.2)* | **4***(3.4)* | **1***(2.9)* | **1***(3.4)* |
| **2** | **Office Clerk***(3)* |  | **2***(2.9)* | **2***(3.1)* | **3***(2.9)* | **2***(3.5)* | **2***(3.1)* | **2***(3)* | **2***(3.1)* | **3***(2.5)* | **2***(3)* | **1***(3.5)* | **2***(2.8)* | **2***(3.2)* |
| **3** | **Library and filing Clerk***(2.9)* |  | **5***(2.9)* | **3***(3)* | **4***(2.8)* | **3***(3.4)* | **4***(3.1)* | **3***(3)* | **4***(2.9)* | **6***(2.4)* | **4***(3)* | **2***(3.4)* | **5***(2.7)* | **3***(3.2)* |
| **4** | **Secretariat Assistant***(2.9)* |  | **3***(2.9)* | **5***(2.9)* | **2***(2.9)* | **6***(3.2)* | **5***(3)* | **4***(3)* | **5***(2.9)* | **2***(2.6)* | **5***(3)* | **6***(3.3)* | **4***(2.8)* | **4***(3.1)* |
| **5** | **Book Keeping Clerk***(2.9)* |  | **4***(2.9)* | **4***(3)* | **5***(2.8)* | **4***(3.3)* | **3**(3.1) | **5***(2.9)* | **3***(2.9)* | **8***(2.4)* | **3***(3)* | **3***(3.4)* | **3***(2.8)* | **5***(3.1)* |
| **6** | **Receptionist***(2.9)* |  | **6***(2.8)* | **6***(2.9)* | **6***(2.8)* | **5***(3.2)* | **7***(2.8)* | **6***(2.9)* | **6***(2.8)* | **4***(2.5)* | **6***(2.9)* | **7***(3.2)* | **6***(2.7)* | **7***(2.9)* |
| **7** | **Villageman***(2.8)* |  | **7***(2.8)* | **8***(2.8)* | **7***(2.7)* | **7***(3)* | **6***(2.9)* | **7***(2.8)* | **7***(2.8)* | **7***(2.4)* | **7***(2.8)* | **5***(3.3)* | **8***(2.6)* | **6***(3)* |
| **8** | **Stenotypist***(2.7)* |  | **8***(2.7)* | **7***(2.8)* | **8***(2.6)* | **8***(3)* | **8***(2.8)* | **8***(2.7)* | **8***(2.8)* | **5***(2.4)* | **8***(2.8)* | **10***(2.9)* | **7***(2.6)* | **8***(2.8)* |
| **9** | **Billcollector***(2.6)* |  | **9***(2.7)* | **9***(2.6)* | **9***(2.5)* | **9***(2.9)* | **9***(2.7)* | **9***(2.6)* | **9***(2.6)* | **11***(2.1)* | **9***(2.6)* | **8***(3.1)* | **9***(2.4)* | **9***(2.8)* |
| **10** | **Helper***(2.5)* |  | **11***(2.5)* | **10***(2.5)* | **10***(2.4)* | **10***(2.8)* | **10***(2.7)* | **10***(2.5)* | **10**(2.5) | **10***(2.2)* | **10***(2.6)* | **12***(2.8)* | **10***(2.4)* | **10***(2.6)* |
| **11** | **Postman***(2.5)* |  | **10***(2.5)* | **11***(2.4)* | **11***(2.4)* | **12***(2.6)* | **11***(2.6)* | **11***(2.5)* | **11***(2.5)* | **9***(2.2)* | **11***(2.4)* | **9***(2.9)* | **11***(2.3)* | **11***(2.6)* |
| **12** | **Meter reader***(2.4)* |  | **12***(2.5)* | **13***(2.3)* | **12***(2.3)* | **11***(2.7)* | **13***(2.3)* | **13***(2.3)* | **12***(2.4)* | **12***(2)* | **12***(2.4)* | **13***(2.7)* | **12***(2.2)* | **12***(2.5)* |
| **13** | **Peon***(2.4)* |  | **13***(2.4)* | **12***(2.3)* | **13***(2.2)* | **13***(2.6)* | **12***(2.5)* | **12***(2.4)* | **13***(2.3)* | **13***(2)* | **13***(2.3)* | **11***(2.8)* | **13***(2.2)* | **13***(2.5)* |
| **14** | **Waiter***(2.1)* |  | **14***(2.2)* | **14***(2)* | **14***(2)* | **14***(2.3)* | **14***(2.1)* | **14***(2.1)* | **14***(2.1)* | **14***(1.7)* | **14***(2.1)* | **14***(2.5)* | **14***(1.9)* | **14***(2.2)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | |  |  |  |  |  |  |  |  |

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Table 23 shows that, in the total sample, the preferred occupations in the 'Secretarial/Clerical' area according to the rank order of preference score, are 1. Typist(3.2), 2. Office Clerk(3), 3. Library and Filing Clerk(2.9), 4. Secretariat Assistant(2.9), 5. Book Keeping Clerk(2.9), 6.Receptionist(2.9), 7. Village man(2.8), 8. Steno Typist(2.7), 9. Bill Collector(2.6), 10. Helper(2.5), 11. Post man(2.5), 12. Meter reader(2.4), 13. Peon(2.4) and 14. Waiter(2.1).

Typist has the highest preference except in low achievers and Waiter has lowest preference in total sample and all subsamples. The subsamples based on gender, locale and SES has no considerable difference in the preference for vocations in this area. Science students have less preference for these vocations than humanities and commerce students. High achievers have considerably less preference for Secretarial/Clerical vocations than average and low achievers’. Like wise high SES subsample has less preference than low SES subsample for vocations in this area. In low achievers, the Office Clerk, Filing Clerk and Book Keeping Clerk is preferred over Typist.

**Discussion**

Generally, the students have preference for the vocations in their area as evident from the high mean preference score, which lies on or above for all vocations, except for Waiter, Peon and Meter Reader in the total sample and all subsamples. Subsamples based on gender and locale have no considerable difference in their preferences for vocations in ‘Secretarial/Clerical’ area. But science, high achievers’, and high SES samples have considerable less preference for Secretarial/Clerical vocations than their comparable subsamples.

**19. Preference for vocations in 'Agriculture/Animal Husbandry/ Forestry' Area**

The mean preference score and rank order of preference for vocations in 'Agriculture/Animal Husbandry/ Forestry' area for the total sample and subsamples are summarized in Table 24.

**TABLE 24**

**Rank order and Preference scores of vocation in the 'Agriculture/Animal Husbandry/Forestry' area in the general   
sample and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Agricultural Officer***(3.9)* |  | **1***(3.8)* | **2***(4)* | **2***(3.8)* | **1***(4.2)* | **1***(3.9)* | **1***(3.9)* | **2***(3.8)* | **2***(3.8)* | **1***(3.9)* | **1***(3.9)* | **2***(3.9)* | **1***(3.9)* |
| **2** | **Agriculture Scientist***(3.9)* |  | **3***(3.7)* | **1***(4.1)* | **1***(3.9)* | **2***(3.8)* | **2**(3.8) | **2***(3.8)* | **1***(3.9)* | **1***(4.1)* | **2***(3.9)* | **4***(3.6)* | **1***(3.9)* | **2***(3.8)* |
| **3** | **Forest Officer***(3.7)* |  | **2***(3.7)* | **3***(3.7)* | **3***(3.7)* | **3***(3.8)* | **3***(3.7)* | **3***(3.7)* | **3***(3.6)* | **3***(3.5)* | **3***(3.7)* | **2***(3.8)* | **3***(3.7)* | **3***(3.7)* |
| **4** | **Farm Manager***(3.3)* |  | **5***(3.2)* | **4***(3.5)* | **4***(3.3)* | **5***(3.4)* | **4***(3.5)* | **5***(3.3)* | **4***(3.5)* | **5***(3.2)* | **4***(3.3)* | **3***(3.7)* | **4***(3.3)* | **4***(3.4)* |
| **5** | **Agriculture Expert***(3.3)* |  | **6***(3.2)* | **5***(3.4)* | **5***(3.3)* | **6***(3.4)* | **6***(3.3)* | **4***(3.3)* | **5***(3.3)* | **4***(3.3)* | **5***(3.3)* | **5***(3.4)* | **5***(3.3)* | **5***(3.3)* |
| **6** | **Forest ranger**(3.2) |  | **4***(3.3)* | **8***(3.2)* | **6***(3.2)* | **4***(3.4)* | **8***(3)* | **6***(3.2)* | **6***(3.2)* | **7***(3)* | **6***(3.2)* | **6***(3.3)* | **6***(3.1)* | **6***(3.3)* |
| **7** | **Horticulturist***(3.1)* |  | **8***(2.9)* | **6***(3.3)* | **8***(3)* | **7***(3.1)* | **5***(3.3)* | **8***(3.1)* | **7***(3.2)* | **8***(2.9)* | **7***(3.2)* | **8***(3.1)* | **7***(3.1)* | **8***(3.1)* |
| **8** | **Vineyard Orchard Worker***(3.1)* |  | **7***(3)* | **7***(3.2)* | **7***(3.1)* | **12***(2.9)* | **7***(3.2)* | **7***(3.1)* | **8***(3)* | **6***(3.1)* | **8***(3)* | **7***(3.2)* | **8***(3)* | **7***(3.1)* |
| **9** | **Aquaculture Expert***(2.9)* |  | **9**(2.9) | **9***(2.9)* | **9***(2.9)* | **9***(3)* | **9***(2.9)* | **9***(2.9)* | **9***(2.9)* | **9***(2.9)* | **9***(2.9)* | **9***(2.9)* | **9***(2.9)* | **9***(2.9)* |
| **10** | **Farmer***(2.8)* |  | **10***(2.8)* | **10***(2.8)* | **10***(2.8)* | **8***(3.1)* | **12***(2.8)* | **10***(2.8)* | **10***(2.9)* | **11***(2.8)* | **10**(2.8) | **10***(2.9)* | **11***(2.7)* | **10***(2.9)* |
| **11** | **Fisher Director***(2.8)* |  | **11***(2.8)* | **12***(2.7)* | **11***(2.7)* | **11***(2.9)* | **10***(2.9)* | **11***(2.7)* | **11***(2.9)* | **10***(2.8)* | **11***(2.8)* | **13***(2.7)* | **10***(2.8)* | **11***(2.8)* |
| **12** | **Fisheries Officer***(2.8)* |  | **12***(2.7)* | **11***(2.8)* | **12***(2.6)* | **10***(2.9)* | **11***(2.9)* | **12***(2.7)* | **12***(2.9)* | **12***(2.7)* | **12***(2.7)* | **12***(2.8)* | **12***(2.7)* | **12***(2.8)* |
| **13** | **Apiculturist***(2.6)* |  | **13***(2.6)* | **13***(2.6)* | **13***(2.6)* | **13***(2.8)* | **14***(2.5)* | **14***(2.5)* | **13***(2.8)* | **13***(2.7)* | **13***(2.6)* | **15***(2.5)* | **13***(2.5)* | **13***(2.7)* |
| **14** | **Farm Worker***(2.6)* |  | **14***(2.6)* | **15***(2.6)* | **14***(2.6)* | **14***(2.6)* | **13***(2.6)* | **13***(2.5)* | **14***(2.7)* | **14***(2.6)* | **14***(2.5)* | **11***(2.9)* | **14***(2.5)* | **14***(2.6)* |
| **15** | **Gardner***(2.4)* |  | **16***(2.3)* | **14***(2.6)* | **16***(2.4)* | **15***(2.6)* | **16***(2.4)* | **16***(2.4)* | **15***(2.5)* | **15***(2.5)* | **15***(2.4)* | **16***(2.3)* | **15***(2.4)* | **15***(2.5)* |
| **16** | **Diary farm worker***(2.4)* |  | **15***(2.5)* | **16***(2.3)* | **15***(2.4)* | **16***(2.4)* | **15***(2.4)* | **15***(2.4)* | **16***(2.5)* | **16***(2.4)* | **16***(2.4)* | **14***(2.6)* | **16***(2.4)* | **16***(2.4)* |
| **17** | **Poultry farm worker***(2.1)* |  | **17***(2.2)* | **18***(1.9)* | **17***(2.1)* | **19***(1.8)* | **17***(2.3)* | **17***(2.1)* | **17***(2.1)* | **17***(2.1)* | **17***(2.1)* | **18***(1.9)* | **17***(2)* | **17***(2.1)* |
| **18** | **Grain Miller***(2)* |  | **18***(2)* | **17***(2)* | **18***(1.9)* | **17***(2.2)* | **18***(2.1)* | **18***(2)* | **18***(2.1)* | **18***(1.9)* | **18***(2.1)* | **17***(2)* | **18***(1.9)* | **18***(2.1)* |
| **19** | **Grazier***(1.8)* |  | **19***(1.9)* | **19***(1.6)* | **19***(1.7)* | **18***(1.8)* | **19**(1.8) | **19***(1.7)* | **19***(1.8)* | **19***(1.7)* | **19***(1.7)* | **19**(1.9) | **19***(1.7)* | **19***(1.8)* |
| **20** | **Butcher***(1.6)* |  | **20***(1.8)* | **22***(1.5)* | **20***(1.6)* | **20***(1.8)* | **22***(1.6)* | **20***(1.6)* | **21***(1.7)* | **22***(1.3)* | **20***(1.7)* | **21***(1.7)* | **20***(1.6)* | **20***(1.7)* |
| **21** | **Fisherman***(1.6)* |  | **21***(1.7)* | **20***(1.6)* | **21***(1.6)* | **22***(1.6)* | **20***(1.7)* | **21***(1.6)* | **20***(1.7)* | **20***(1.6)* | **22***(1.5)* | **20***(1.8)* | **21***(1.6)* | **21***(1.6)* |
| **22** | **Fishmonger***(1.6)* |  | **22***(1.6)* | **21***(1.5)* | **22***(1.5)* | **21***(1.6)* | **21***(1.6)* | **22***(1.5)* | **22***(1.6)* | **21***(1.4)* | **21***(1.6)* | **22***(1.7)* | **22***(1.5)* | **22***(1.6)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | |  |  |  |  |  |  |  |  |

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Table 24 shows that in the total sample, the students showed better preference towards ‘executive vocations’ like Agricultural Officer, Agriculture Scientist, Forest Officer, Farm Manager and Agriculture Expert, and the students do not preferred the traditional vocations like Fishmonger, Fisherman, Butcher and Grazier. The girls sample shows slightly higher preference than boys sample for this area. The subsamples based on gender, locale, and SES has no considerable difference in the preference of these vocations. Non science students shows better preference than science students for Agriculture/Animal husbandry/Forestry vocations. Except for Agricultural Scientist, low achievers’ showed comparatively higher preference over average and high achievers. In this area, students also preferred modern agricultural practice like Aqua culture expert, Horticulturist and Apiculturist.

**Discussion**

In ‘Agriculture/Animal husbandry/Forestry’ area students generally prefer executive type vocations and modern agriculture practice related vocations like Horticulturist, Apiculturist and Aqua culture expert. Students have no preference for traditional-primary level vocations like Fisherman, Butcher, Grazier, Poultry worker, Dairy worker and Gardener. Girls and low achievers’ subsamples has better preferences for these vocations than boys, average achievers’ and high achievers’ subsamples. Against the general expectations, non science students have better preferences than science students for the Agriculture/Animal husbandry/Forestry vocations. It is also seen that students preferred modern agricultural practices like Aqua culture expert, Horticulturist and Apiculturist.

**20. Preference for vocations in 'Religious/Spiritual' Area**

The mean preference score and rank order of preference for vocations in 'Religious/Spiritual' area for the total sample and subsamples are summarized in Table 25.

**TABLE 25**

**Rank order and Preference scores of vocation in the 'Religious/Spiritual' area in the general sample   
and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Religious Teacher***(2.6)* |  | **1***(2.6)* | **1***(2.7)* | **1***(2.5)* | **1***(2.8)* | **1***(2.7)* | **1***(2.6)* | | **1***(2.8)* | **1***(2.4)* | **1***(2.7)* | **1***(2.8)* | **1***(2.5)* | **1***(2.7)* |
| **2** | **Religious Leader***(2.5)* |  | **2***(2.5)* | **3***(2.5)* | **2***(2.4)* | **3***(2.6)* | **2***(2.6)* | **3***(2.4)* | | **2***(2.7)* | **2***(2.3)* | **2***(2.6)* | **4***(2.5)* | **2***(2.4)* | **3***(2.5)* |
| **3** | **Religious Writer***(2.5)* |  | **3***(2.4)* | **2***(2.5)* | **3***(2.4)* | **2***(2.7)* | **3***(2.5)* | **2***(2.4)* | | **3***(2.6)* | **4***(2.1)* | **3***(2.5)* | **2***(2.6)* | **4***(2.3)* | **2***(2.6)* |
| **4** | **Preacher***(2.4)* |  | **4***(2.4)* | **4***(2.3)* | **4***(2.3)* | **4***(2.6)* | **4***(2.5)* | **4***(2.3)* | | **4***(2.4)* | **3***(2.1)* | **4***(2.4)* | **6***(2.4)* | **3***(2.3)* | **5***(2.4)* |
| **5** | **Missioneries***(2.3)* |  | **5***(2.4)* | **5***(2.3)* | **5***(2.2)* | **5***(2.6)* | **5***(2.4)* | **5***(2.3)* | | **5***(2.4)* | **5***(2)* | **5***(2.4)* | **3***(2.5)* | **5***(2.2)* | **4***(2.4)* |
| **6** | **Priest***(2.1)* |  | **6***(2.2)* | **6***(2.1)* | **6***(1.9)* | **6***(2.4)* | **6***(2.3)* | **6***(2.1)* | | **6***(2.1)* | **6***(1.8)* | **6***(2.1)* | **5***(2.4)* | **6***(2)* | **6***(2.2)* |
| **7** | **Sanyasi***(1.8)* |  | **7***(1.8)* | **7***(1.9)* | **7***(1.7)* | **7***(1.9)* | **7***(2)* | **6***(1.8)* | | **7***(1.9)* | **7***(1.6)* | **7***(1.8)* | **7***(2.1)* | **7***(1.8)* | **7***(1.9)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | | |  |  |  |  |  |  |  |

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Table 25 shows that in the total sample as well as in male, science, commerce, urban and average subsamples the preferred occupations in the employment area 'Religious/Spiritual' according to the rank order of preference score, are 1. Religious Teacher(2.6), 2. Religious Leader(2.5), and 3. Religious Writer(2.5) 4. Preacher(2.4), 5. Missionaries(2.3), 6. Priest(2.1) and 7. Sanyasi(1.8).

