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INTELLIGENCE AND VOCATIONAL INTEREST OF UG STUDENTS IN ARTS & SCIENCE COLLEGE, MADURAI

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Abstract:

The study is to find out if there were significant differences and relationship between Intelligence and vocational interest of UG students in Arts and Science College, Madurai. The sample of the study was 200 students of Arts & Science College, Madurai. Simple random sampling technique was used to collect the data. The tools were constructed and standardized by the Investigator. The data were analysed by "t" test and Pearson product moment correlation. The findings of the study reveals that Intelligence and vocational interest are highly related in the dimension Artistic, teaching, commerce and computer. Intelligence has substantial relationship with Agriculture, Science, Literature, Social executive and clerical towards vocational interest. From the study, it is inferred that science students are better than the Arts students (UG) in all the dimensions towards intelligence. But, in vocational interest, there is no difference between arts and science student except in science and literature.

Introduction:

In a series of studies, American Psychologist Robert Steinberg (1985), the Professor at Yale University asked lay people what intelligence mean to them. He found that people perceived as being related to reasoning logically, making connections between ideas and seeing all aspects of problem. From this, Steinberg concluded that people one of 3 primary views of Intelligence: Problem Solving, Verbal and Social Intelligence. We also vary our beliefs about Intelligence depending on the age of person whose Intelligence is being considered.

Children – Problem solving & reasoning.
Young adults – high verbal & learning ability.
Older people – Social adaptation (Intelligence)

Teachers who believe intelligence is something that is changeable and can be improved are for more successful at teaching them, those who believe intelligence is something that is fixed and something you cannot change – regardless of the truth about whether intelligence is or is not changeable.

One goal of vocational guidance and interest assessment has traditionally been to identify suitable occupations which correspond to the client's interest. Research and theory suggests that being employed in a vocation congruent to one's interest will lead to more Job satisfaction

A recent meta-analysis of research on interest-stability revealed that interests are quite stable in adolescence, increase considerably in stability after age 18 during the college years, and remain rather stable thereafter

"The educational and vocational aspirations of students are shaped and influenced by various socio-economic and personality factors." (M Sen Gupta, 1997).Parental, occupational and social background intelligence, school achievement, peer group experiences vocational guidance etc. are some of the variables which may influence vocational aspirations. (M.B Butch,1988)

This study has revealed the relation between the variables Intelligence and Vocational Interest.

Review of Related Studies

Dr.Y.Abraham, Registar, Vinayaka Mission University, examined that there is a direct significant relationship between emotional intelligence and self-esteem of professional course students, besides the existence of a positive and significant relationship between emotional intelligence and Academic achievement of professional course students. The investigator find that there is a direct significant relationship between Emotional Intelligence and self esteem of professional course students. Positive and significant relationship exists between Emotional Intelligence and academic achievement of professional course students. Positive relationship exists between self esteem and academic achievement also.

Dr.M.T.VNagaraju, Ambedkar Open University conducted a study on 200 high school students to find out the relation between anxiety and gender, school and intelligence of the student. The findings of the study revealed that the students differ significantly in their anxiety with regard to school in which they studied. The other factors like intelligence and gender significantly relate to their anxiety level.

MadhuriR.Shah,ChhayaGoel (2012-13) "investigates to study Multiple Intelligence and Emotional Intelligence of student teachers and to compare status of Multiple Intelligence and Emotional Intelligence of student teachers. It was found that emotional intelligence is low positively correlated with linguistic intelligence, Logical-Mathematical Intelligence, Spatial intelligence, Body Kinesthetic Intelligence, Intra-Personal intelligence and existential Intelligence

Murida.S(2008),Rajasthan vidyapeeth University conducted a co relational study of spiritual Intelligence, Personality traits and adjustments of teachers. He found that all teachers in sample were found spiritually intelligent though with varying degree. Scores of

adjustment shows that Teachers are well adjusted in social area but last adjusted with school environment.

Pushing, Batfowl and Singh, Mridula (2008) conducted a study to understand how people with different degree of Emotional Intelligence vary in use of coping strategies. The mean scores on problem solving, distraction positive and acceptance strategies showed that the subjects with high levels of Emotional Intelligence used these strategies more than those with low levels of it. On the other hand, the subjects with lowest level of intelligence coped with their anxiety through distraction negative, religion denial or social support more than other strategies.

Problem

To what extent is Intelligence and Vocational Interest are related to each others?

Objectives of the Study

1. To find the difference between the Arts & Science students (UG) in their Intelligence and Vocational Interest.
2. To find the relationship between Intelligence and Vocational Interest of UG students (Arts & Science).

Hypotheses

There is significant difference between Intelligence & Vocational Interest of Arts & Science college students (UG).

There is significant relationship between Intelligence and vocational interest of Arts & science college students (UG)

Methodology

The study was a Descriptive study – A survey.

Sample Design

The investigator randomly selected five Arts & Science colleges in Madurai District. From these colleges, students are selected with the help of random sampling technique. The sample consists of 200 students (Arts students 100, Science students 100).

Tools Used

Intelligence questionnaire and vocational interest inventory prepared and standardized by the Investigator herself and supervised by her guide. Intelligence scale consists of 80 questions with four or five choices. The intelligence scale has five components like Vocabulary, Arithmetic Reasoning, Best Answer, Series and Classification. The investigator also used vocational interest inventory to assess the vocational interest of students. It consists of 10 vocational areas; each of these areas has twenty jobs/vocation on the record, 10 in horizontal and 10 vertical side.

