

VOCATIONAL INTEREST OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SOCIAL COMPETENCE

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ABSTRACT

The present study explores the relationship between the relationship between social competence and vocational interests of senior secondary school students. A sample of 100 students was selected from government and private school of Muktsar district. The study involved use of two tools: VIR (Vocational Interest Record) by Dr. S.P.Kulshrestha and Social competence Scale by V P Sharma, Prabha Shukla and Kiran Sukla. (1998). The major findings of the study revealed that there is positive relation between social competence and vocational interest of senior secondary school students. There exists no significant difference between the vocational interests of government and private senior secondary school students.

INTRODUCTION

During the past few decades there is tremendous increase in the number of students, range of new vocational courses, job opportunities, the students' needs and problems. social competence is another significant factor that helps students to the extent of academic success through social skills and competence. Competence implies quality of being functionally adequate. And social competence refers to the social aspect of functioning adequately i.e. an individual is capable of becoming adequately functioning member of a social order and there by behaving according to social norms, attitudes, values and traditions so that his behavior is socially acceptable. Social competence is the ability to use the appropriate social skills in every aspect of life.

Vocation

The term vocation refers to an impulse to perform a certain function or enter a certain career. It is a function of career towards, which one can, believes him/her to be called and earn living.

In our daily life we say vocation as a call, a summons, a citation, especially, a designation or appointment to a particular state, business, or profession. The word vocation comes from Latin word 'Vocare', which means 'To Call'. A vocation is an occupational either professional or voluntary that is carried out more for its altruistic benefit than for income.

Crites (1961) opines that the maturity of an individual's vocational behaviour indicated by the similarity between his behaviour and that of the oldest individual in vocational life stages.

Interest

There are many concepts regarding interest. It is said to be a state of curiosity or concern about or attention to something such as a quality, subject, or activity, which evokes this mental state. It is interest which is responsible for a particular behaviour of an individual. Interest plays an important role in directing and controlling human behaviour. An individual develops interest in any area of personal experiences and environment. Interest is an expression of our likes and dislikes or our attraction and aversion.

Etymologically, the term interest is derived from two words 'inter' and 'esse', which means 'to be between', 'to be of value'.

Crow and Crow (1956) states interest may refer to the motivating force that implies us to attend to a person, a thing or an activity or it may be affective that has been stimulated by activity itself.

Vocational interest

Vocational interest may be defined as tendency to prefer one occupation to another. It means the preference to do some work or to occupy in occupation. Such preferences exist in various degrees in form of choices. Vocational interests are defined as one's own pattern of preferences, aptitudes, likes or dislikes, preferred in any manner wisely or unwisely by self or by another source for a given vocational area or vocation.

Dictionary of Education describes vocational interests as measured pattern of likes and dislikes that have been found experimentally to differentiate successful adults in one occupation from those in other occupations.

Social competence

Social competence is the ability to use the appropriate social skills in every aspect of life. For children with learning disabilities, difficult skill to master. These children have trouble with communicating, following directions, listening and completing a task, which can cause problems in the classroom and in adulthood. Yet, these skills are rarely addressed on the individual education and transition plans for these students.

Bierman (2004) defined social competence as the “capacity to coordinate adoptive responses flexibility to various interpersonal demands, and to organize social behavior in different social contexts in a manner beneficial to oneself and consistent with social conventions morals.

OBJECTIVES OF THE STUDY

1. To study the vocational interest of senior secondary government and private school students.
2. To study the social competence of senior secondary government and private school students.
3. To study the relationship between vocational interest and social competence of senior secondary students.

HYPOTHESES

1. There exists no significant difference between the vocational interest of senior secondary government and private school students.
2. There exists no significant difference between the social competence of senior secondary government and private school students.
3. There exists no significant difference between the relationship between vocational interest and social competence of senior secondary students.

SAMPLE AND DESIGN OF THE STUDY

The study made use of descriptive method. The total sample of 100 students was randomly taken from Government and private schools of Muktsar district. The sample was randomly selected by lottery method.

TOOLS USED

1. VIR (Vocational Interest Record) by Dr.S.P.Kulshrestha.
2. Social competence Scale by V P Sharma, Prabha Shukla and Kiran Sukla. (1998).

STATISTICAL TECHNIQUES OF THE STUDY

1. Descriptive statistical techniques like mean and standard deviation
2. Correlation was used to find the relationship.
3. t-test was used to check the significance of difference.

RESULTS AND INTERPRETATION

Table 1
Vocational interests of government and private senior secondary school students.

Type	N	Mean	S.D.	SEM	SE	t-value
Government	50	96.46	28	3.96	6.43	1.96
Private	50	109.08	35.84	5.069		
df = 98 * not significant at 0.05 level of confidence * not significant at 0.01 level of confidence						

The table 1 depicts the t-ratio for the difference between vocational interests of government and private senior secondary school students on vocational interests. T-ratio is not significant at 0.01 and 0.05 level. Thus, it implies that there is no significant difference between vocational interest of government and private senior secondary school students. So, our hypothesis there exists no significant difference between vocational interest of government and private senior secondary school students is accepted.

Table 2
Social competence of government and private senior secondary school students.

Type	N	Mean	S.D.	SEM	SE	t-value
Government	50	34.82	5.65	0.799	1.34	1.417
Private	50	36.72	7.61	1.076		
df = 98 * Not Significant at 0.05 level of confidence * Not Significant at 0.01 level of confidence						

The table 2 depicts the t-ratio for the difference between government and private senior secondary school students on social competence. T-ratio is not significant at 0.01 and 0.05 level. Thus, it implies that there is no significant difference between social competence of government and private senior secondary school students. So, our hypothesis there exists no significant difference between social competence of government and private senior secondary school students is accepted.

Table 3
Correlation between social competence and vocational interest of senior secondary students

Variables	N	Cr. Coefficient
Social competence	100	0.96
Vocational interest		
df= 98 *significance at 0.05 level of confidence *significance at 0.01 level of confidence		

The table 3 depicts the correlation between social competence and vocational interest of senior secondary school students. Correlation is significant at 0.01 and 0.05 level. Thus, it implies that there is significant relation between the social competence and vocational interest senior secondary school students.

FINDINGS OF THE STUDY

1. There exists no significant difference between the vocational interests of government and private senior secondary school students.
2. There exists no significant difference between the social competence of government and private senior secondary school students.
3. There exists significant relationship between the vocational interests and social competence of senior secondary students.

EDUCATIONAL IMPLICATIONS

This study will help the administration to understand that a good climate, teacher-student relationship, inter-student relationship, co-curricular activities, family's social status, social competence and Academic Achievements of students play an important role in making vocational choices.

Vocational interest is positively correlated with social competence. The knowledge of psychological variable like social competence is of great importance in developing curriculum and designing educational programmes to suit the needs of students with varied socio-economic backgrounds.

The study may be helpful to the teachers also to know and to help their students in vocational preferences.

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