Students have no preference for Preacher(2.4), Missionaries(2.3), Priest(2.1) and Sanyasi(1.8). The preferred vocations in all the subsamples as well, are Religious Teacher, Religious Writer, Religious Leader. Generally, there is no preference for Sanyasi, Priest, Missionary or Preacher in subsample as well. Science and high achieving subsamples having less preference for vocations in this area than other comparable subsamples.

**Discussion**

In general, among the 22 employment areas listed in the study, the ‘Religious/Spiritual’ area in one among the least preferred areas. The last four vocations listed in this area, were not at all preferred by any of the students, indicating the students aversion for an ascetic life order. The subsamples based on gender, locale and SES have no considerable difference in the preference for vocations in this area.

**21. Preference for vocations in 'Traditional-Skilled' Area**

The mean preference score and rank order of preference for vocations in 'Traditional-Skilled' area for the total sample and subsamples are summarized in Table 26.

**TABLE 26**

**Rank order and Preference scores of vocation in the 'Traditional – Skilled' area in the general sample   
and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Tailor***(3)* |  | **1***(2.9)* | **1***(3.1)* | **1***(2.9)* | **1***(3.4)* | **1***(2.9)* | **1***(2.9)* | | **1***(3.1)* | **1***(2.7)* | **1***(3)* | **1***(3.2)* | **1***(2.8)* | **1***(3.1)* |
| **2** | **Weaver***(2.5)* |  | **2***(2.4)* | **2***(2.6)* | **2***(2.4)* | **2***(2.9)* | **2***(2.4)* | **2***(2.5)* | | **2***(2.6)* | **2***(2.3)* | **2***(2.5)* | **2***(2.6)* | **2***(2.4)* | **2***(2.6)* |
| **3** | **Spinner***(2.4)* |  | **3***(2.3)* | **3***(2.5)* | **3***(2.4)* | **3***(2.7)* | **3***(2.3)* | **3***(2.4)* | | **3***(2.4)* | **3***(2.2)* | **3***(2.4)* | **3***(2.5)* | **3***(2.3)* | **3***(2.5)* |
| **4** | **Tea,coffee preparer***(2.3)* |  | **4***(2.3)* | **4***(2.3)* | **4***(2.2)* | **4***(2.6)* | **4***(2.2)* | **4***(2.2)* | | **4***(2.4)* | **4***(2.2)* | **4***(2.3)* | **4***(2.4)* | **4***(2.2)* | **4***(2.4)* |
| **5** | **Carpenter***(1.9)* |  | **5***(2)* | **6***(1.9)* | **5***(1.8)* | **6***(2.2)* | **5***(2)* | **5***(1.9)* | | **5***(1.9)* | **7***(1.8)* | **5***(1.9)* | **5***(2.2)* | **5***(1.9)* | **5***(2)* |
| **6** | **Goldsmith***(1.9)* |  | **6***(1.9)* | **5***(1.9)* | **6***(1.8)* | **5***(2.2)* | **6***(1.9)* | **6***(1.9)* | | **6***(1.9)* | **5***(1.9)* | **6***(1.9)* | **6***(2.1)* | **6***(1.9)* | **6***(1.9)* |
| **7** | **Wine maker***(1.8)* |  | **7***(1.9)* | **7***(1.8)* | **7***(1.8)* | **7***(1.9)* | **7***(1.8)* | **7***(1.8)* | | **7***(1.9)* | **6***(1.8)* | **7***(1.8)* | **8***(1.9)* | **7***(1.8)* | **7***(1.8)* |
| **8** | **Cobbler***(1.7)* |  | **9***(1.7)* | **8***(1.7)* | **8***(1.7)* | **8***(1.8)* | **8***(1.6)* | **8**(1.6) | | **8***(1.8)* | **8***(1.7)* | **8***(1.7)* | **11**(1.7) | **8***(1.7)* | **8***(1.7)* |
| **9** | **Tanner***(1.6)* |  | **8***(1.7)* | **10***(1.6)* | **9***(1.7)* | **9***(1.8)* | **10***(1.5)* | **10***(1.6)* | | **9***(1.7)* | **9***(1.6)* | **10***(1.6)* | **9***(1.8)* | **9**(1.6) | **10***(1.6)* |
| **10** | **Blacksmith***(1.6)* |  | **10***(1.7)* | **9***(1.6)* | **10***(1.6)* | **10***(1.7)* | **9***(1.6)* | **9***(1.6)* | | **10***(1.6)* | **10***(1.6)* | **9***(1.6)* | **10***(1.7)* | **10**(1.6) | **9***(1.7)* |
| **11** | **Snake Charmer***(1.5)* |  | **11***(1.6)* | **11***(1.4)* | **11***(1.5)* | **11***(1.5)* | **11***(1.5)* | **11***(1.5)* | | **11***(1.5)* | **11***(1.5)* | **11***(1.4)* | **7***(2)* | **11***(1.4)* | **11***(1.6)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | | |  |  |  |  |  |  |  |

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Table 26 shows that, in the total sample and in the science, urban, and high SES subsamples, the preferred occupations in the 'Traditional-Skilled' area according to the rank order of preference, are 1. Tailor, 2. Weaver, 3. Spinner, 4. Tea, Coffee prepairer, 5.Carpenter, 6.Goldsmith, 7.Wine maker, 8. Cobbler, 9. Tanner, 10. Blacksmith and 11. Snake Charmer. In this area, the students do not prefer vocations like Snake Charmer, Blacksmith, Tanner, Cobbler and so on. The subsamples based on gender and locale has no considerable difference in the preference of vocation. Humanities students showed comparatively higher preference than science and commerce students. The law achievers’ showed comparatively slight preference for vocation over the average and high achievers’. The law SES students gave more preference than high SES for these vocations. In the total sample as well as in the subsamples the rank order is same for the first four vocations.

**Discussion**

Generally, vocations in this area are less preferred in total sample and all the subsamples. Except for Tailor and Weaver, the students have no preference for any of the vocations in this area, indicating that the social stigma attached to the vocations in this area continue to influence educated younger generation as well.

**22. Preference for vocations in 'Traditional-Semi/Unskilled' Area**

The mean preference score and rank order of preference for vocations in 'Traditional-Semi/Unskilled' area for the total sample and subsamples are summarized in Table 27.

**TABLE 27**

**Rank order and Preference scores of vocation in the ‘Traditional - Semi/Unskilled’ area in the general sample**

**and sub samples based on Gender, Subject of study, Locale, Student’s Achievement level and Socio-Economic Status**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL** | | | **MALE** | **FEMALE** | **SCIENCE** | **HUMANITIES** | **COMMERCE** | **RURAL** | | **URBAN** | **HIGH AVG** | **AVERAGE** | **LOW AVG** | **HIGH SES** | **LOW SES** |
| **Order of**  **Preference** | **Vocations** | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference | Rank order/  preference |
| **1** | **Hair dresser/cutter***(2.2)* |  | **1***(2.2)* | **1***(2.2)* | **1***(2.1)* | **1***(2.4)* | **1***(2.3)* | **1**(2.2) | | **1***(2.2)* | **1***(2)* | **1***(2.2)* | **1***(2.3)* | **1***(2.1)* | **1***(2.2)* |
| **2** | **Coolie***(2)* |  | **2***(2.1)* | **2***(1.9)* | **2***(1.9)* | **2***(2.4)* | **2***(2.2)* | **2***(2)* | | **2***(2)* | **5***(1.7)* | **2***(2.1)* | **2***(2.3)* | **2***(1.9)* | **2***(2.2)* |
| **3** | **Stone Cutter***(1.9)* |  | **3***(2)* | **4***(1.8)* | **3***(1.8)* | **4***(2)* | **3***(2)* | **4***(1.9)* | | **3***(3)* | **4***(1.7)* | **4***(1.9)* | **4***(2.2)* | **3***(1.8)* | **4***(1.9)* |
| **4** | **Sweeper***(1.9)* |  | **6***(1.9)* | **3***(1.9)* | **4***(1.8)* | **3***(2.1)* | **4***(1.9)* | **3***(1.9)* | | **5***(1.9)* | **6***(1.5)* | **3***(1.9)* | **3***(2.2)* | **5***(1.8)* | **3***(2)* |
| **5** | **Ploughing***(1.8)* |  | **5***(1.9)* | **5***(1.7)* | **5***(1.8)* | **5***(2)* | **5***(1.9)* | **5***(1.8)* | | **4***(1.9)* | **2***(1.8)* | **5***(1.9)* | **6***(1.9)* | **4***(1.8)* | **5***(1.9)* |
| **6** | **Porter***(1.8)* |  | **4***(1.9)* | **6***(1.6)* | **6***(1.7)* | **6***(1.9)* | **6***(1.9)* | **6***(1.8)* | | **6***(1.8)* | **3***(1.7)* | **6***(1.8)* | **5***(1.9)* | **6***(1.7)* | **6***(1.8)* |
| **Note:- Figures in the parenthesis shows the average preference score of the vocation.** | | | | | | | | |  |  |  |  |  |  |  |

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Table 27 shows that in the total sample and all subsamples, students have no preference for vocations in traditional semiskilled or unskilled area as indicated by the preference scores 2.2 or below. So students have no preferences at all for vocations like Hairdresser, Coolie, Stonecutter, Sweeper, Plaughing and Porter.

**Discussion**

Students have no preference for the vocations like Hairdresser, Coolie, Stonecutter, Sweeper, Plaughing and Porter though most of these vocations are economically attractive.

**IV The most preferred and the least preferred vocations among Higher Secondary School Students**

The most preferred and the least preferred vocations, from among the 383 vocations, in the total sample and the subsamples were identified based on the preference score. The results obtained are as follows:

**The most preferred vocations in the total sample**

The most preferred 50 vocations along with the preference score which lies above 3.5, according to the rank order of preference are 1. Computer engineer(4.4), 2. CBI Officer(4.4), 3. College lecturer(4.4), 4. CID(4.3), 5. Bank Manager(4.2), 6. Software Engineer(4.2), 7. High School teacher(4.1), 8. Business manager(4.1), 9. Airport Officer(4.1), 10. Journalist(4), 11. Computer technician(4), 12. Headmaster(4), 13. Computer Operator(3.9), 14. Hardware Engineer(3.9), 15. Bank Officer(3.9), 16. Singer(3.9), 17. Flying Officer-Pilot(3.9), 18. Crime Detectors(3.9), 19. Businessman(3.9), 20. News reporter – TV(3.9), 21. Agriculture Officer(3.9), 22. Computer Instructor(3.9), 23. District Collector(3.9), 24. Principal(3.9), 25. Agriculture Scientist(3.8), 26. Mechanical Engineer(3.8), 27. Planning Engineer(3.8). 28.Managing Director(3.8), 29.Captain-Army(3.8), 30. Newsreader-TV(3.8), 31. Judge(3.8), 32.Photographer(3.8), 33. Cricketer(3.8), 34. Automobile Engineer(3.8), 35. Musician(3.8), 36. Civil engineer(3.7), 37. Health Inspector(3.7), 38. Airlines Executives(3.7), 39. Circle Inspector(3.7), 40. Deputy Collector(3.7), 41. Forest Officer(3.7), 42. Business Executive(3.7), 43. Major – Army(3.7), 44. Advocate(3.7), 45. Music Composer(3.6), 46. Naval Officer(3.6), 47. Cameraman(3.6), 48. Chief Editor(3.6), 49. Accountant(3.6), 50. Income tax officer(3.6).

The most preferred 50 vocations in the total sample contain, 8 vocations from 'Media', 7 vocations from 'Defense/Security/law and order', 6 vocations from 'Engineering', 4 vocations each from 'Computer/IT' and 'Academic', 3 vocations each from 'Marketing/Advertising/Trade/Business, Travel/Tourism/Transport/Communication and Agriculture/Animal husbandry/forestry, 2 vocations each from Administration/Management, law/judiciary, Banking/Insurance, Accounting, Fine Arts/Literature and 1 each from Medical and Sports/Games areas. The top 50 vocations do not contain any of the vocations from Political/Social, Secretarial/Clerical, Religious/Spiritual, Traditional skilled and Traditional-semi/Unskilled areas. This also indicates the higher preference of students for areas like Engineering and Defense, Academic and emerging areas like Computer/IT, media, marketing/advertisement/trade/business and travel/tourism/transport/ communication.

**The most preferred vocations in the subsamples**

The most preferred 25 vocations in the subsamples based on gender, subject of study, locale, student's achievement level and SES are summarised in Table 28.

TABLE 28

**Name and Rank Order of the most preferred vocations among the relevant subsamples**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rank Order** | **Male** | **Female** | **Rank Order** | **Science** | **Humanities** | **Commerce** | **Rank Order** | **Rural** | **Urban** |
| 1 | C.B.I Officer | Computer Engineer | 1 | C.B.I Officer | C.I.D | Business Manager | 1 | Computer Engineer | C.B.I Officer |
| 2 | Computer Engineer | College Lecturer | 2 | Computer engineer | College Lecturer | Computer Engineer | 2 | College Lecturer | C.I.D |
| 3 | College lecturer | High School Teacher | 3 | College lecturer | C.B.I Officer | C.B.I Officer | 3 | C.B.I Officer | Computer Engineer |
| 4 | C.I.D | C.I.D | 4 | CID | Computer Engineer | Businessman | 4 | C.I.D | College Lecturer |
| 5 | Software Engineer | Bank Manager | 5 | Software engineer | Bank Manager | News Reporter T.V | 5 | High School Teacher | Business Manager |
| 6 | Computer operator | C.B.I Officer | 6 | Bank manager | High School Teacher | C.I.D | 6 | Bank Manager | Software Engineer |
| 7 | Busines manager | News Reporter | 7 | high School teacher | Journalist | Chartered Accountant | 7 | Software Engineer | Bank Manager |
| 8 | Airport Officer | Journalist | 8 | Airport officer | Sub Inspector | Software Engineer | 8 | Journalist | Hardware Engineer |
| 9 | Computer technician | Singer | 9 | Flying officer - pilot | Singer | Accountant | 9 | Airport Officer | Head Master |
| 10 | Mike operator | Software Engineer | 10 | Head master | Mechanical Engineer | College Lecturer | 10 | Bank Officer | Computer Operator |
| 11 | Hardware Engineer | Agriculture Scientist | 11 | Journalist | Bank Officer | High School Teacher | 11 | Singer | Computer Technician |
| 12 | Bank manager | Business Manager | 12 | Computer technician | Computer Instructor | Bank Manager | 12 | Business Manager | Airport Officer |
| 13 | Captain Army | Bank Officer | 13 | Computer operator | Airport Officer | Bank Officer | 13 | Agriculture Officer | High School Teacher |
| 14 | Head master | News Reader | 14 | Hardware Engineer | Business Manager | Computer Technician | 14 | Computer Technician | District Collector |
| 15 | Business man | Airport Officer | 15 | Agriculture Scientist | Agriculture Officer | Computer Operator | 15 | Head Master | Computer Instructor |
| 16 | Flying officer - Pilot | Agriculture Officer | 16 | Singer | Software Engineer | Hardware Engineer | 16 | Flying Officer Pilot | Flaying Officer Pilot |
| 17 | High school Teacher | Head Master | 17 | Business manager | Advocate | Airport Officer | 17 | News Reporter T.V | Mechanical Engineer |
| 18 | Computer instructor | Crime Detector | 18 | Captain army | Computer Technician | Journalist | 18 | Principal | Crime Detector |
| 19 | Cricketer | Flying Officer-Pilot | 19 | Crime Detector | Crime Detector | Head Master | 19 | Computer Operator | Journalist |
| 20 | Journalist | Planning Engineer | 20 | District Collector | News Reporter - T.V | Business Executer | 20 | Crime Director | Managing Director |
| 21 | Principal | Computer Technician | 21 | Principal | Managing Director | Singer | 21 | Hardware Engineer | Business Manager |
| 22 | Mechanical Engineer | District Collector | 22 | Bank officer | Head Master | Crime Detector | 22 | Business Man | Cricketer |
| 23 | Crime Detector | Managing Director | 23 | Computer instructor | Circle Inspector | Agriculture Officer | 23 | Mike Operator T.V | Singer |
| 24 | Bank Officer | Judge | 24 | Agriculture officer | District Collector | Cost Accounting | 24 | Agriculture Scientist | Bank Officer |
| 25 | District Collector | Hardware Engineer | 25 | Planning Engineer | Hardware Engineer | Managing Director | 25 | Captain Army | Agriculture Scientist |

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| --- | --- | --- | --- | --- | --- | --- |
| **Rank Order** | **High Achievers** | **Average Achievers** | **Low Achievers** | **Rank Order** | **High SES** | **Low SES** |
| 1 | College Lecturer | Computer Engineer | Hard ware Engineer | 1 | Computer Engineer | Computer Engineer |
| 2 | Computer Engineer | College Lecturer | C.B.I Officer | 2 | C.B.I Lecturer | College Lecturer |
| 3 | Flaying Officer Pilot | C.B.I Officer | Computer Engineer | 3 | College Lecturer | C.B.I Officer |
| 4 | C.B.I Officer | C.I.D | Bank Manager | 4 | C.I.D | C.I.D |
| 5 | Software Engineer | Software Engineer | C.I.D | 5 | Software Engineer | High School Teacher |
| 6 | C.I.D | High School Teacher | Bank Officer | 6 | Bank Manager | Bank Manager |
| 7 | Agriculture Assistant | Bank Manager | High School Teacher | 7 | Journalist | News reporter T.V |
| 8 | Head Master | Business Manager | Business Manager | 8 | Flying Officer-Pilot | Software Engineer |
| 9 | Business Manager | Journalist | Flying Officer-Pilot | 9 | Hardware Engineer | Business Manager |
| 10 | Hardware Engineer | Airport Officer | Crime Detector | 10 | Business Manager | Airport Officer |
| 11 | Bank Officer | Computer Technician | Singer | 11 | High School Teacher | Computer Technician |
| 12 | Business Man | Hardware Engineer | Computer Instructor | 12 | Airport Officer | Hardware Engineer |
| 13 | News Reporter T.V | Computer Instructor | College Lecturer | 13 | Agriculture Scientist | Headmaster |
| 14 | Airport Officer | Computer Operator | Business man | 14 | Headmaster | Bank Officer |
| 15 | Computer Instructor | Bank Officer | District Collector | 15 | Computer Operator | Flying Officer-pilot |
| 16 | Planning Engineer | Headmaster | Airport Officer | 16 | Singer | Agriculture Scientist |
| 17 | Computer Operator | News reporter T.V | Computer Technician | 17 | Principal | Computer Operator |
| 18 | Bank Manager | Singer | Headmaster | 18 | Bank Officer | District Collector |
| 19 | Computer Technician | Business Man | Newsreporter T.V | 19 | Agriculture Officer | Singer |
| 20 | Journalist | Flaying Officer-Pilot | Agriculture Scientist | 20 | Computer Technician | Journalist |
| 21 | Agriculture Officer | Principal | Agriculture Officer | 21 | Business man | Crime Detector |
| 22 | Flight Lieutenant | Crime Detector | Musician | 22 | District Collector | Business man |
| 23 | District Collector | Agriculture Officer | Photographer | 23 | News reporter T.V | Computer Instructor |
| 24 | Peadiatrist | News recorder T.V | Music Composer | 24 | Crime Detector | Agriculture Officer |
| 25 | Captain - Army | District Collector | Computer Operator | 25 | Computer Instructor | Principal |

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As per table, the vocations included in the most preferred 25 vocations for boys, but not for girls are Computer operator, Mike operator - TV, Captain - Army, Business man, Computer instructor, Cricketer, Principal and Mechanical Engineer. The vocations included in the most preferred 25 vocations, for girls, but not for boys are News reader - TV, Judge, Agricultural scientist, News reporter - TV, Agriculture officer, Singer, Planning engineer and Managing director - TV. The other 17 vocations shown in the Table 28 are common for boys and girls, and are included in the most preferred 25 vocations in the total sample.