Data Analysis

The collected data were scored and analyzed by using 't' test and product moment correlation. The following table furnishes the details about the Intelligence and Vocational Interest of Arts and Science college students (UG).

Table 1: Intelligence (UG – Arts Vs Science)

Sl.No	Variables	Group	Mean	Std. Deviation	't' Test Value	Level of Significance
1	Vocabulary	Arts	8.94	3.10	4.85	**0.001**
		Science	10.52	3.42		
2	Arithmetic Reasoning	Arts	3.61	2.11	5.27	**0.001**
		Science	4.76	2.38		
3	Best Answer	Arts	5.57	3.63	3.68	**0.001**
		Science	7.47	5.35		
4	Series	Arts	1.74	1.88	4.08	**0.001**
		Science	2.74	2.79		
5	Classification	Arts	5.27	4.66	3.68	**0.001**
		Science	7.01	5.25		
6	Total	Arts	25.43	9.93	6.83	**0.001**

From the table 1, it is inferred that there is significant difference between Arts & Science students (UG) in total and its dimensions Vocabulary, Arithmetic Reasoning, Best Answer, Series and Classification at 0.001 level of significance.

Table 2: Vocational Interest (UG - Arts Vs Science)

Sl.No	Variables	Group	Mean	Std. Deviation	't' Test Value	Level of Significance
1	AGRI	Arts	7.92	3.72	0.66	**NS**
		Science	8.18	4.51		
2	ART	Arts	8.96	3.66	0.60	**NS**
		Science	9.21	4.43		
3	SCI	Arts	7.23	3.63	2.91	**0.01**
		Science	8.36	4.56		
4	LIT	Arts	9.70	3.76	3.22	**0.01**
		Science	8.45	4.28		
5	TEACH	Arts	9.78	4.03	2.16	**0.05**
		Science	8.89	4.01		
6	COM	Arts	8.17	4.21	1.23	**NS**
		Science	7.64	4.32		
7	SOC	Arts	8.09	3.86	0.23	**NS**
		Science	8.18	4.34		
8	EXE	Arts	9.94	4.16	1.51	**NS**
		Science	9.31	4.24		
9	CLE	Arts	8.50	4.13	1.65	**NS**
		Science	7.76	4.76		
10	COMP	Arts	9.02	4.22	0.10	**NS**
		Science	9.07	4.72		
11	TOTAL	Arts	87.32	30.05	0.71	**NS**

Note: NS – Not significant

Results and Discussion

Differential Studies

This section furnishes the details about the difference between Arts vs Science (UG) college students in Intelligence and Vocational Interest.

There is no significant difference between Arts and Science, students (UG) in Agriculture, Artistic, Commerce, Social, Executive, Clerical and Computer Science towards Vocational Interest.

From the table 2, it is revealed that there is significant difference between Arts and Science (UG) in its dimension science and literature at 0.01 level of significance and in teaching at 0.05 level of significance.

Relationship Studies

Karl Pearson's co-efficient of correlation (or simple correlation) is the most widely used method of measuring the degree of relationship between two variables. Relationship between Intelligence and Vocational Interest of UG college students (Arts vs Science). Students were explored by applying Pearson's Product moment correlation. The following table furnishes the correlation values among the above variables.

Table 3: Relationship between Intelligence and Vocational Interest Arts and Science college students (UG)

Sl.No	Variables	Arts	Science
1.	Intelligence	1.00	1.00
2.	AGRI	0.56	0.51
3.	ART	0.65	0.75
4.	SCI	0.45	0.58
5.	LIT	0.46	0.59
6.	TEACH	0.61	0.58
7.	COM	0.54	0.63
8.	SOC	0.55	0.60
9.	EXE	0.53	0.58
10.	CLE	0.51	0.45
11.	COMP	0.76	0.78

Arts Students (UG)

Intelligence has high positive relationship with Artistic, Teaching and Computer and has substantial positive relationship with Agriculture, Science, Literature, Commerce, Social, Executive and Clerical at 0.001 level of significance.

Science Students (UG)

Intelligence has high positive relationship with Artistic, Commerce, Social and Computer Science and has substantial relationship with Agriculture, Science, Literature, Teaching, Executive and Clerical at 0.001 level of significance.

Conclusion

From this study, it is found that Science (UG) students are better than the Arts students (UG) in all the dimensions Vocabulary, Reasoning, Best Answer, Series, Classification towards intelligence. Science student teachers were habitually perceive the situation in a scientific way and good at logical thinking. This will influences to be intellectually better in these components of intelligence.

In Vocational Interest, it is found that there is significant difference between Arts and Science (UG) students in its dimension science and literature. But, there is no significant difference between Arts and Science students (UG) in Agriculture, Artistic, Commerce, Social, Executive, Clerical and Computer Science towards Vocational Interest. Arts and Science and literature related vocation because of their special knowledge in their subjects.

The relationship between Intelligence and vocational interest reveals that Intelligence has high positive relationship with Artistic, Teaching, Commerce and Computer and has substantial relationship with Agriculture, Science, Literature, Social, Executive and Clerical towards Vocational Interest.

From the study, it is noted that science students are better than the Arts students (UG) in all the dimensions towards intelligence. But in Vocational Interest, there is no difference between Arts and Science students (UG) in all its dimensions except science and literature.

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