As per table, the vocations included in the most preferred 25 vocations for science students but not for non science students are Flying officer - Pilot, Agriculture scientist, Captain - Army, Planning Engineer and Principal. Vocations included in the most preferred 25 vocations for humanities students, but not for non humanities students, are Sub inspector, Mechanical Engineer, Advocate and Circle Inspector. The vocations of News reporter and Managing Director - TV are included in the most preferred 25 vocations of both humanities and commerce students. Business man, Chartered accountant, Accountant, Business Executive, Cost accountant are included in the most preferred 25 vocations for commerce students but not for non commerce students. The other vocations shown in the table 28 are common for science, humanities and commerce students. District collector and Computer instructor are preferred by both science and humanities students but not by commerce students. Vocations included in the most preferred 25 vocations, for rural students, but not for urban students, are News reporter -TV, Flying officer - Pilot, Principal, Mike operator - TV and Captain - Army. The vocations included in the most preferred 25 vocations for urban students, but not for rural students, are District collector, Computer instructor, mechanical engineer, Managing director - TV and Cricketer. The other 20 vocations shown in the Table 28 are common for rural and urban students, and are included in the most preferred 25 vocations in the total sample. The vocations included in the most preferred 25 vocations, for high achievers, but not for average achievers, are Agriculture assistant, Planning engineer, Flight lieutenant, Paediatrist and Captain - Army. The vocations included in the most preferred 25 vocations, for average but not for high achievers, are High school teacher, Singer, Principal, Crime detector, and New reader - TV. The other 20 vocations shown in the table 28 are common for high and average achievers, and are included in the most preferred 25 vocations in the total sample. The vocations included in the most preferred 25 vocations, for high achievers but not for low achievers, are Software engineer, Agriculture assistant, Planning engineer, Journalist, Flight Lieutenant, Paediatrist and Captain - Army. The vocations included in the most preferred 25 vocations, for low achievers, but not for high achievers, are High school teacher, Crime detector, Singer, Agriculture scientist, Musician, Photographer and music composer. The other 18 vocations shown in the Table 28 are common for high and low achievers’, and are included in the most preferred 25 vocations in the total sample. The vocations included in the most preferred 25 vocations, for average, but not for low achievers’, are Software engineer, Journalist, Principal and News reader - TV. The vocations included in the most preferred 25 vocations for low achievers’, but not for average achievers’, are Agriculture scientist, Musician, Photographer and Music composer. The vocations included in the most preferred 25 vocations, for high SES and low SES students are the same as in the total sample.

**The least preferred vocations in the total sample and subsamples**

In the total sample, the least preferred 25 occupations according to their rank order of preference, are: 1. Snake charmer, 2. Fish monger, 3. Fisherman, 4. Blacksmith, 5. Butcher, 6. Tanner, 7. Cobbler, 8. Grazier, P. Porter, 10. Winemaker, 11. Astrologer, 12. Missionaries, 13. Ploughing, 14. Sweeper, 15. Stone Cutter, 16. Goldsmith, 17. Carpenter, 18. Coolie, 19. Grain miller, 20. Poultry farm worker, 21.Waiter, 22. Watchman, 23. Truck driver, 24. Priest, 25. Jail warden.

The least preferred 25 vocations contain 7 vocations from Traditional-skilled, 6 vocations from ‘Agriculture/Animal husbandry/Forestry’, 5 vocations from ‘Traditional-Semi/Unskilled’, 2 vocations each from ‘Religious/Spiritual’ and ‘Defense/Security/Law and Order’ and 1 each from Secretarial/Clerical, Travel/Tourism/Transport/Communication and ‘Fine arts/Literature’ areas. The least 25 vocations do not contain any of the vocations from Mechanical/ Technical/Industrial, Political/Social, Sports/Games, Scientific/Technologie, Marketing/Advertising/Trade/ Business, Medical, Media, Accounting, Banking/Insurance, Law/Judiciary, Engineering, Academic, Administration/ Management and Computer/IT area. This indicates, the lack of preference for vocation from Traditional-skilled, Traditional-semi/Unskilled, while executive vocations from ‘Agriculture/ Animal husbandry/Forestry’ is included most preferred vocations, the vocations which have 'social stigma' attached to them are included in the least preferred vocations. Likewise Travel/Tourism/Transport/ Communication, Defense/Security are also contain most preferred as well as least preferred vocations.

**The least preferred vocations in the subsamples**

The least preferred 25 vocations in the subsamples based on gender, subject of study, locale, students achievement level and SES are summarised in Table 29.

TABLE 29

**Name and Rank order of the least preferred vocations among the relevant subsamples**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rank Order** | **Male** | **Female** | **Rank Order** | **Science** | **Humanities** | **Commerce** | **Rank Order** | **Rural** | **Urban** |
| 1 | Snake Charmer | Snake Charmer | 1 | Snake Charmer | Snake charmer | Snake charmer | 1 | Snake Charmer | Snake charmer |
| 2 | Fish monger | Butcher | 2 | Fish monger | Fisherman | Tanner | 2 | Fish monger | Fishmonger |
| 3 | Fisherman | Fish monger | 3 | Fisherman | Fishmoger | Blacksmith | 3 | Fisherman | Blacksmith |
| 4 | Blacksmith | Fisherman | 4 | Butcher | Blacksmith | Butcher | 4 | Tanner | Butcher |
| 5 | Cobbler | Tanner | 5 | Blacksmith | Tanner | Cobbler | 5 | Butcher | Fisherman |
| 6 | Tanner | Blacksmith | 6 | Tanner | Butcher | Fishmonger | 6 | Blacksmith | Tanner |
| 7 | Astrologer | Grazier | 7 | Cobbler | Cobbler | Fisherman | 7 | Cobbler | Cobbler |
| 8 | Butcher | Porter | 8 | Grazier | Poultry farm worker | Grazier | 8 | Grazier | Grazier |
| 9 | Missioneries | Cobbler | 9 | Porter | Astrologer | Astrologer | 9 | Wine maker | Porter |
| 10 | Wine maker | Ploughing | 10 | Missionaries | Grazier | Winemaker | 10 | Porter | Astrologer |
| 11 | Goldsmith | Wine maker | 11 | Ploughing | Winemaker | Porter | 11 | Missionaries | Sweeper |
| 12 | Grazier | Truck driver | 12 | Wine maker | Missionaries | Ploughing | 12 | Ploughing | Winemaker |
| 13 | Sweeper | Stone Cutter | 13 | Sweeper | Porter | Goldsmith | 13 | Astronomer | Ploughing |
| 14 | Ploughing | Bus Conductor | 14 | Stone Cutter | Plaughing | Sweeper | 14 | Stone Cutter | Missionaries |
| 15 | Porter | Sweeper | 15 | Sweeper | Stone cutter | Stone cutter | 15 | Sweeper | Goldsmith |
| 16 | Stone Cutter | Carpenter | 16 | Goldsmith | Sweeper | Missionaries | 16 | Goldsmith | Carpenter |
| 17 | Carpenter | Missionaries | 17 | Carpenter | Grainmiller | Carpenter | 17 | Carpenter | Stonecutter |
| 18 | Grainmiller | Cooli | 18 | Grainmiller | Carpenter | Watchman | 18 | Grainmiller | Coolie |
| 19 | Coolie | Jailwarden | 19 | Coolie | Jail warder | Jail warder | 19 | Coolie | Grainmiller |
| 20 | Haircutter | Goldsmith | 20 | Truck driver | Goldsmith | Grainmiller | 20 | Truck driver | Waiter |
| 21 | Waiter | Astrologer | 21 | Poultryfarm worker | Truck driver | Waiter | 21 | Poultryfarm worker | Watchman |
| 22 | Preist | Poultry farm worker | 22 | Bus conductor | Watchman | Truck driver | 22 | Bus conductor | Poultry farm worker |
| 23 | Poultryfarm worker | Watchman | 23 | Waiter | Waiter | Coolie | 23 | Waiter | Priest |
| 24 | Astronomer | Waiter | 24 | Watchman | Astronomer | Bus conductor | 24 | Watchman | Jail warder |
| 25 | Watchman | WatchGrammiller | 25 | Preist | Bus conductor | Astronomer | 25 | Preist | Truck driver |

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| --- | --- | --- | --- | --- | --- | --- |
| **Rank Order** | **High Achievers** | **Average Achievers** | **Low Achievers** | **Rank Order** | **High SES** | **Low SES** |
| 1 | Butcher | Snake Charmer | Fishmonger | 1 | Snake Charmer | Fishmonger |
| 2 | Fishermonger | Fisherman | Butcher | 2 | Fish monger | Snake charmer |
| 3 | Snake charmer | Fishmonger | Cobbler | 3 | Fisherman | Fisherman |
| 4 | Sweeper | Tanner | Goldsmith | 4 | Butcher | Tanner |
| 5 | Blacksmith | Blacksmith | Fisherman | 5 | Blacksmith | Blacksmith |
| 6 | Tanner | Butcher | Tanner | 6 | Tanner | Butcher |
| 7 | Missionaries | Cobbler | Grazier | 7 | Cobbler | Cobbler |
| 8 | Fisherman | Grazier | Winemaker | 8 | Grazier | Astrologer |
| 9 | Coolie | Astrologer | Ploughing | 9 | Porter | Grazier |
| 10 | Stone cutter | Porter | Porter | 10 | Missionaries | Winemaker |
| 11 | Cobbler | Wine maker | Poultry farm worker | 11 | Sweeper | Porter |
| 12 | Porter | Missionaries | Snake charmer | 12 | Ploughing | Ploughing |
| 13 | Waiter | Ploughing | Astrologer | 13 | Stone Cutter | Missionaries |
| 14 | Grazier | Goldsmith | Grainmiller | 14 | Wine maker | Gold smith |
| 15 | Ploughing | Stone Cutter | Goldsmith | 15 | Coolie | Stone cutter |
| 16 | Carpenter | Sweeper | Missionaries | 16 | Watchman | Carpenter |
| 17 | Priest | Carpenter | Stone cutter | 17 | Goldsmith | Sweeper |
| 18 | Winemaker | Truck driver | Sweeper | 18 | Astologer | Grain miller |
| 19 | Watchman | Watchman | Carpenter | 19 | Carpenter | Poultry farm worker |
| 20 | Grainmiller | Coolie | Coolie | 20 | Grain miller | Coolie |
| 21 | Goldsmith | Grainmiller | Hair dresser | 21 | Waiter | Watchman |
| 22 | Truck driver | Waiter | Gardner | 22 | Truck driver | Priest |
| 23 | Jail warden | Bus conductor | Astronomer | 23 | Jail warder | Waiter |
| 24 | Astrologer | Poultryfarm worker | Tea-coffee prepairer | 24 | Poultry farm worker | Truck driver |
| 25 | Bus conductor | Jail warden | Preacher | 25 | Bus conductor | Jai warden |

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Table 29 shows that the least preferred vocations among boys include Astronomer, Horticulture and 23 vocations in that of total sample, i.e, excluding Truck driver and Jail warden. The least preferred 25 vocations among girls include Bus conductor and 24 vocations included in that of total sample, i.e, except Priest, which is ranked 26th among girls. We can interpret that boys prefer Truck driver, Jail warden and Bus conductor than girls. The least preferred 25 vocations for science subsample include Hair dresser/cutter and 24 vocations in that of total sample i.e, excluding Jail warden. The least preferred 25 vocations for humanities subsample include Bus conductor and Astronomer and 23 vocations in that of total sample, i.e, excluding Coolie and Priest. The least preferred 25 vocations for commerce subsample include Bus conductor, Astronomer and 23 vocations in that of total sample, i.e, excluding Poultry farm worker and Priest. One can interpret that the vocations of Bus conductor and Astronomer are less preferred by non science students than science students. Also Priest is less preferred by science students than non science students. The least preferred 25 vocations for rural subsample include Bus conductor and 24 vocations in that of total sample, i.e, excluding Jail warden. The least preferred 25 vocations for urban subsample include 25 vocations in that of total sample. The least preferred 25 vocations for high achievers include Bus conductor and 24 vocations in that of total sample, i.e, excluding Poultry farm worker. The least preferred 25 vocations for average achievers include Bus conductor and 24 vocations in that of total sample, i.e, excluding Priest. The least preferred 25 vocations for low achievers include Astronomer, Tea - Coffee preparer, Preacher and 22 vocations in that total sample, i.e, excluding Jail warden, Waiter and Watchman. One can interpret that the vocations of Bus conductor is less preferred by high and average achievers. The least preferred 25 vocations for high SES include Bus conductor and 24 vocations in that of total sample, i.e, excluding Preacher. In low SES subsample, the least preferred 25 vocations are the same as in the total sample.

# SUMMARY CONCLUSION AND SUGGESTIONS

This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research in the area.

**STUDY IN RETROSPECT**

**Restatement of the Problem**

The study was entitled "VOCATIONAL PREFERENCE OF HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT".

**Variables**

The major variable that is measured in the present study is vocational preference. Besides the vocational preference, the data was classified according to some categorical variables relevant for the population under study viz., Gender, Subject of Study, SES, Locality of the School and student's achievement.

**Objectives**

The objectives of the study are the following:

1. To find out vocational preference of higher secondary school students of Malapuram District.

2. To find out the preference for,

(i) Sectors of Vocations

(ii) Occupational area and

(iii) Vocations

3. To compare the vocational preference among higher secondary school students in the relevant subsamples based on,

a. gender

b. subject of study

c. SES

d. locality of the school

e. students achievement level

**Sample**

The sample for the present study was selected from the higher secondary school students of Malappuram district using stratified sampling technique giving due weightage to gender, subject of study, SES, locality of the school and students achievement level. The study was proposed to be conducted on a sample of 1000 students of higher secondary school section of different schools of Malappuram District of Kerala.

**Tool Used**

‘Vocational Preference Scale’ developed by the investigator in collaboration with the supervising teacher.

**Statistical Technique Used**

1. Estimation of average.

**MAJOR FINDINGS OF THE STUDY**

The following are the important findings of the study.

**I. Vocational Preference in the Total Sample**

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

2. In the total sample, the most preferred occupational areas according to the order of preference are: 1. Computer/IT, 2. Administration/ management, 3. Academic, 4. Engineering, 5. Law/Judiciary, 6. Banking/Insurance, 7. Accounting, 8. Media, 9. Defense/Security/ Law and order and 10. Medical.

The moderately preferred occupational areas in the total sample are: 11. Finearts/literature, 12. Marketing/Trade/Business, 13. Scientific/ Technological, 14. Sports/Games, 15. Travel/Tourism/Transport/ Communication, 16. Political/Social and 17. Mechanica/Technical/ Industrial.

The least preferred occupational areas in the total sample according the lack of preference are: 1. Traditional-Semi/Unskilled, 2. Traditional-Skilled, 3. Religious/Spiritual, 4. Agriculture/Animal husbandry/ Forestry and 5. Secretarial/Clerical.

3. 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.

**II. Vocational Preference in Subsamples**

***A. Based on gender***

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

2. Occupational areas preferred by boys than girls are: 1. Accounting, 2. Defense/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 preferred by girls than boys are 1. Academic, 2. Medical, 3. Media, 4. Finearts/Literature, 5. Scientific/Technologic and 6. Agriculture/ Animal husbandry/Forestry. In other Occupational areas no considerable difference in the preference for areas between boys and girls.

3. The vocations included in the most preferred 25 vocations, for boys but not for girls are 1. Computer operator, 2. Mike operator – TV, 3. Captain – Army, 4. Businessman, 5. Computer Instructor, 6. Cricketer, 7. Principal and 8. Mechanical engineer. In boys, Automobile engineer and Civil engineer is preferred over planning engineer. In male subsample, Magistrate is preferred over Advocate, while in female this is the reverse. Vocations like Physiologist, Economist, Footballer and Motor racing are preferred more by boys than girls. The vocations included the most preferred 25 vocations, for girls, but not for boys are 1. News reader – T.V., 2. Judge, 3. Agriculture – Scientist, 4. News reporter – TV, 5. Agriculture Officer, 6. Singer, 7. Planning engineer and 8. Managing Director. The other 17 vocations included in the most preferred 25vocations are common for boys and girls, and are included in that of the total sample. In girls, planning engineer is preferred over automobile engineer and civil engineer. Vocations like Psychologist, Modelling, Beautician, and 'writing vocations' like Novelist, Poet, Writer and Dancer are preferred more by girls than boys.

***B. Subject of Study***

1. There is no considerable difference between science, humanities and commerce students in their preference for sectors of vocation.

2. Occupational areas preferred by humanities than non humanities students, are 1. Academic, 2. Administration/Management, 3. Law/Judiciary, 4. Media, 5. Defense/Security/Law and Order, 6. Finearts/literature, 7.Political/Social, 8. Secretarial/Clerical, 9. Religious/Spiritual, 10.Traditional-Skilled 11. Traditional-Semi/Unskilled. 12.Engineering, 13.Medical, 14.Mechanical/

Technical/Industrial, and 15.Agriculture/Animal husbandry/ Forestry.

Occupational areas preferred by Commerce students than non commerce students, are 1. Computer/IT, 2. Accounting and 3. Marketing/ Advertising/Trade/Business. In other occupational areas, there is no considerable difference between the preference of Science, Humanities and Commerce students.

None of the occupational area is preferred by Science students than non Science students.

3. The vocations included in the most preferred 25 vocations for Science, but not for non Science students are 1. Flying Officer- Pilot, 2. Agriculture Scientist, 3. Captain Army, 4. Principal, and 5. Planning Engineer. Vocations like Vice Chancellor, Mike Operator-TV, Biologist, Botanist, Psychologist, Zoologist, Shooting, Tennis and Modelling are preferred more by Science students than Humanities and Commerce students. In Science subsample, Magistrate is preferred over Advocate. The vocations included in the most preferred 25 vocations, for humanities, but not for non humanities students are 1. Sub Inspector, 2. Mechanical Engineer, 3. Advocate, and 4. Circle Inspector. Vocations like Dancer, Sociologist, Geographer, Anthropologist, Economist, MLA, Speaker, Social Activist, and 'writing arts' like Writer, Novelist and Poet are preferred more by Humanities students than Science and Commerce students. In Humanities subsample, High Commissioner is preferred over School Manager, and Advocate is preferred over Judge. In Humanities subsample, Tourist Information Officer and Telephone Operator is preferred over Star Hotel manager. The vocations included in the most preferred 25 vocations for Commerce students, but not for non Commerce students, are 1. Businessman, 2. Chartered Accountant, 3. Accountant, 4. Business Executive, and 5. Cost Accountant. Vocations like Customs Officer, Psychotherapist, Shareholder and Wholesale/Retail Manager are preferred more by Commerce students than Science and Humanities students. For Vice Chancellor, Science students showed better preference than Commerce and Humanities students. The vocations included in the most preferred 25 vocations for both Humanities and Science students, but not for Commerce students, are 1. Computer Instructor, and 2. District Collector. The vocation included in the most preferred 25 vocations for both Commerce and Science students, but not for Humanities students, is Computer Operator. None of the vocations included in the most preferred 25 vocations for Humanities and Commerce students, but not for Science students. The other 12 vocations are common for Science, Humanities and Commerce students. Non Science students shows better preference than Science students for Agriculture/Animal husbandry/Forestry vocations.

***C. Locale***

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

2. Occupational areas preferred by Urban students than Rural students are 1.Accounting, 2. Defense/Security/Law and Order, 3.Marketing/  
Advertising/Trade/Business, 4. Political/Social and 5. Mechanical/  
Technical/Industrial.

None of the Occupational area is preferred by Rural students than Urban students. Regarding the preference for the other Occupational areas, there is no considerable difference between Rural and Urban students.

3. The vocations included the most preferred 25 vocations for rural students, but not for urban students, are: 1. News reporter-TV, 2. Flying Officer-Pilot, 3. Principal, 4. Mike Operator-TV and 5. Captain-Army. Vocations like Biologist, Marine biologist and Botanist, Mike Operator-TV, Volleyball, Modelling and Beautician are preferred more by Rural students than Urban students. The vocations included in the most preferred 25 vocations for urban students, but not for rural students, are: 1. District Collector, 2. Computer Instructor, 3. Mechanical Engineer, 4. Managing Director- TV and 5. Cricketer. In the most preferred 25 vocations, the other 20 vocations are common for Rural and Urban students. Vocations like Ornithologist, Physiologist and Mathematician are preferred more by Urban students than Rural students.

***D. Students Achievement Level***

1. There is no considerable difference in the preference for sectors of vocation between high, average and low achievers.

2. Occupational areas preferred by high achievers than average and low achievers, are 1. Medical and 2. Scientific/Technologic.

Occupational areas preferred by Average achievers than high and low achievers, are 1. Academic and 2. Computer/IT.

Occupational areas preferred by low achievers, than high and average achievers, are 1. Administration/ Management, 2. Law/Judiciary,3. Banking/Insurance, 4. Secretarial/ Clerical, 5. Accounting, 6.Media, 7. Defense/Security/Law and Order, 8. Marketing/Advertising/  
Trade/Business, 9.Political/Social, 10.Sports/Games, 11.Travel/  
Tourism/Transport/Communication, 12. Religious/Spiritual, 13. Agricultural/Animal husbandry/Forestry, 14. Traditional-skilled and 15. Traditional-semi/Unskilled.

There is no considerable difference in the preference for engineering area between high, average and low achievers.

3. The vocations included the most preferred 25 vocations for average achievers’, but not for non average achievers’, are 1. Newsreader-TV and 2. Principal. Vocations included in the most preferred 25 vocations for high achievers’, but not for average and low achievers’, are 1. Agriculture Assistant, 2 Planning Engineer, 3. Flight Lieutenant, 4. Paediatrist and 5. Captian-army. Vocations like Chief Editor, Cardiologist, General Surgeon, Paediatrist, Chess, Motor racing and 'soft arts' like Violinist, Pianist and Flutist are preferred more by high achievers than average and low achievers. Vocations like Sub Inspector and Circle Inspector and low profile academic vocations like Pre-primary teacher, Parallel college teacher and Anganwadi teacher are less preferred by high achievers. In High achievers, High Commissioner and Foreign Ambassador is preferred over School Manager. Vocations included in the most preferred 25 vocations for low achievers’, but not for average and high achievers’, are 1.Agriculture Scientist, 2. Musicians, 3. Photographer and 4. Music composer. Vocations included in the most preferred 25 vocations for high and average achievers’, but not for low achievers, are Software Engineer and Journalist. Vocations included in the most preferred 25 vocations for average and low achievers’, but not for high achievers’ are High school teacher and Singer. Ten vocations included in the most preferred 25 vocations are common for high, average and low achievers’. Average achievers gave more preference to 'writing arts' like Writer, Novelist and Poet. Vocations like Team Captain, Footballer, Team Manager, Team Coach and Computer Engineer are preferred more by low and average achievers than high achievers. Vocations like Mike Operator-TV, Director-TV, Physiologist, Team Manager, MLA, Missionaries, Paramedical vocations like Health Inspector, Lab Technician, Lab Assistant and 'performing arts' like Musician, Music Composer, Dancer, Magician, Mimicker, Choreaographer, Dramatist, Circus Performer and Drummer are preferred more by low achievers than high and average achievers. The high profile academic vocations like High school teacher, College Lecturer are less preferred by low achievers. In low achievers the Office Clerk, File and Book Keeping Clerk is preferred over Typist.

***E. Socio-Economic Status***

1. The low SES students showed a slightly higher preference score for all sectors of vocation than high SES students.

2. Occupational areas preferred by low SES than high SES students, are 1. Academic, 2. Banking/Insurance, 3. Accounting, 4. Media, 5. Travel/Tourism/Transport/Communication, 6. Political/Social, 7. Mechanical/Technical/Industrial, 8. Traditional-skilled and 9. Traditional semi/Unskilled. In other Occupational areas, there is no considerable difference between high and low SES students.

None of the occupational area is preferred by high SES students than low SES students.

3. The vocations included in the most preferred 25 vocations for high SES and low SES students are the same. Vocations like Magistrate, Violinist, Guitarist, Tennis and Modelling are preferred more by high SES than low SES students. Vocations like Circle Inspector, Sub Inspector, Psychotherapist, Team Manager and Modelling are preferred more by low SES than high SES students.

## CONCLUSION

On the basis of the findings, the investigator reaches the following conclusion.

In the present study, the investigator found out that public sector is the most preferred sector and Self employment and House management is the least preferred sectors of vocation in the total sample. Self employment is still an unattractive option. For boys, Foreign sector is preferred than private and Co-operative sector.

In the total sample, the highly preferred occupational areas are Computer/IT, Administration/Management, Academic, Engineering, Law/Judiciary, Banking/Insurance, Accounting, Media and Defence/ Security/Law and Order. The moderately preferred Occupational areas in the total sample, are Medical, Finearts/Literature, Marketing/Trade/Business, Scientific/Technologic, Sports/Games, Travel/Tourism/Transport/ Communication, Political/Social and Mechanical/Technical/Industrial. The least preferred Occupational areas, are Traditional-Semi/Unskilled, Traditional-Skilled, Religious/Spiritual, Agriculture/Animal husbandry/ Forestry and Secretarial/Clerical.

In the total sample, the students preferred high profile-executive type areas, but they dislike traditional type occupational areas. But the students differ executive type vocations like Agriculture Officer and Agriculture Scientist in Agriculture/Animal husbandry/Forestry area.

Boys prefer Accounting, Defense/Security/Law and Order, Marketing/Advertising/Trade/Business, Sports/Games, Travel/Tourism/ Transport/Communication, Mechanical/Technical/Industrial, Political/Social and Traditional-Semi/Unskilled areas than girls. Girls prefer Academic, Medical, Media, Finearts/Literature, Scientific/Technologic and Agriculture/ Animal husbandry/Forestry areas than boys. Thus, there is gender wise difference in the preference for 14 out of 22 Occupational areas.

Commerce students prefer Computer/IT, Accounting, Marketing/ Advertising/Trade/Business areas than Science and Humanities students. While Humanities students prefer Academic, Administration/ Management, Law/Judiciary, Media, Defense/Security/Law and Order, Finearts/Literature, Political/Social, Secretarial/Clerical, Religious/Spiritual, Engineering, Medical, Mechanical/Technical/Industrial, Agriculture/Animal husbandry/ Forestry, Traditional-Skilled and Traditional-Semi/Unskilled areas than Commerce and Science students. Thus, there is subject wise difference in the preference for 18 out of 22 Occupational areas. Students from Urban area prefer Accounting, Deference/Security/Law and order, Marketing/ Advertising/Trade/Business, Political/Social and Mechanical/ Technical/ Industrial areas than Rural students.

In comparison to their relevant counterparts, High achievers prefer Medical and Scientific/Technologic areas than Low and Average achievers. Average achievers prefer Academic and Computer/IT areas and Low achievers prefer Administration/Management, Law/Judiciary, Banking/ Insurance, Secretarial/Clerical, Accounting, Media, Defence/Security/Law and Order, Marketing/Advertising/Trade/Business, Political/Social, Sports/Games, Travel/Tourism/Transport/Communication, Religious/ Spiritual, Agriculture/Animal husbandry/Forestry, Traditional-Skilled and Traditional-Semi/Unskilled areas. Thus, there achievement wise difference for 19 out of 22 occupational areas.

Low SES students prefer Academic, Banking/Insurance, Accounting, Media, Travel/Tourism/Transport/Communication, Political/Social, Mechanical/Technical/Industrial, Traditional-Skilled and Traditional-Semi/Unskilled areas than high SES students.

There is gender wise, subject wise, locality wise, achievement wise and SES wise difference in the preference for ‘Political/Social’ area.

The investigator also found out that, in the total sample, higher secondary students gave more preference to Executive-Professional-White Collar-Crime detecting type vocations like Computer engineer, CBI Officer, College Lecturer, Bank manager, CID, Airport Officer and so on, and they disliked Traditional-Skilled and Unskilled type vocations like Snake Charmer, Fishmonger, Fisherman, Butcher, Tanner and so on. In the total sample the most preferred 50 vocations contain 7 vocations from Media, 6 vocations from Defence/Security/Law and Order, 5 vocations each from computer/IT and Engineering, 4 vocations each from Academic and Travel/ Tourism/ Transport/Communication, 3 vocations each from Administration/ Management, Banking/Insurance, Finearts/Literature, Marketing/ Advertising/Trade/Business and Agriculture/Animal husbandry/Forestry area, 2 vocations from Accounting, 1 vocation each from Law/Judiciary, Medical and Sports/Games areas, none of the vocations coming under Scientific/Technologic, Political/Social, Mechanical/ Technical/Industrial, Secretarial/Clerical, Religious/Spiritual, Traditional-Skilled and Traditional-Semi/Unskilled areas.

Here, the investigator assumes that the students preferred more vocations from Media, Defence/Security/Law and Order, Computer/IT, Engineering and Academic rather than any other Occupational areas.

In the most preferred 25 vocations, the commonly preferred vocations by all subsamples, are 1. Computer Engineer, 2. CBI Officer, 3. College lecturer, 4. CID, 5. Bank Manager, 6. Business Manager, 7. Airport officer,   
8. Headmaster, 9. Hardware engineer, and 10. Bank officer.

Humanities students irrespective of their specialization, shows higher preference towards Engineering areas. The students generally prefer Medical area only after Defence/Security/Law and Order, Media, Accounting, Banking/Insurance, Law/Judiciary and so on.

It is on excepted lines that, the Science, Humanities and Commerce students showed better preference for vocations in their subject areas. But a against the general trend, the Rural students gave more preference to Modelling and Beautician than Urban students. The investigator also found out that the vocational preference do not considerably change in accordance with Socio-economic status.

**Educational Implications**

In the present study, it was found that Public sector is the most preferred sector and Self Employment and House management sector is the least preferred sector in the total sample and all subsamples. So the government has to take adequate measures to promote vocations in the Public sector area. Reformation has to be made in the Self employment and House management sector to attract more students to select vocations under these areas.

The students give more preference to Computer/IT, Academic, Administration/Management, Media, Engineering, Banking/Insurance and Defence/Security/Law and Order areas than Medical and Scientific/ Technologic areas. But actually parents do not consider this fact and they compel their children to Medical courses by paying high costs. So, special guidance and counselling must be imparted to Parents, Teachers and Administrators on these matters. A tendency has been observed that students seem to rush towards Computer, Academic and Engineering type vocations. Here the investigator seems to the acquaintance of these types of jobs. So, as well as this, the government and authorities try to bring in adequate measures in order to create acquaintance or familiarity with other vocations. The Humanities students, Low achievers and low SES students used to select most of the areas and vocations without regarding the specificity of that jobs. The Humanities students prefer even the vocations related to Science and Commerce areas.

Students need to be helped to acquire vocations which are appropriate to their interest based on biological, psychological, academic and social dimensions. Teachers, Counsellors and others concerned with the education of students must take an active role in help every students make the choice of vocation becoming him or her. Parents need to be made aware of the different types of vocations available and in which the younger generation is interested in. Special interest must be given to the vocational guidance in higher secondary classes, and it is most urgent among low achievers and Humanities students. Students tend to select vocation which are most acquainted to them and those which they have heard of, so schools need to bring persons employed in different fields in to school, and give students an opportunity to share time with them, or field trip, excursions, media or such methods can be used for the purpose. Values like initiative, leadership, entrepreneurship, co-operation etc., need to be developed with a view of helping students create take up their own jobs in increasingly liberalising, privatising and global zing scenario.

**SUGGESTIONS FOR FURTHER RESEARCH**

Following are the major areas and topics for further research suggested by the investigator.

1. Vocational preference of college students.

2. Vocational preference of vocational higher secondary students.

3. Vocational preference of open stream students.

4. Major factors influencing the vocational preference of students.

5. A replication of the present study on a wider sample.

6. A comparative study of vocational preference and occupational aspiration level of students in different districts of Kerala.

7. Relationship between vocational preference and SES.

8. Vocational preference of adolescents.

9. Role of family as a unit and vocational preference of the intermediate students.

10. Vocational preference and Parental attitude in relation to socio-economic class.

1. Vocational interest as related to general mental ability and achievement motivation.
2. A study on the effectiveness of guidance programme on Vocational preference in different areas.

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**S U M M A R Y**

Every young man and young women at the threshold of life has to find a satisfactory answer to an important question, "we shall I do in life"? It is upon a satisfactory answers to this question that the success and future happiness of the young men/women depend. The selection of a wrong vocation leads to unhappiness, discontent and ultimate failure, for the occupation that a person follows is not merely a means of earning a livelihood but also a way of life. Through occupation, the individual tries to realise his needs for self enhancement and self realisation. In selecting a vocation for a young men, he and his parents are often attracted by the loftiness or the lucrative ness of the profession, irrespective of the fact whether he is fitted for that occupation or not. They think that “success is entirely confined to the high peaks-the Alps and Himalayas of life, forgetting that the lovely violet which most modestly fulfils its mission by shedding its fragrance all round it, is as worthy of praise as the mighty Oak under whose shadow it blooms and dies”.

The role of education in the developing India, at present is extremely critical. In every two three years different Educational Committees and commissions are giving their recommendations to bring changes in the educational perspective of free India. So that the ultimate good of the nation, viz; development, can be achieved. Starting from the Kothari Commission (1964-66) to Pattel Committee (1977) and Adiseshiah Committee (1978), each of these committee gives stress on the vocational aspect of education. One of the recommendation given by Kothari Commission Report, reads that at the secondary stage the pattern of education should be such that it will enable the students to acquire proficiency in some vocational aspects so that they can get an opportunity to get self employment. The National Review Committee also declares the something - 'the immediate assessment of the vocational interest pattern of the students'. The ninth five-year plan (1997-2002) also gives enough emphasis on vocationalisation and employment oriented education at the secondary and higher level.

**NEED AND SIGNIFICANCE**

In Kerala Education Scenario is full of problems, rush for admission to different courses establishment of numerous professional colleges like medical, dental, engineering and teacher training colleges. Here the real problem is not the lack of opportunities but is the unawareness of different occupations. Even though, the satisfaction has changed somewhat through popularising IT, but the condition is not satisfactory. These problem can only be solved by making the students aware of different horizons in the world of occupations.

In Kerala, there is tendency for diverting the students to two specified fields ie, medical and engineering. In majority cases this selection is not from the side of the students but from that of their parents. Parents do not know or do not consider preferences. Actually, there are other various vocations in Kerala but because of the ignorance of the students and parents and because of improper vocational guidance, students fails to reach them. In this context, the investigator think his study will benefit them a lot.

Before mentioning anything about vocational preference of Malappuram District, we have to consider the past and present socio economic and educational condition of Malappuram district. Malappuram district was on educationally backward district. But, the wise and rich economic sector of gulf area, assured vast vocational opportunities and it also gives economic prosperity for district. But the circumstances has been changed, the political and labour laws changed a lot in the gulf countries. As a result of this, vocational opportunities has been diminishing considerably. Because of this the people of Malappuram district give more priority to educational fields, and vocational preferences. Knowing the vocational preferences of students to school administrators and parents could take effective measures that may suit to the vocational preferences of students.

If a teacher does not know about his students, their aspirations, habits and vocational preferences he cannot do much for the development for his students. This study help the teacher to know about his students. It has been said that ‘youth is the season of hope’. But today for many of young people this period is a season of despair, disillusionment and alienation. This condition is due to lack of proper guidance especially in the field of vocation. Knowing the preferences helps in better and proper guidance. Now a days in the field of vocational guidance, there is very limited opportunity especially in school sector. In vocational guidance if the preference are socially acceptable, the students preferences are to be taken to correct the course of students thinking from early stage of education itself. To promote vocationalisation of education at the +2 level, facilities have been created for 9.35 lakh students. Still the scheme has not been successful barring a few areas. The main reason for this is the improper match between the vocational preference areas and the vocational education provided to the students.

In the present study, the investigator have listed various vocations and gave opportunities for students to make the preference on these various vocations. From this, one can easily detect to which and which areas the students prefer more. Then it seems to be very easy to guide them towards their specified vocation. A humble attempt to make a scale of vocational preferences, which can be improved upon by further researchers.

Now a days there are mushrooming professional courses on every nook and corner of the state. Neither the parents nor the students does not have a clear cut ideas about to which courses they have to select. In this context, the present study gain its significance. Since 1991, the impact of Golbalisation and privatization influence the country as a whole in a massive manner. It has influenced the society deeply. The new changes required from the part of students is high level efficiency and the ability to survive tight competition. So the selection of effective and suitable courses, turns to be a must for the education of students. Parents, teachers, administrators, politicians, statesman are all discussing about the job-oriented, life-oriented education. There is mushrooming of courses of every sort all round. Many of these newly emerging courses have an eye on low economic investment and high profit. The present study will import, at least a glimpse of information, that will light the way of decision-makers as to which vocations are preferred by younger generation and which are not. This will help in designing, developing and conducting the new courses in accordance with the preferences of stake holders ie, students.

**STATEMENT OF THE PROBLEM**

The present study is entitled "VOCATIONAL PREFERENCE OF HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT".

DEFINITION OF KEY TERMS

To have a clear cut idea of the problem stated, the operational definitions of the key terms are given below.

**Vocational Preference**

The term ‘vocational preference’ in the present study means the preference of higher secondary school students for vocations, indicated by preference score given by the student to each, in a list of vocations.

**Higher Secondary School Students**

In the present study, the term higher secondary school students means the students who are studying in the higher secondary schools run by government, aided and unaided management.

**VARIABLES OF THE STUDY**

The major variable measured and analysed in the present study is vocational preference. Besides the vocational preference, the data was classified according to some categorical variables relevant for the population under study, viz; Gender, subject of study, SES, locality of the school and students achievement level.

**OBJECTIVES**

The objectives of the study are the following

1. To find out the vocational preference of Higher secondary school students of Malappuram District.
2. To find out the preference for,
   1. Sectors of vocations,
   2. Occupational areas and
   3. Vocations

3. To compare the vocational preference among higher secondary school students in the relevant sub sample based on,

a. gender

b. subject of study

c. SES

1. locality of the school.
2. Students achievement level

**SCOPE AND LIMITATIONS**

The present study is specially intended to know vocational preferences of higher secondary school students in Malappuram District. The study was conducted on a representative sample of 1000 students drawn from 15 higher secondary schools of Malappuram District. The sample was selected proportionately using stratified sampling technique giving due representation to factors like gender, subject of study, locality of the school, SES and students achievement level.

In the present study, the investigator have listed 383 different vocations. In addition to this, the investigator have also identified 6 major sectors and 22 major areas of vocation. The investigator feels that even though the study conducted in Malappuram district, the results of the study can be generalised to whole population of Kerala. The investigator have also analyse the 383 vocations among the different sub samples.

The investigator has developed a tool vocational preference scale with the help of the supervising teacher, based on the discussion and the informations obtained from the experts in the field.

Even though maximum effort were made by the investigator to make the study a perfect one and the present study being the first of its kind in this area of research, certain limitations are there.

1) The investigator did not consider the open stream and vocational higher secondary school students, because of practical difficulties (2) There is a limitation for selecting various jobs according to the subject of study at higher secondary level. Irrespective of this, in the present study this limitation was not taken in to consideration while asking the preference of students. But in the present study the tested sample was divided on the basis of subject of study and vocational preferences in these sub samples were studied.

With these limitations the investigator hopes that the findings of the study given fruitful results. This will be of use to the students, teachers, parents, administration and other concerned in the field of education.

**MAJOR FINDINGS OF THE STUDY**

The following are the important findings of the study.

**I. Vocational Preference in the Total Sample**

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

2. In the total sample, the most preferred occupational areas according to the order of preference are: 1. Computer/IT, 2. Administration/ management, 3. Academic, 4. Engineering, 5. Law/Judiciary, 6. Banking/Insurance, 7. Accounting, 8. Media, 9. Defense/Security/ Law and order and 10. Medical.

The moderately preferred occupational areas in the total sample are: 11. Finearts/literature, 12. Marketing/Trade/Business, 13. Scientific/ Technological, 14. Sports/Games, 15. Travel/Tourism/Transport/ Communication, 16. Political/Social and 17. Mechanica/Technical/ Industrial.

The least preferred occupational areas in the total sample according the lack of preference are: 1. Traditional-Semi/Unskilled, 2. Traditional-Skilled, 3. Religious/Spiritual, 4. Agriculture/Animal husbandry/ Forestry and 5. Secretarial/Clerical.

3. 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.

**II. Vocational Preference in Subsamples**

***A. Based on gender***

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

2. Occupational areas preferred by boys than girls are: 1. Accounting, 2. Defense/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 preferred by girls than boys are 1. Academic, 2. Medical, 3. Media, 4. Finearts/Literature, 5. Scientific/Technologic and 6. Agriculture/ Animal husbandry/Forestry. In other Occupational areas no considerable difference in the preference for areas between boys and girls.

3. The vocations included in the most preferred 25 vocations, for boys but not for girls are 1. Computer operator, 2. Mike operator – TV, 3. Captain – Army, 4. Businessman, 5. Computer Instructor, 6. Cricketer, 7. Principal and 8. Mechanical engineer. In boys, Automobile engineer and Civil engineer is preferred over planning engineer. In male subsample, Magistrate is preferred over Advocate, while in female this is the reverse. Vocations like Physiologist, Economist, Footballer and Motor racing are preferred more by boys than girls. The vocations included the most preferred 25 vocations, for girls, but not for boys are 1. News reader – T.V., 2. Judge, 3. Agriculture – Scientist, 4. News reporter – TV, 5. Agriculture Officer, 6. Singer, 7. Planning engineer and 8. Managing Director. The other 17 vocations included in the most preferred 25vocations are common for boys and girls, and are included in that of the total sample. In girls, planning engineer is preferred over automobile engineer and civil engineer. Vocations like Psychologist, Modelling, Beautician, and 'writing vocations' like Novelist, Poet, Writer and Dancer are preferred more by girls than boys.

***B. Subject of Study***

1. There is no considerable difference between science, humanities and commerce students in their preference for sectors of vocation.

2. Occupational areas preferred by humanities than non humanities students, are 1. Academic, 2. Administration/Management, 3. Law/Judiciary, 4. Media, 5. Defense/Security/Law and Order, 6. Finearts/literature, 7.Political/Social, 8. Secretarial/Clerical, 9. Religious/Spiritual, 10.Traditional-Skilled 11. Traditional-Semi/Unskilled. 12.Engineering, 13.Medical, 14.Mechanical/

Technical/Industrial, and 15.Agriculture/Animal husbandry/ Forestry.

Occupational areas preferred by Commerce students than non commerce students, are 1. Computer/IT, 2. Accounting and 3. Marketing/ Advertising/Trade/Business. In other occupational areas, there is no considerable difference between the preference of Science, Humanities and Commerce students.

None of the occupational area is preferred by Science students than non Science students.

3. The vocations included in the most preferred 25 vocations for Science, but not for non Science students are 1. Flying Officer- Pilot, 2. Agriculture Scientist, 3. Captain Army, 4. Principal, and 5. Planning Engineer. Vocations like Vice Chancellor, Mike Operator-TV, Biologist, Botanist, Psychologist, Zoologist, Shooting, Tennis and Modelling are preferred more by Science students than Humanities and Commerce students. In Science subsample, Magistrate is preferred over Advocate. The vocations included in the most preferred 25 vocations, for humanities, but not for non humanities students are 1. Sub Inspector, 2. Mechanical Engineer, 3. Advocate, and 4. Circle Inspector. Vocations like Dancer, Sociologist, Geographer, Anthropologist, Economist, MLA, Speaker, Social Activist, and 'writing arts' like Writer, Novelist and Poet are preferred more by Humanities students than Science and Commerce students. In Humanities subsample, High Commissioner is preferred over School Manager, and Advocate is preferred over Judge. In Humanities subsample, Tourist Information Officer and Telephone Operator is preferred over Star Hotel manager. The vocations included in the most preferred 25 vocations for Commerce students, but not for non Commerce students, are 1. Businessman, 2. Chartered Accountant, 3. Accountant, 4. Business Executive, and 5. Cost Accountant. Vocations like Customs Officer, Psychotherapist, Shareholder and Wholesale/Retail Manager are preferred more by Commerce students than Science and Humanities students. For Vice Chancellor, Science students showed better preference than Commerce and Humanities students. The vocations included in the most preferred 25 vocations for both Humanities and Science students, but not for Commerce students, are 1. Computer Instructor, and 2. District Collector. The vocation included in the most preferred 25 vocations for both Commerce and Science students, but not for Humanities students, is Computer Operator. None of the vocations included in the most preferred 25 vocations for Humanities and Commerce students, but not for Science students. The other 12 vocations are common for Science, Humanities and Commerce students. Non Science students shows better preference than Science students for Agriculture/Animal husbandry/Forestry vocations.

***C. Locale***

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

2. Occupational areas preferred by Urban students than Rural students are 1.Accounting, 2. Defense/Security/Law and Order, 3.Marketing/  
Advertising/Trade/Business, 4. Political/Social and 5. Mechanical/  
Technical/Industrial.

None of the Occupational area is preferred by Rural students than Urban students. Regarding the preference for the other Occupational areas, there is no considerable difference between Rural and Urban students.

3. The vocations included the most preferred 25 vocations for rural students, but not for urban students, are: 1. News reporter-TV, 2. Flying Officer-Pilot, 3. Principal, 4. Mike Operator-TV and 5. Captain-Army. Vocations like Biologist, Marine biologist and Botanist, Mike Operator-TV, Volleyball, Modelling and Beautician are preferred more by Rural students than Urban students. The vocations included in the most preferred 25 vocations for urban students, but not for rural students, are: 1. District Collector, 2. Computer Instructor, 3. Mechanical Engineer, 4. Managing Director- TV and 5. Cricketer. In the most preferred 25 vocations, the other 20 vocations are common for Rural and Urban students. Vocations like Ornithologist, Physiologist and Mathematician are preferred more by Urban students than Rural students.

***D. Students Achievement Level***

1. There is no considerable difference in the preference for sectors of vocation between high, average and low achievers.

2. Occupational areas preferred by high achievers than average and low achievers, are 1. Medical and 2. Scientific/Technologic.

Occupational areas preferred by Average achievers than high and low achievers, are 1. Academic and 2. Computer/IT.

Occupational areas preferred by low achievers, than high and average achievers, are 1. Administration/ Management, 2. Law/Judiciary,3. Banking/Insurance, 4. Secretarial/ Clerical, 5. Accounting, 6.Media, 7. Defense/Security/Law and Order, 8. Marketing/Advertising/  
Trade/Business, 9.Political/Social, 10.Sports/Games, 11.Travel/  
Tourism/Transport/Communication, 12. Religious/Spiritual, 13. Agricultural/Animal husbandry/Forestry, 14. Traditional-skilled and 15. Traditional-semi/Unskilled.

There is no considerable difference in the preference for engineering area between high, average and low achievers.

3. The vocations included the most preferred 25 vocations for average achievers’, but not for non average achievers’, are 1. Newsreader-TV and 2. Principal. Vocations included in the most preferred 25 vocations for high achievers’, but not for average and low achievers’, are 1. Agriculture Assistant, 2 Planning Engineer, 3. Flight Lieutenant, 4. Paediatrist and 5. Captian-army. Vocations like Chief Editor, Cardiologist, General Surgeon, Paediatrist, Chess, Motor racing and 'soft arts' like Violinist, Pianist and Flutist are preferred more by high achievers than average and low achievers. Vocations like Sub Inspector and Circle Inspector and low profile academic vocations like Pre-primary teacher, Parallel college teacher and Anganwadi teacher are less preferred by high achievers. In High achievers, High Commissioner and Foreign Ambassador is preferred over School Manager. Vocations included in the most preferred 25 vocations for low achievers’, but not for average and high achievers’, are 1.Agriculture Scientist, 2. Musicians, 3. Photographer and 4. Music composer. Vocations included in the most preferred 25 vocations for high and average achievers’, but not for low achievers, are Software Engineer and Journalist. Vocations included in the most preferred 25 vocations for average and low achievers’, but not for high achievers’ are High school teacher and Singer. Ten vocations included in the most preferred 25 vocations are common for high, average and low achievers’. Average achievers gave more preference to 'writing arts' like Writer, Novelist and Poet. Vocations like Team Captain, Footballer, Team Manager, Team Coach and Computer Engineer are preferred more by low and average achievers than high achievers. Vocations like Mike Operator-TV, Director-TV, Physiologist, Team Manager, MLA, Missionaries, Paramedical vocations like Health Inspector, Lab Technician, Lab Assistant and 'performing arts' like Musician, Music Composer, Dancer, Magician, Mimicker, Choreaographer, Dramatist, Circus Performer and Drummer are preferred more by low achievers than high and average achievers. The high profile academic vocations like High school teacher, College Lecturer are less preferred by low achievers. In low achievers the Office Clerk, File and Book Keeping Clerk is preferred over Typist.

***E. Socio-Economic Status***

1. The low SES students showed a slightly higher preference score for all sectors of vocation than high SES students.

2. Occupational areas preferred by low SES than high SES students, are 1. Academic, 2. Banking/Insurance, 3. Accounting, 4. Media, 5. Travel/Tourism/Transport/Communication, 6. Political/Social, 7. Mechanical/Technical/Industrial, 8. Traditional-skilled and 9. Traditional semi/Unskilled. In other Occupational areas, there is no considerable difference between high and low SES students.

None of the occupational area is preferred by high SES students than low SES students.

3. The vocations included in the most preferred 25 vocations for high SES and low SES students are the same. Vocations like Magistrate, Violinist, Guitarist, Tennis and Modelling are preferred more by high SES than low SES students. Vocations like Circle Inspector, Sub Inspector, Psychotherapist, Team Manager and Modelling are preferred more by low SES than high SES students.

## CONCLUSION

On the basis of the findings, the investigator reaches the following conclusion.

In the present study, the investigator found out that public sector is the most preferred sector and Self employment and House management is the least preferred sectors of vocation in the total sample. Self employment is still an unattractive option. For boys, Foreign sector is preferred than private and Co-operative sector.

In the total sample, the highly preferred occupational areas are Computer/IT, Administration/Management, Academic, Engineering, Law/Judiciary, Banking/Insurance, Accounting, Media and Defence/ Security/Law and Order. The moderately preferred Occupational areas in the total sample, are Medical, Finearts/Literature, Marketing/Trade/Business, Scientific/Technologic, Sports/Games, Travel/Tourism/Transport/ Communication, Political/Social and Mechanical/Technical/Industrial. The least preferred Occupational areas, are Traditional-Semi/Unskilled, Traditional-Skilled, Religious/Spiritual, Agriculture/Animal husbandry/ Forestry and Secretarial/Clerical.

In the total sample, the students preferred high profile-executive type areas, but they dislike traditional type occupational areas. But the students differ executive type vocations like Agriculture Officer and Agriculture Scientist in Agriculture/Animal husbandry/Forestry area.

Boys prefer Accounting, Defense/Security/Law and Order, Marketing/Advertising/Trade/Business, Sports/Games, Travel/Tourism/ Transport/Communication, Mechanical/Technical/Industrial, Political/Social and Traditional-Semi/Unskilled areas than girls. Girls prefer Academic, Medical, Media, Finearts/Literature, Scientific/Technologic and Agriculture/ Animal husbandry/Forestry areas than boys. Thus, there is gender wise difference in the preference for 14 out of 22 Occupational areas.

Commerce students prefer Computer/IT, Accounting, Marketing/ Advertising/Trade/Business areas than Science and Humanities students. While Humanities students prefer Academic, Administration/ Management, Law/Judiciary, Media, Defense/Security/Law and Order, Finearts/Literature, Political/Social, Secretarial/Clerical, Religious/Spiritual, Engineering, Medical, Mechanical/Technical/Industrial, Agriculture/Animal husbandry/ Forestry, Traditional-Skilled and Traditional-Semi/Unskilled areas than Commerce and Science students. Thus, there is subject wise difference in the preference for 18 out of 22 Occupational areas. Students from Urban area prefer Accounting, Deference/Security/Law and order, Marketing/ Advertising/Trade/Business, Political/Social and Mechanical/ Technical/ Industrial areas than Rural students.

In comparison to their relevant counterparts, High achievers prefer Medical and Scientific/Technologic areas than Low and Average achievers. Average achievers prefer Academic and Computer/IT areas and Low achievers prefer Administration/Management, Law/Judiciary, Banking/ Insurance, Secretarial/Clerical, Accounting, Media, Defence/Security/Law and Order, Marketing/Advertising/Trade/Business, Political/Social, Sports/Games, Travel/Tourism/Transport/Communication, Religious/ Spiritual, Agriculture/Animal husbandry/Forestry, Traditional-Skilled and Traditional-Semi/Unskilled areas. Thus, there achievement wise difference for 19 out of 22 occupational areas.

Low SES students prefer Academic, Banking/Insurance, Accounting, Media, Travel/Tourism/Transport/Communication, Political/Social, Mechanical/Technical/Industrial, Traditional-Skilled and Traditional-Semi/Unskilled areas than high SES students.

There is gender wise, subject wise, locality wise, achievement wise and SES wise difference in the preference for ‘Political/Social’ area.

The investigator also found out that, in the total sample, higher secondary students gave more preference to Executive-Professional-White Collar-Crime detecting type vocations like Computer engineer, CBI Officer, College Lecturer, Bank manager, CID, Airport Officer and so on, and they disliked Traditional-Skilled and Unskilled type vocations like Snake Charmer, Fishmonger, Fisherman, Butcher, Tanner and so on. In the total sample the most preferred 50 vocations contain 7 vocations from Media, 6 vocations from Defence/Security/Law and Order, 5 vocations each from computer/IT and Engineering, 4 vocations each from Academic and Travel/ Tourism/ Transport/Communication, 3 vocations each from Administration/ Management, Banking/Insurance, Finearts/Literature, Marketing/ Advertising/Trade/Business and Agriculture/Animal husbandry/Forestry area, 2 vocations from Accounting, 1 vocation each from Law/Judiciary, Medical and Sports/Games areas, none of the vocations coming under Scientific/Technologic, Political/Social, Mechanical/ Technical/Industrial, Secretarial/Clerical, Religious/Spiritual, Traditional-Skilled and Traditional-Semi/Unskilled areas.

Here, the investigator assumes that the students preferred more vocations from Media, Defence/Security/Law and Order, Computer/IT, Engineering and Academic rather than any other Occupational areas.

In the most preferred 25 vocations, the commonly preferred vocations by all subsamples, are 1. Computer Engineer, 2. CBI Officer, 3. College lecturer, 4. CID, 5. Bank Manager, 6. Business Manager, 7. Airport officer,   
8. Headmaster, 9. Hardware engineer, and 10. Bank officer.

Humanities students irrespective of their specialization, shows higher preference towards Engineering areas. The students generally prefer Medical area only after Defence/Security/Law and Order, Media, Accounting, Banking/Insurance, Law/Judiciary and so on.

It is on excepted lines that, the Science, Humanities and Commerce students showed better preference for vocations in their subject areas. But a against the general trend, the Rural students gave more preference to Modelling and Beautician than Urban students. The investigator also found out that the vocational preference do not considerably change in accordance with Socio-economic status.

**Educational Implications**

In the present study, it was found that Public sector is the most preferred sector and Self Employment and House management sector is the least preferred sector in the total sample and all subsamples. So the government has to take adequate measures to promote vocations in the Public sector area. Reformation has to be made in the Self employment and House management sector to attract more students to select vocations under these areas.

The students give more preference to Computer/IT, Academic, Administration/Management, Media, Engineering, Banking/Insurance and Defence/Security/Law and Order areas than Medical and Scientific/ Technologic areas. But actually parents do not consider this fact and they compel their children to Medical courses by paying high costs. So, special guidance and counselling must be imparted to Parents, Teachers and Administrators on these matters. A tendency has been observed that students seem to rush towards Computer, Academic and Engineering type vocations. Here the investigator seems to the acquaintance of these types of jobs. So, as well as this, the government and authorities try to bring in adequate measures in order to create acquaintance or familiarity with other vocations. The Humanities students, Low achievers and low SES students used to select most of the areas and vocations without regarding the specificity of that jobs. The Humanities students prefer even the vocations related to Science and Commerce areas.

Students need to be helped to acquire vocations which are appropriate to their interest based on biological, psychological, academic and social dimensions. Teachers, Counsellors and others concerned with the education of students must take an active role in help every students make the choice of vocation becoming him or her. Parents need to be made aware of the different types of vocations available and in which the younger generation is interested in. Special interest must be given to the vocational guidance in higher secondary classes, and it is most urgent among low achievers and Humanities students. Students tend to select vocation which are most acquainted to them and those which they have heard of, so schools need to bring persons employed in different fields in to school, and give students an opportunity to share time with them, or field trip, excursions, media or such methods can be used for the purpose. Values like initiative, leadership, entrepreneurship, co-operation etc., need to be developed with a view of helping students create take up their own jobs in increasingly liberalising, privatising and global zing scenario.

**SUGGESTIONS FOR FURTHER RESEARCH**

Following are the major areas and topics for further research suggested by the investigator.

1. Vocational preference of college students.

2. Vocational preference of vocational higher secondary students.

3. Vocational preference of open stream students.

4. Major factors influencing the vocational preference of students.

5. A replication of the present study on a wider sample.

6. A comparative study of vocational preference and occupational aspiration level of students in different districts of Kerala.

7. Relationship between vocational preference and SES.

8. Vocational preference of adolescents.

9. Role of family as a unit and vocational preference of the intermediate students.

10. Vocational preference and Parental attitude in relation to socio-economic class.

1. Vocational interest as related to general mental ability and achievement motivation.
2. A study on the effectiveness of guidance programme on Vocational preference in different areas.

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| **Sl.**  **No.** | **Gender** | | **Subject of Study** | | | **Locale** | | **Students achievement level** | | |
| **Male** | **Female** | **Humanities** | **Science** | **Commerce** | **Rural** | **Urban** | **Above** | **Average** | **Below** |
|  |  | **Rank** | **Rank** | **Vocation** | **Rank** | **Vocation** | **Rank** |  |  |  |
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|  | Male | Female | Humanities | Science | Commerce | Rural | Urban | High | Average | Low | High | Low |
| 1 | Snake Charmer | 1 | 1 | Snake Charmer | 1 | Snake Charmer | 1 | 3 | Snake Charmer | 12 | Snake Charmer | 2 |
| 2 | Fish monger | 3 | 3 | Fish monger | 6 | Fish monger | 2 | 8 | Fisherman | 3 | Fish monger | 1 |
| 3 | Fisherman | 4 | 2 | Fisherman | 7 | Fisherman | 5 | 2 | Fishmonger | 1 | Fisherman | 3 |
| 4 | Blacksmith | 6 | 6 | Butcher | 4 | Tanner | 6 | 6 | Tanner | 6 | Butcher | 6 |
| 5 | Cobbler | 9 | 4 | Blacksmith | 3 | Butcher | 4 | 5 | Blacksmith | 4 | Blacksmith | 5 |
| 6 | Tanner | 5 | 5 | Tanner | 2 | Blacksmith | 3 | 1 | Butcher | 2 | Tanner | 4 |
| 7 | Astrologer | 21 | 7 | Cobbler | 5 | Cobbler | 7 | 11 | Cobbler | 3 | Cobbler | 7 |
| 8 | Butcher | 2 | 10 | Grazier | 8 | Grazier | 8 | 14 | Grazier | 7 | Grazier | 9 |
| 9 | Missioneries | 17 | 13 | Porter | 11 | Wine maker | 12 | 24 | Astronomer | 13 | Porter | 11 |
| 10 | Wine maker | 11 | 12 | Missionaries | 16 | Porter | 9 | 12 | Porter | 10 | Missionaries | 12 |
| 11 | Goldsmith | 20 | 14 | Ploughing | 12 | Missionaries | 14 | 18 | Wine maker | 8 | Sweeper | 17 |
| 12 | Grazier | 7 | 11 | Wine maker | 10 | Ploughing | 13 | 7 | Missionaries | 16 | Ploughing | 12 |
| 13 | Sweeper | 15 | 16 | Sweeper | 14 | Astronomer | 10 | 15 | Ploughing | 9 | Stone Cutter | 15 |
| 14 | Ploughing | 10 | 15 | Stone Cutter | 15 | Stone Cutter | 17 | 21 | Goldsmith | 15 | Wine maker | 10 |
| 15 | Porter | 8 | 20 | Goldsmith | 13 | Sweeper | 11 | 10 | Stone Cutter | 17 | Coolie | 20 |
| 16 | Stone Cutter | 13 | 18 | Carpenter | 17 | Goldsmith | 15 | 4 | Sweeper | 18 | Watchman | 21 |
| 17 | Carpenter | 16 | 28 | Coolie | 23 | Carpenter | 16 | 16 | Carpenter | 19 | Goldsmith | 4 |
| 18 | Grainmiller | 25 | 9 | Astologer | 9 | Grainmiller | 19 | 22 | Truck driver | 21 | Astologer | 8 |
| 19 | Coolie | 18 | 30 | Preist | 34 | Coolie | 18 | 19 | Watchman | 39 | Carpenter | 16 |
| 20 | Haircutter |  | 17 | Grainmiller | 20 | Truck driver | 25 | 9 | Coolie | 20 | Grain miller | 18 |
| 21 | Waiter | 24 | 23 | Waiter | 21 | Poultryfarm worker | 22 | 20 | Grainmiller | 14 | Waiter | 23 |
| 22 | Preist | 26 | 21 | Truck driver | 22 | Bus conductor |  | 13 | Waiter | 33 | Truck driver | 24 |
| 23 | Poultryfarm worker | 22 | 8 | Poultryfarm worker | 35 | Waiter | 20 |  |  |  | Jail warder | 25 |
| 24 | Astronomer |  |  | Hair cutter |  | Watchman | 21 | 34 | Poultryfarm worker | 11 | Poultry farm worker | 19 |
| 25 | Watchman | 23 | 22 | Watchman | 18 | Preist | 23 | 23 | Jail warden | 30 |  |  |

**Name and Rank Order of the most preferred vocations among the relevant subsamples**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rank Order** | **Male** | **Female** | **Rank Order** | **Science** | **Humanities** | **Commerce** | **Rank Order** | **Rural** | **Urban** |
| 1 | C.B.I Officer | Computer Engineer | 1 | C.B.I Officer | C.I.D | Business Manager | 1 | Computer Engineer | C.B.I Officer |
| 2 | Computer Engineer | College Lecturer | 2 | Computer engineer | College Lecturer | Computer Engineer | 2 | College Lecturer | C.I.D |
| 3 | College lecturer | High School Teacher | 3 | College lecturer | C.B.I Officer | C.B.I Officer | 3 | C.B.I Officer | Computer Engineer |
| 4 | C.I.D | C.I.D | 4 | CID | Computer Engineer | Businessman | 4 | C.I.D | College Lecturer |
| 5 | Software Engineer | Bank Manager | 5 | Software engineer | Bank Manager | News Reporter T.V | 5 | High School Teacher | Business Manager |
| 6 | Computer operator | C.B.I Officer | 6 | Bank manager | High School Teacher | C.I.D | 6 | Bank Manager | Software Engineer |
| 7 | Busines manager | News Reporter | 7 | high School teacher | Journalist | Chartered Accountant | 7 | Software Engineer | Bank Manager |
| 8 | Airport Officer | Journalist | 8 | Airport officer | Sub Inspector | Software Engineer | 8 | Journalist | Hardware Engineer |
| 9 | Computer technician | Singer | 9 | Flying officer - pilot | Singer | Accountant | 9 | Airport Officer | Head Master |
| 10 | Mike operator | Software Engineer | 10 | Head master | Mechanical Engineer | College Lecturer | 10 | Bank Officer | Computer Operator |
| 11 | Hardware Engineer | Agriculture Scientist | 11 | Journalist | Bank Officer | High School Teacher | 11 | Singer | Computer Technician |
| 12 | Bank manager | Business Manager | 12 | Computer technician | Computer Instructor | Bank Manager | 12 | Business Manager | Airport Officer |
| 13 | Captain Army | News Reader | 13 | Computer operator | Airport Officer | Bank Officer | 13 | Agriculture Officer | High School Teacher |
| 14 | Head master | Airport Officer | 14 | Hardware Engineer | Business Manager | Computer Technician | 14 | Computer Technician | District Collector |
| 15 | Business man | Agriculture Officer | 15 | Agriculture Scientist | Agriculture Officer | Computer Operator | 15 | Head Master | Computer Instructor |
| 16 | Flying officer - Pilot | Head Master | 16 | Singer | Software Engineer | Hardware Engineer | 16 | Flying Officer Pilot | Flaying Officer Pilot |
| 17 | High school Teacher | Crime Detector | 17 | Business manager | Advocate | Airport Officer | 17 | News Reporter T.V | Mechanical Engineer |
| 18 | Computer instructor | Flaying Officer | 18 | Captain army | Computer Technician | Journalist | 18 | Principal | Crime Detector |
| 19 | Cricketer | Planning Engineer | 19 | Crime Detector | Crime Detector | Head Master | 19 | Computer Operator | Journalist |
| 20 | Journalist | Computer Technician | 20 | District Collector | News Reporter - T.V | Business Executer | 20 | Crime Director | Managing Director |
| 21 | Principal | District Collector | 21 | Principal | Managing Director | Singer | 21 | Hardware Engineer | Business Manager |
| 22 | Mechanical Engineer | Managing Director | 22 | Bank officer | Head Master | Crime Detector | 22 | Business Man | Cricketer |
| 23 | Crime Detector | Judge | 23 | Computer instructor | Circle Inspector | Agriculture Officer | 23 | Mike Operator T.V | Singer |
| 24 | Bank Officer | Hardware Engineer | 24 | Agriculture officer | District Collector | Cost Accounting | 24 | Agriculture Scientist | Bank Officer |
| 25 | District Collector |  | 25 | Planning Engineer | Hardware Engineer | Managing Director | 25 | Captain Army | Agriculture Scientist |

**Continue …**

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| --- | --- | --- | --- | --- | --- | --- |
| **Rank Order** | **High Achievers** | **Average Achievers** | **Low Achievers** | **Rank Order** | **High SES** | **Low SES** |
| 1 | College Lecturer | Computer Engineer | Hard ware Engineer | 1 | Computer Engineer | Computer Engineer |
| 2 | Computer Engineer | College Lecturer | C.B.I Officer | 2 | C.B.I Lecturer | College Lecturer |
| 3 | Flaying Officer Pilot | C.B.I Officer | Computer Engineer | 3 | College Lecturer | C.B.I Officer |
| 4 | C.B.I Officer | C.I.D | Bank Manager | 4 | C.I.D | C.I.D |
| 5 | Software Engineer | Software Engineer | C.I.D | 5 | Software Engineer | High School Teacher |
| 6 | C.I.D | High School Teacher | Bank Officer | 6 | Bank Manager | Bank Manager |
| 7 | Agriculture Assistant | Bank Manager | High School Teacher | 7 | Journalist | News reporter T.V |
| 8 | Head Master | Business Manager | Business Manager | 8 | Flying Officer-Pilot | Software Engineer |
| 9 | Business Man | Journalist | Flying Officer-Pilot | 9 | Hardware Engineer | Business Manager |
| 10 | Hardware Engineer | Airport Officer | Crime Detector | 10 | Business Manager | Airport Officer |
| 11 | Head master | Computer Technician | Singer | 11 | High School Teacher | Computer Technician |
| 12 | Business Man | Hardware Engineer | Computer Instructor | 12 | Airport Officer | Hardware Engineer |
| 13 | News Reporter T.V | Computer Instructor | College Lecturer | 13 | Agriculture Scientist | Headmaster |
| 14 | Airport Officer | Computer Operator | Business man | 14 | Headmaster | Bank Officer |
| 15 | Computer Instructor | Bank Officer | District Collector | 15 | Computer Operator | Flying Officer-pilot |
| 16 | Planning Engineer | Headmaster | Airport Officer | 16 | Singer | Agriculture Scientist |
| 17 | Computer Operator | News reporter T.V | Computer Technician | 17 | Principal | Computer Operator |
| 18 | Bank Manager | Singer | Headmaster | 18 | Bank Officer | District Collector |
| 19 | Computer Technician | Business Man | Newsreporter T.V | 19 | Agriculture Officer | Singer |
| 20 | Journalist | Flaying Officer-Pilot | Agriculture Scientist | 20 | Computer Technician | Journalist |
| 21 | Agriculture Officer | Principal | Agriculture Officer | 21 | Business man | Crime Detector |
| 22 | Flight Lieutenant | Crime Detector | Musician | 22 | District Collector | Business man |
| 23 | District Collector | Agriculture Officer | Photographer | 23 | News reporter T.V | Computer Instructor |
| 24 | Peadiatrist | News recorder T.V | Music Composer | 24 | Crime Detector | Agriculture Officer |
| 25 | Captain - Army | District Collector | Computer Operator | 25 | Computer Instructor | Principal |

**Name and Rank order of the least preferred vocations among the relevant subsamples**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rank Order** | **Male** | **Female** | **Rank Order** | **Science** | **Humnities** | **Commerce** | **Rank Order** | **Rural** | **Urban** |
| 1 | Snake Charmer | Snake Charmer | 1 | Snake Charmer | Snake charmer | Snake charmer | 1 | Snake Charmer | Snake charmer |
| 2 | Fish monger | Butcher | 2 | Fish monger | Fisherman | Tanner | 2 | Fish monger | Fishmonger |
| 3 | Fisherman | Fish monger | 3 | Fisherman | Fishmoger | Blacksmith | 3 | Fisherman | Blacksmith |
| 4 | Blacksmith | Fisherman | 4 | Butcher | Blacksmith | Butcher | 4 | Tanner | Butcher |
| 5 | Cobbler | Tanner | 5 | Blacksmith | Tanner | Cobbler | 5 | Butcher | Fisherman |
| 6 | Tanner | Blacksmith | 6 | Tanner | Butcher | Fishmonger | 6 | Blacksmith | Tanner |
| 7 | Astrologer | Grazier | 7 | Cobbler | Cobbler | Fisherman | 7 | Cobbler | Cobbler |
| 8 | Butcher | Porter | 8 | Grazier | Poultry farm worker | Grazier | 8 | Grazier | Grazier |
| 9 | Missioneries | Cobbler | 9 | Porter | Astrologer | Astrologer | 9 | Wine maker | Porter |
| 10 | Wine maker | Ploughing | 10 | Missionaries | Grazier | Winemaker | 10 | Porter | Astrologer |
| 11 | Goldsmith | Wine maker | 11 | Ploughing | Winemaker | Porter | 11 | Missionaries | Sweeper |
| 12 | Grazier | Truck driver | 12 | Wine maker | Missionaries | Ploughing | 12 | Ploughing | Winemaker |
| 13 | Sweeper | Stone Cutter | 13 | Sweeper | Porter | Goldsmith | 13 | Astronomer | Ploughing |
| 14 | Ploughing | Bus Conductor | 14 | Stone Cutter | Plaughing | Sweeper | 14 | Stone Cutter | Missionaries |
| 15 | Porter | Sweeper | 15 | Sweeper | Stone cutter | Stone cutter | 15 | Sweeper | Goldsmith |
| 16 | Stone Cutter | Carpenter | 16 | Goldsmith | Sweeper | Missionaries | 16 | Goldsmith | Carpenter |
| 17 | Carpenter | Missionaries | 17 | Carpenter | Grainmiller | Carpenter | 17 | Carpenter | Stonecutter |
| 18 | Grainmiller | Cooli | 18 | Grainmiller | Carpenter | Watchman | 18 | Grainmiller | Coolie |
| 19 | Coolie | Jailwarden | 19 | Coolie | Jail warder | Jail warder | 19 | Coolie | Grainmiller |
| 20 | Haircutter | Goldsmith | 20 | Truck driver | Goldsmith | Grainmiller | 20 | Truck driver | Waiter |
| 21 | Waiter | Astrologer | 21 | Poultryfarm worker | Truck driver | Waiter | 21 | Poultryfarm worker | Watchman |
| 22 | Preist | Poultry farm worker | 22 | Bus conductor | Watchman | Truck driver | 22 | Bus conductor | Poultry farm worker |
| 23 | Poultryfarm worker | Watchman | 23 | Waiter | Waiter | Coolie | 23 | Waiter | Priest |
| 24 | Astronomer | Waiter | 24 | Watchman | Astronomer | Bus conductor | 24 | Watchman | Jail warder |
| 25 | Watchman | WatchGrammiller | 25 | Preist | Bus conductor | Astronomer | 25 | Preist | Truck driver |

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| --- | --- | --- | --- | --- | --- | --- |
| **Rank Order** | **High** | **Average** | **Low** | **Rank Order** | **High SES** | **Low SES** |
| 1 | Butcher | Snake Charmer | Fishmonger | 1 | Snake Charmer | Fishmonger |
| 2 | Fishermonger | Fisherman | Butcher | 2 | Fish monger | Snake charmer |
| 3 | Snake charmer | Fishmonger | Cobbler | 3 | Fisherman | Fisherman |
| 4 | Sweeper | Tanner | Goldsmith | 4 | Butcher | Tanner |
| 5 | Blacksmith | Blacksmith | Fisherman | 5 | Blacksmith | Blacksmith |
| 6 | Tanner | Butcher | Tanner | 6 | Tanner | Butcher |
| 7 | Missionaries | Cobbler | Grazier | 7 | Cobbler | Cobbler |
| 8 | Fisherman | Grazier | Winemaker | 8 | Grazier | Astrologer |
| 9 | Coolie | Astronomer | Ploughing | 9 | Porter | Grazier |
| 10 | Stone cutter | Porter | Porter | 10 | Missionaries | Winemaker |
| 11 | Cobbler | Wine maker | Poultry farm worker | 11 | Sweeper | Porter |
| 12 | Porter | Missionaries | Snake charmer | 12 | Ploughing | Ploughing |
| 13 | Waiter | Ploughing | Astrologer | 13 | Stone Cutter | Missionaries |
| 14 | Grazier | Goldsmith | Grainmiller | 14 | Wine maker | Gold smith |
| 15 | Ploughing | Stone Cutter | Goldsmith | 15 | Coolie | Stone cutter |
| 16 | Carpenter | Sweeper | Missionaries | 16 | Watchman | Carpenter |
| 17 | Priest | Carpenter | Stone cutter | 17 | Goldsmith | Sweeper |
| 18 | Winemaker | Truck driver | Sweeper | 18 | Astologer | Grain miller |
| 19 | Watchman | Watchman | Carpenter | 19 | Carpenter | Poultry farm worker |
| 20 | Grainmiller | Coolie | Coolie | 20 | Grain miller | Coolie |
| 21 | Goldsmith | Grainmiller | Hair dresser | 21 | Waiter | Watchman |
| 22 | Truck driver | Waiter | Gardner | 22 | Truck driver | Priest |
| 23 | Jail warden |  | Astronomer | 23 | Jail warder | Waiter |
| 24 | Astrologer | Poultryfarm worker | Tea-coffee prepairer | 24 | Poultry farm worker | Truck driver |
| 25 | Bus conductor | Jail warden | Preacher | 25 |  | Jai warden |

Table 4 shows that, in the total sample, as well as in the female, humanities, commerce rural, low achievers, low SES subsamples; the preferred sectors of vocation according to their rank order of preference are 1. Public Sector, 2. Private Sector, 3. Co-operative Sector, 4. Foreign Sector, 5. Self employment, and 6. House Management. In science, urban, high achievers, average achievers and high SES subsamples, the Public Sector, Private Sector, Self employment and House management rank 1,2,5,6 respectively as in the total sample, but here foreign sector is preferred to co-operative sector. In the male subsample, Foreign Sector is preferred than Private and Co-operative Sector.

**Discussion**

The findings shows that public sector is the most preferred employment sector and self employment and house management is the least preferred sector among all strata of Higher Secondary School students. There is no considerable difference among the subsamples based on gender, subject of study locale, students achievement level and Socio-economic status in the rank order of teh preferred sectors of vocation. But there is shift in opinion regarding the preference for private, co-operative and foreign sectors according to gender, subject of study, locale, students achievement level and SES.

Table 5 shows that the occupational areas according to the rank order obtained preference score, in the total sample, are 1.Computer/IT (3.8), 2.Administration/ Management(3.6), 3.Academic(3.5), 4.Engineering(3.5), 5. Law/Judiciary(3.5), 6.Banking/Insurance(3.4), 7.Accounting(3.4), 8.Media (3.4), 9.Defence/Security/Law and Order(3.3), 10.Medical(3.2), 11.Fine arts/Literature(3.1),12.Marketing/Trade/Business(3.1),13.Scientific/ Technologic (3.1), 14.Sports/Games(3.1), 15.Travel/Tourism/Transport (3),16. Political/Social (2.9), 17.Mechanical/Technical/Industrial(2.9), 18. Secretarial/Clerical (2.7), 19.Agriculture/Animal Husbandry/Forestry(2.7), 20.Religious/Spiritual(2.3), 21.Traditional-Skilled(2) and 22. Traditional-Semi/Unskilled(1.9).

The 'Computer/IT' is the most preferred occupational area in total sample and in all the subsamples except in high and low achievers. Traditional-Semi/Unskilled' is the least preferred occupational area in the total sample and all the subsamples except for commerce students. In subsamples based on gender, subject of study and locale, the top 9 occupational area are almost the same as in the total sample. The male and female subsamples are not considerably deviating from the preference of the total sample but there is a minor chance in rank order of occupational area. Among boys vocations under 'Medical' area have only the 13th preference, after sports/games, Travel/Tourism/Transport and Political/Social areas. Among girls Defense/Security/Law and order area is ranked 12th, after Fine arts/literature, and scientific/technologic areas. Likewise, in humanities students 10th preference is for arts/literature. In commerce students and urban subsample it is for Marketing/Trade/Business. Top ten preferred areas among girls/boys contain 8 vocation areas in common but then are wide differences in the rank order of preference. Administration/management, Engineering, Accounting, Defense/Security and sports/games are preferred by boys than girls, while Academic, Law/Judiciary, Banking/Insurance medical and Fine arts/Literature are preferred by girls than boys. There is a slight preference for accounting and Marketing/Trade/Business among urban pupil than rural pupils.

Among high achievers, vocations under 'medical' area have only 10th preference, after Marketing/Trade/Business area. Among average achievers, Academic area is ranked 14th, after Law/Judiciary, Banking/Insurance, Accounting, Media, Medical, Fine arts/Literature, Marketing/Trade/Business, Scientific/Technologic, Sports/Games and Mechanical/Technical/Industrial areas. Among low achievers, vocations under 'Medical' area have only 12th preference, after Fine arts/Literature and Scientific/Technologic areas.

Among high SES, vocations under medical area have only the 14th preference, after Sports/Games, Political/Social, Mechanical/Technical/Industrial and Marketing/Trade/Business areas. Among low SES Law/Judiciary area is ranked 13th, after Banking/Insurance, Accounting, Media, Defense/Secutiry/Law and order, Medical, Fine arts/Literature, and Marketing/Trade/Business areas. **Discussion**

Except for high and low achievers, Computer/IT is the most preferred occupational areas and Traditional semiskilled or unskilled is the least preferred occupational area in the total sample and all the subsamples except for commerce students. Here, students generally prefer high profile professional jobs like Computer/IT, Administration/Management, Academic, Engineering and so on. Subject of study influence the vocational influence on expected lines Engineering for the science students and accounting for the Commerce students. There is wide variation among the high, average and low achievers subsamples regarding the rank order of preference for the occupational areas for Traditional-Semi/Unskilled, Traditional skilled Religious/Spiritual, Agriculture/Animal Husbandry/Forestry and Political/Social areas. In general, there is a preference for all occupational areas, except for Religious/Spiritual, Traditional skilled and Traditional-Semi/Unskilled areas, in the total and all the subsamples.

Table 6 shows that, in the total sample and in commerce subsample, occupations in the employment area 'Computer/IT' according to their rank order of preference score, are 1.Software Engineer(4.2), 2.Computer Technician(4), 3.Computer Operator(3.9), 4.Hardware Engineer(3.9), 5.Computer Instructor (3.9), 6.Network Planning(3.6), 7.Graphic Designer(3.6), 8.Digital Printer Operator(3.5), and 9.System Administrator (3.5).

For the area 'Computer/IT' the rank order of preference of science and rural subsample is almost same as that in total sample. The Software Engineer has the highest preference in all the subsamples except in humanities students and low achievers. The system administrator has the least preference in this area, except in low achievers. The subsamples based on gender, locale and SES has no considerable difference in the preference for their vocation in this area. In high achievers, urban, and high SES, comparatively low preference to the vocation of computer technician.

**Discussion**

It is evident from the high mean preference score, which lies above 3.2 for all the vocations in this area in the total sample and all the subsamples, that generally there is a high preference for the vocations coming under the 'Computer/IT' area.

Table 7 shows that, in the total sample, under the employment area Administration/Management' the preferred occupations, according to their rank order of preference score, are 1.District Collector (3.9), 2.Deputy Collector (3.7), 3.School Manager(3.5), 4.High Commissioner(3.5), 5.Foreign Ambassador (3.5), 6.Village Officer (3.5), 7.I.F.S(3.5), and 8.Diplomats (3).

The District Collector has the highest and Diplomats has the lowest preference in all the subsamples. In High achievers, High Commissioner and Foreign Ambassador is preferred over School Manager. In humanities subsample, High Commissioner is preferred over School Manager. The subsamples based on gender, locale and SES has no considerable difference in the preference for vocation in this area.

**Discussion**

The findings suggest that students generally have preference for all vocations in this area because, the preference score obtained is above 2.8.

Table 8 shows that the preferred occupations in the employment area 'Academic' according to their rank order of preference score, are 1.College Lecturer(4.4), 2.High School Teacher(4.1), 3.Head Master(4), 4.Principal (3.9), 5.Researcher(3.6), 6.Primary Teacher(3.4), 7.Vice Chancellor(3.4), 8.Library Assistant(3.4), 9.Librarian(3.2), 10.Preprimary Teacher(3.2), 11.Parallel College Teacher(3), 12.Philosopher(3) and 13.Anganwadi Teacher(2.7).

The College Lecturer has the highest and Anganwadi Teacher has the lowest preference in all the subsamples as well, except in low achievers. The preference of top 5 vocations is almost same for male, female, science, humanities, rural, urban, average and high SES subsamples. In this area, the girls have comparatively higher preference than boys; but there is only minor changes in the rank order of vocations between boys and girls. The humanities students gave more preference for Academic vocations than science and commerce students. In the rural subsample, the preferred vocations are the same as in the total sample, except for the inter change of rank orders of librarian and pre-primary teacher. There is no considerable difference in the rank order between rural and urban students. There is a high preference for below SES students and no considerable difference in the rank order between high and low SES students.

**Discussion**

The high achievers showed less preference for low profile vocations and low achievers showed less preference for high profile vocations like High School Teacher, College Lecturer, and so on. The vocations in this area are highly preferred because, the preference score obtained is on or above 2.5.

Table 9 shows that, in the total sample, the preferred occupations in the employment area 'Engineering' according to the rank order of preference score, are 1.Computer Engineer(4.4), 2.Mechanical Engineer(3.8), 3.Planning Engineer (3.8), 4.Automobile Engineer(3.8), 5.Civil Engineer(3.5), 6.Project Engineer (3.4), 7.Sales Engineer(3.3), 8.Fire Engineer (3.3), 9. Chemical Engineer (3.3), 10.Engineering Assistant(3.2), 11.Civil Foreman(3.1), and 12.Metallurgist.

The Computer Engineer has the highest and Metallurgist has the lowest preference in all the subsamples as well, except in high achievers. In boys subsample, automobile Engineer and Civil Engineer is preferred over planning Engineer. In girls this is the reverse. The mean preference value in Engineering area shows that students population irrespective of the strata have preference or liking for these vocations, because except for Metallurgist all other vocations have a mean score of 3 or above in the total sample and all subsamples. The science, humanities and commerce subsample have also the same preference order. But the preference, score of science students for most of the vocations are less than that of humanities and commerce students. The urban and rural subsamples are not considerably deviating from the preference of the total sample. Among high achievers a major difference is in the preference for Computer Engineer which is least preferred in this subsample, while is top preferred in all other subsamples. Except for this the other difference among high, average, low achievers is not countable. Like wise there is no considerable difference between high and low SES groups in their preferences for vocations in the Engineering area which is almost same as in total sample.

**Discussion**

In the total sample, the preferred occupations in the Engineering area according to their rank order of preference, are Computer Engineer, Mechanical Engineer, Planning Engineer, Automobile Engineer, Civil Engineer, Project Engineer, Sales Engineer, Fire Engineer, Chemical Engineer, Engineering Assistant, Civil Foreman and Metallurgist. Among the high achievers, the Computer Engineer is the least preferred vocation, which is the highest preferred among all other subsamples. Apart from this there is no considerable difference in the preference for Engineering vocations among the relevant subsamples, especially for the top five vocations. The least preferred three vocations as well, do not differ considerably among the subsamples. It is interesting to observe that science students have no special preference for Engineering Vocations in comparison to humanities and commerce students. In other words, humanities and commerce students have the same or better preference score towards Engineering vocations in comparison to science students. In, general there is preference for all these engineering vocations, in the total sample and all sub samples.

Table 10 shows that, in the total sample, and in female, commerce, rural, high achievers', average achievers' and low SES subsamples, the preferred occupations in the employment area 'Law/Judiciary', according to their rank order of preference are 1.Judge 2.Advocate 3.Magistrate 4.Public Prosecutor 5. Assistant Public Prosecutor and 6.Confidential Assistant. In male, science, urban and high SES subsamples, the Judge, Public Prosecutor, Assistant Public Prosecutor and Confidential Assistant rank, 1, 4, 5, 6 respectively as in the total sample, but here 'Magistrate' is preferred over 'Advocate'. In the humanities and low achievers subsamples, 'Advocate' is preferred over 'Judge'. There is no wide variation among the subsamples regarding the preference for the vocations. But humanities subsample have higher preference score than science and commerce students. Also high achieving subsample has lesser preference score than average and low achieving subsamples.

**Discussion**

The vocation of Judge has the highest preference in all the samples except in humanities and low achievers, and confidential assistant has the lowest preference in all the subsamples. Generally, students have high preference towards vocations in this area. There is no wide variation in preference score for vocations among subsample, but humanities students have higher preference over science and commerce students. Like wise high achievers have comparatively less preference for Law/Judicial vocations.

Table 12 shows that, in the total sample, the preferred occupations in the employment area 'Accounting' according to their rank order of preference scores, are 1.Accountant(3.6), 2.Income Tax Officer(3.6), 3.Chartered Accountant (3.5), 4.Sales Tax Officer(3.5), 5.Cashier(3.4), 6.Company Secretary(3.4), 7. Cost Accounting(3.4), 8.Unit Inspector (3.2) and 9.Auditor(3.2).

The male subsamples has comparatively slight preference for accounting vocations over female subsample. The commerce students prefer these vocations more than the science and humanities. The students from urban area showed comparatively higher preference in these vocations than the students from rural areas. When compared to average and low achievers, the preference of high achievers is less. The low SES students showed comparatively higher preference over high SES students, except for the vocation of Income Tax Officer.

**Discussion**

In Accounting area, Accountant is the most prepared vocation and Auditor is the least preferred vocation in the total sample. But it is not same in the subsamples. Generally, the vocations in this area are highly preferred because, the average preference score of all the vocations is on or above 2.7.

Table 13 shows that the most preferred 10 occupations in the employment area 'Media' according to their rank order of preference score, are 1.Journalist (4), 2.News Reporter-TV(3.9), 3.Managing Director(3.8), 4.News Reader(3.8), 5.Photographer(3.8), 6.Cameraman(3.6), 7.Chief Editor(3.6), 8. Mike Operator(3.6), 9.Music Composer(3.6) and 10.Director-TV(3.6).

The least preferred occupations in this area, are Theatre Operator, Mike Operator-Radio, Film-Distributor, Program Announcer-Radio and so on. In male, low achievers and low SES students, Mike operator is the most preferred vocation. The female subsamples have slightly higher preference than male students for vocations in this area. The humanities students showed better preference for vocations over commerce and science students. For Mike Operator, science students showed better preference over humanities and commerce students. No considerable difference in the preference for vocation between rural and urban students. For Mike Operator, rural students showed better preference than urban students. When compared to average and low achievers, the preference of high achievers is less. For Chief Editor, high achievers showed better preference over average and low achievers. The low SES students has high preference for vocation over high SES.

**Discussion**

In this area, Journalist is the most prepared vocation in the total sample, but the low achievers gave 8th preference to this vocation. In the total sample students gave more preference to the vocations related to T.V, while the gave less preference to the vocations related to Radio and Film. In general, there is preference for all media vocations, in the total sample and all the subsamples. Table 14 shows that the most preferred 10 occupations in the employment area 'Defense/Security/Law and Order' among the total sample according to their rank order based on average preference score, are 1.C.B.I Officer(4.4), 2.C.I.D(4.3), 3.Flying Officer(3.9), 4.Crime detector(3.9), 5. Captain-Army (3.8), 6. Circle Inspector (3.7), 7. Major-Army (3.7), 8. Naval-Officer(3.6), 9.Commander – Army(3.7), and 10.Sub Inspector(3.6). The least preferred vocations in this area, are Watchman, Jail Warden, Spy worker, and Fire man. The C.B.I Officer has the highest preference in total and all the subsamples other than except in female, humanities and high achievers subsamples.

The male students showed better preference for these vocations over the female students. The commerce students have less preference in these vocations when compared to humanities and science students. For Sub Inspector, the humanities students showed better preference over commerce and science students. the commerce students gave more preference to Customs Officer. The urban students showed better preference in these vocations than the rural students. The low achievers has better preference for these vocations over average achievers. Like wise, the high achievers showed less preference to Sub Inspector and Circle Inspector. There is no considerable difference between high and low SES students in their preference for vocations in the 'Defense/Security/ Law and Order' area which is almost same as in the total sample.

**Discussion**

The students in this area, in the total sample gave more preference to higher order vocations like CBI Officer, Flying Officer, Captain-Army and so on. The urban students gave more preference to Crime Detecting vocations like C.I.D, C.B.I Officer, Circle Inspector and so on. The students have no preference to the vocations like watchman, jail warden, spy worker and fireman. Except for the last 5 vocations, the students have high preference for the vocations in this rea as evident from high mean preference score, which lies above 2.5 for all vocations in the total sample and all the subsamples.

Table 15 shows that, in the total sample, the most preferred 10 occupations in the employment area 'Medical' according to the rank order of preference score, are 1. Health Inspector(3.7), 2.Ayurvedic Doctor(3.6), 3.Opthalmologist(3.6), 4. Paediatrist(3.5), 5.Homoeopathic Doctor (3.5), 6.Physiotherapist(3.5), 7.Cardiologist(3.4), 8.Allopathic Doctor(3.3), 9.Optician (3.3) and 10.General Surgeon(3.2).

The least preferred occupations in this area are Veterinary Doctor, Gastro Entrologist, Dietician and Neurologist. For the first 3 vocations, the rank order is almost same in the total samples and all the subsamples as well. The male students expressed less preference for vocations in this area than female students. The humanities students shows comparatively slight preference score in their vocations over science and commerce students. When compared to average and low achievers, the preference of high achievers is comparatively low; and there is no considerable difference in the preference of these vocations between rural and urban students. For Cardiologist, General Surgeon and Paediatrist, the high achievers showed better preference than average and low achievers. There is no considerable difference in the preference of vocations between low and high SES students. Below average students tend to select paramedical vocations like Health Inspector, Lab Technician and Lab Assistant.

**Discussion**

In Medical area Health Inspector has the highest preference in total sample and all subsamples except in high achievers and commerce students, and Veterinary doctor has the lowest preference in their vocations in total sample, and all subsamples except in low achievers. In general, there is preference for all vocations in 'Medical' area, in the total sample and all subsamples, except for Veterinary Doctor. The findings are against the common notion that Allopathic medicine is the highest preferred vocation, because Health Inspector, Ayurvedic and Homeopathic Doctor, paramedical vocations like Ophthalmology and Physiotherapy are as preferred or preferred more in comparison to allopathic vocations.

Table 16 shows that the most preferred 10 occupations, in the employment area 'Fine arts/Literature' according to the rank order of preference score, are 1.Singer(3.9), 2.Musician(3.8), 3.Music Composer (3.6), 4.Writer(3.5), 5.Dancer(3.5), 6.Novelist(3.4), 7.Painter(3.4), 8.Violinist (3.3), 9.Poet(3.3), and 10.Cartoonist(3.3).

Singer has the highest preference in the total sample and all the subsamples as well. In this area, there is considerable difference in the preference between male and female students. The female students showed better preference than male students for the vocations in this area. Females tends to prefer 'writing' vocations like Novelist, Poet, Writer, Dancing than boys. Humanities students has slightly better preference over science and commerce students in this area. In the urban subsample, the rank order is almost same as in total sample. There is no considerable difference in the preference of vocations between rural and urban students. The high achievers gave more preference to 'soft arts' like Violinist, Pianist, Flutist and so on, while the coverage gave more to 'writing arts' like Writer, Novelist, Poet and so on and low achievers gave more preference to 'performing arts' like Musician, Music Composer, Dancer, Magician, Mimicker, Choreographer, Dramatist, Circus Performer and Drummer. There is minor changes in the rank order between low and high SES students and in both high and low SES, the first 3 vocations are the same as in the total sample.

**Discussion**

Singer is the most preferred vocation in Fine arts/Literature area. The high achievers gave more preference to 'Soft arts' like Violinist, Pianist and Flutist, while Average achievers and humanities students gave more preference to 'Writing arts' like Writer, Novelist, and Poet and low achievers gave more preference to 'Performing arts' like Musician, Music Composer and Dancer. Generally, students are like vocations in Fine arts/Literature area.

Table 17 shows that, in the total sample and in rural sample the preferred occupations in the employment area 'Marketing/Advertising/Trade/Business' according to their rank order of preference are 1.Business Manager, 2.Business man, 3.Business Executive, 4.Sales Supervisors, 5.Marketing Executive, 6. wholesale/Retail Manager, 7.Sales Executive, 8.Shareholder, 9.Merchant, 10. Liason Manager, 11.Advertiser, 12.Advertising Salesman, 13.Sharebroker, and 14.Pawn broker. There is no marked deference in the rank order preference of these vacations among subsamples.

In this area, Business Manager has the highest and Pawn broker has the lowest preference in total sample and all the subsamples. Generally, the male students showed better preference over female. The commerce students shows higher preference than humanities and science students for vocation in marketing/advertising/business area. The students from rural area showed less preference than students from urban area, but there is no considerable difference in the rank order of vocation between rural and urban students. The high achievers has lower preference for these vocations than average and low achievers. There is no considerable difference in the rank order and preference of vocations between high and low SES students.

**Discussion**

In the total sample and in all subsamples, Business Manager, Business Man and Business Executive are the first 3 vocations and share broker and pawn broker are the last 2 vocations. There is an inverse relationship between achievement and preference of vocation in Marketing/Advertising/Trade/ Business Area. In general, there is a preference for all vocations except pawn broker in the total and all the subsamples. Male, commerce, urban and law achievers subsamples showed better preference for Marketing/Advertising/Trade/ Business vocations than the other comparable subsamples.

Table 18 shows that, the most preferred 10 occupations in the employment area 'Scientific/Technologic' according to the rank order of preference score, are 1.Biologist(3.5), 2.Psychologist(3.4), 3.Botanist(3.3), 4.Ornithologist(3.3), 5.Physiologist(3.3), 6.Mathematician(3.2), 7.Geographer(3.2), 8.Economist (3.2), 9.Marine Biologist(3.2), and 10.Physicist. The least preferred vocations in this area, are Astronomer, Entomologist, Chemist, Philologist and so on. The female students showed comparatively higher preference than males students. For physiologist and economist male students showed better preference than females. For Psychologist, the female students showed better preference than male students. Like wise, there is considerable difference between science, humanities and commerce group in their rank order for vocations in 'Scientific/Technologic' area. For vocations of like Biologist, Botanist, Psychologist, and Zoologist. Science students showed better preference than humanities and commerce students. For Sociologist, Geographer, Anthropologist and Economist, the humanities students showed better preference than science and commerce students. For biologist, margin biologist, and botanist rural students and ornithologist, physiologist and mathematician, urban students shows better preference. The high achievers showed higher preference for the Scientific/Technologic vocations over average achievers. In low achievers, the top five vocations, according to the rank order of preference, are 1. Physiologist, 2. Economist, 3. Geographer, 4. Ornithologist, and 5. Psychologist. The subsamples based on SES have no considerable difference in the preference for vocations.

**Discussion**

In general, there is preference for all vocations except for Astronomer, in the total and all subsamples. There is marked difference among the relevant subsamples based on gender, subject of study, locale and achievement level in their preference for different vocations in Scientific /Technologic area. Generally there is favour towards biological science occasions, especially among science students. Humanities student prefer social science related vocations in this area.

Table 20 shows that in the total sample, the most preferred 10 occupations in the employment area 'Travel/Tourism/Transport/Communication', according to their rank order of preference score, are 1.Airport Officer(4.1), 2.Airlines Executive(3.7), 3.Star Hotel Manager(3.6), 4.Tourist Information Officer(3.5), 5. Telephone Operator(3.3), 6.Star Hotel Executive(3.2), 7.Railway Supervisor (3.1), 8.Section Engineer(3.1), 9.Front Office Assistant(3), and 10.Train Ticket Inspector(2.9).

The Airport Officer has the highest and Truck Driver has the lowest preference in total sample and all the subsamples as well. The rank order of top 8 vocations in this area are almost same as total sample in all subsamples. In this area, the boys have comparatively higher preference than girls. Like wise humanities students showed better preference in these vocations over commerce and science students. In humanities subsample, Tourist Information Officer and Telephone Operator is preferred over Star Hotel Manager. There is no considerable difference in the preference for vocations between rural and urban students. High achievers showed less preference in this area than average and low achievers. The low SES students showed better preference than high SES students.

**Discussion**

There is preference for all vocations in this area, except for Bus conductor and Truck Driver in the total sample, and all the subsamples. Airport Officer and Airlines executive tops the preference in almost all subsamples. Boys, humanities, average achievers and low achievers prefer the vocation skin Travel/Tourism/Transport/Communication area than their relevant counterparts.

Table 21 shows that in the total sample, the most preferred 10 occupations in the employment area 'Political/Social' according to their rank order, based on the average preference score, are 1.Prime Minister(3.4), 2.President(3.4), 3.M.P (3.3), 4.State Minister(3.3), 5.Vice President(3.2), 6.Social Worker(3.2), 7. M.L.A(3.2), 8.Speaker(3.1), 9.Union Minister(3), and 10.Mayor(2.9).

There is no marked difference in the order of preference for these vocations among the subsamples as well. In the total sample, the students preferred the vocations having political prestige like Prime Minister, President, M.P, State Minister, Vice President and so on. The boys have slight more preference in these vocations than girls. Humanities students show more preference than commerce and science students. The students in Urban area showed slight more preference in these vocations than students in the rural area. The high achievers has less preference than low and average achievers. The low SES students showed more preference than high SES students in these vocations. The least preferred vocations in this area are Revolutionist, Panchayat Member, and Elocutionist.

**Discussions**

As against the general belief students like the vocations in Political/Social area, because the average preference score of the vocations is above 2.5. Generally, students prefer vocations with prestige and power to the low profile vocations in Political/Social area. Boys, humanities, urban, low achievers, average achievers and low SES subsamples have more preference for Political/Social vocations than their relevant counterparts.

Table 22 shows that, in the total sample, the students preferred electronic-modern type vocations like factory manager, electrical technician, mechanical technician and Modeling, and they gave less preference to conventional type vocation like Miners and Quarrymen, Metal Plant worker, Dry cleaners, Bore well drillers and so on. Except for Modeling and Beautician the boys showed better preference than girls. Humanities students gave more preference than the preference of commerce and science students. When compared to humanities and commerce students, the preference of students is less. For modelling, science students showed better preference over humanities and commerce students. Except for modeling and beautician, the urban students gave comparatively higher preference over rural students. In the rural subsample, the top five vocations are 1.Factory Manager, 2.Draftsman, 3.Modeling,   
4.Electrical Technician, and 5.Mechanical Technician. But in the urban subsample, the top 5 vocations are 1.Draftsman, 2.Contractor, 3.Factory Manager, 4. Electrical Technician and 5. Motor Vehicle Instructor.

Except for Modeling, low SES students gave more preference than high SES.

**DISCUSSION**

Generally, in this area, there is a wide difference in their rank order among the subsamples based on gender, subject of study, locale, achievement level and SES. In this area as achievement increases, the preference is decrease.

**EXPLANATION**

Table 20 shows that, in the total sample, the preferred occupations in the 'Secretarial/Clerical' area according to the rank order of preference score, are 1. Typist(3.2), 2. Office Clerk(3), 3. Library and Filing Clerk(2.9), 4. Secretariat Assistant(2.9), 5. Book Keeping Clerk(2.9), 6.Receptionist(2.9), 7. Village man(2.8), 8. Steno Typist(2.7), 9. Bill Collector(2.6), 10. Helper(2.5), 11. Post man(2.5), 12. Meter reader(2.4), 13. Peon(2.4) and 14. Waiter(2.1).

Typist has the highest preference except in low achievers and Waiter has lowest preference in total sample and all subsamples. The subsamples based on gender, subject of study, locale and SES has no considerable difference in the preference for vocations in this area. Science students have less preference for these vocations than humanities and commerce students. High achievers have considerably less preference for Secretarial/Clerical vocations than average and low achievers. Like wise high SES subsample has less preference than low SES subsample for vocations in this area. In low achievers, the Office Clerk, Filing Clerk and Book Keeping Clerk is preferred over Typist.

**DISCUSSION**

Generally the students have preference for the vocations in their area as evident from the high mean preference score, which lies on or above for all vocations, except for Waiter, Peon and Meter Reader in the total sample and all subsamples. Subsamples based on gender and locale have no considerable difference in their preferences for vocations in Secretarial/Clerical area. But science, high achieving, and high SES samples have considerable less preference for Secretarial/Clerical vocations than their comparable subsamples.

**EXPLANATION**

Table 25 shows that in the total sample, the students showed better preference towards executive vocations like Agricultural Officer, Agriculture Scientist, Forest Officer, Farm Manager and Agriculture Expert and the students do not preferred the traditional vocations like Fishmonger, Fisherman, Butcher and Grazier. The girls sample shows slightly higher preference than boys sample for this area. The subsamples based on gender, locale, and SES has no considerable difference in the preference of these vocations. Non science students shows better preference than science students for Agriculture/Animal husbandry/Forestry vocations. Except for Agricultural Scientist low achievers showed comparatively higher preference over average and high achievers. In this area students also preferred modern agricultural practice like Acquo culture expert, Horticulturist and Apiculturist.

**DISCUSSION**

In Agricultural/Animal husbandry/Forestry area students generally prefer executive type vocations and modern agriculture practice related vocations like horticulturist, apiculturist and aqua culture expert. Students have no preference for traditional-primary level vocations like fisherman, butcher, grazier, poultry worker, dairy worker and gardener. Girls and low achieving subsamples has better preferences for these vocations than boys and average achievers/high achiever subsamples. Against the general expectations, non science students have better preferences than science students for the Agricultural/Animal husbandry/Forestry vocations.

It is also seen that students preferred modern agricultural practices like Aqua culture expert, horticulturist and Apiculturist.

**EXPLANATION**

Table 22 shows that in the total sample as well as in male, science, commerce urban and average subsamples the preferred occupations in the employment area 'Religious/Spiritual' according to the rank order of preference score, are 1. Religious Teacher(2.6), 2. Religious Leader(2.5), and 3. Religious Writer(2.5). Students have no preference for Preacher(2.4), Missioneries(2.3), Priest(2.1) and Sanyasi(1.8).

The preferred vocations in all the subsamples as well are Religious Teacher, Religious Writer, Religious Leader. Generally, there is no preference for Sanyasi, Priest, Missionary or Preacher in subsample as well. Science and high achieving subsamples having less preference for vocations in this area than other comparable subsamples.

**DISCUSSION**

In general, among the 22 employment areas listed in the study, the religion spiritual area in one among the least preferred areas. The last four vocations listed in this area, were not all preferred by any of the students, indicating the students aversion for an ascetic life order.

**EXPLANATION**

Table 23 shows that, in the total sample and in the science, urban, and high SES subsamples, the preferred occupations in the 'Traditional-Skilled' area according to the rank order of preference, are 1. Tailor, 2. Weaver, 3. Spinner, 4. Tea, Coffee prepairer, 5.Carpenter, 6.Goldsmith, 7.Wine maker, 8. Cobbler, 9. Tanner, 10. Blacksmith and 11. Snake Charmer. In this area, the students do not prefer Vocations like Snake Charmer, Blacksmith, Tanner, Cobbler and so on. The subsamples based on gender and locale has no considerable difference in the preference of vocation. Humanities students showed comparatively higher preference than science and commerce students. The law achievers showed comparatively slight preference for vocation over the average and high achievers. The law SES students gave more preference than high SES for these vocations. In the total sample as well as in the subsamples the rank order is same for the first four.

**DISCUSSION**

Generally vocations in this area are less preferred vocations in total and all the subsamples. Except for Tailor and Weaver the students have no preference for any of the vocations in this area, indicating that the social stigma attached to the vocations in this area continue to influence educated younger generation as well.

**EXPLANATION**

Table 28 shows that in the total sample and all subsamples, students have no preference for vocations in traditional semiskilled of unskilled area as indicated by the preference scores 2.2 or below. So students have no preferences at all for vocations like Hair dresser, Coolie, Stone cutter, Sweeper, Plaughing and Porter.

**DISCUSSION**

Students have no preference for the vocations like Hair dresser, Coolie, Stone cutter, Sweeper, Plaughing and Porter though most of these vocations are economically attractive.

**EXPLANATION**

Table – shows that in the total sample, the most preferred 10 occupations in the employment area 'Sports/ Games' among the total sample, according to their rank order, based on average preference score, are 1. Cricketer (3.8), 2. Chessman (3.6), 3. Team Captain (3.5), 4. Shooting (3.5), 5. Football Player (3.4), 6. Team Manager (3.4), 7. Tennis Player (3.3), 8. Team Coach (3.3), 9. Motor Racer (3.3) and 10. Volleyball player (3.2).

The most prefered 10 vocations in the subsamples contain most of the top preferred in the total sample though there is a variation of one or two vocations. Generally students have preference for almost all vocations in this area. Vocation like Chess, Shooting, Tennis, and Volleyball are preferred more by girls than boys while football and motor reading is preferred more by boys than girls. Shooting and Tennis are preferred more by science and to same extent commerce students than humanities students. Volleyball is preferred more by rural than urban sample. Chess, and Motor racing is more preferred by high achievers than low achievers while team captain, foot baller, team manager and team coach, are more preferred by low and average achiever than high achievers. Tennis is better preferred by high SES students and team manager has more preference for low SES students.

The less preferred vocations include Weightlifting, Snooker and Billiards in the total sample and most of the subsamples.

**DISCUSSION**

Cricketer has the higher preference in the total and all the subsamples as well, except in high and low achievers. The subsamples based on subject of study, locale and SES has no considerable difference in the preference for vocations in this area. Weightlifting has the lowest preference in the total sample and the all subsamples other than male, humanities and low SES subsample. The male students showed better preference to 'masculine type' Sports/Games vocations. Students have preference for all vocations in this area because, except for the Billiards, Snooker, and Weight lifting the preference score obtained is above 2.5.

**EXPLANATION**

Table shows that, in the total sample, and in male, science, rural, urban and high achievers subsample, the preferred occupations in the employment area 'Banking/Insurance' according to their rank order of preference, are 1.Bank Manager, 2. Bank Officer, 3. Bank Secretary, 4. Bank Cashier, 5. Bank Clerk, 6. Carrier Agent, 7. G.I.C Officer, and 8. LIC Officer.

Students generally have considerably high preference for Banking/Insurance vocations as indicated by high preference score for all the vocations in total sample and all subsamples. There is no considerable differences in the rank order of preference of these vocations among subsamples. But average achieving, low achieving students and low SES category has higher preference than other comparable subsamples.

**DISCUSSION**

In the total sample, under the employment area 'Banking/Insurance', the students gave more preference to the vocations relating to banking area. The most disliked vocations in this area are LIC Officer and GIC Officer. Among these, in the total sample, and throughout the subsamples, the most preferred occupation is Bank Manager. The subsamples based on gender, subject of study, and locale have no considerable difference in their preference for Banking/Insurance vocations. Average and low achievers as well as SES subsamples has slightly better preference for these vocations than the other comparable subsamples.