

VOCATIONAL PREFERENCES OF COMMERCE STREAM OF 11TH STANDARD IN RELATION TO THEIR SOCIO-ECONOMIC STATUS AND INTELLIGENCE

Dr. Samridhi Wadhwa Nagpal*

ABSTRACT

The purpose of the study examined the influence of socio-economic status and intelligence on vocational preferences of commerce stream. The study has been conducted on a sample of 200 of commerce stream of 11th standard. Descriptive survey method was used to carry out the research study by taking sample from senior secondary schools of Rewari district. Thurston's vocational interest schedule was used to collect the data and to measure the Vocational Preferences of commerce stream of 11th standard. R.k. Tandon's intelligence test and R.L.Bhardwaj's socio-economic status scale were also used as a tool for measuring the intelligence and level of socio-economic status of commerce students of 11th standard. The results indicate the good correlation between vocational preferences and socio-economic status but intelligence result shows negative correlation with vocational preferences. Mostly commerce students prefer the computation and executive jobs.

INTRODUCTION

Work is as old as life itself. From the very beginning man has been working for his survival and for improving the quality of his life. In the primitive days the needs of man were very few and so were the types of work. But as human civilization advanced and his needs multiplied, million of ramifications of work shot up. Specialization in work became necessary in view of the fact that each of it needed special abilities and training to do it effectively and efficiently. Nobody could do every work with competence. Man felt that he had aptitude for certain types of work and could do them with ease and confidence. For others, he felt, he was not meant. The concept of vocation grew from this feeling of man that he could do and had the ability for doing only some work and not all. Broadly speaking the meaning of the term is : feeling that one is called to (and qualified for) a certain kind of work. It is a calling for which a person has aptitude. In modern use the term also connotes trade and occupation. In short vocation is occupation for which a person has a liking and aptitude. There are a number of vocations in the world of work. They can be classified into board areas such as

executive, scientific, persuasive, computational, linguistic, business, humanitarian, etc. The vocations in one area differ from those in others in respect of the abilities and skills needed to achieve success in them and in respect of the nature of work-activity and work values, viz. opportunity for progress, social prestige, economic gains, adventures, sameness, security, opportunity to be creative, etc. As a man has a personality, so has a vocation. The adolescents are exposed to the vocations carried out around them or they learn about some in distant places through education in course of their development. They also have some information about the nature of the role expectation, status and work values of these vocations. Many times they form their own opinion about them on the basis of their stereotypes.

CONCEPT OF SOCIO-ECONOMIC STATUS

(SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a

*Assistant Professor, JRM College of Education, Rewari (Haryana)

family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Socio-economic status is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed. A 4th variable, wealth, may also be examined when determining socioeconomic status.

CONCEPT OF INTELLIGENCE

No two individual are exactly a like. Some are bright, others dull, some are quick, others slow, some solve problems quickly and directly, others fumble over them for a long time, some adapt themselves to new situations easily while others experience difficulty. The teacher is conscious that there are individual differences in intelligence.

The modern psychology pays utmost attention to these individual differences. The study of intelligence has sustained itself to a large measure from the four closely related problems nature of intelligence, theories of intelligence, I.Q. and the measurement of intelligence.

Derivative Meaning: "The word intelligence comes from a Latin word which mean "cognitive processes."

Dictionary Meaning: "Intelligence is the capacity to accumulate knowledge and put it into use."

OBJECTIVES

1. To study the rank of Vocational Preferences of Commerce students.
2. To find out the relationship of socio-economic status and vocational Preferences.
3. To find out the relationship of intelligence and Vocational Preferences.

HYPOTHESES

1. The socio-economic status of commerce students do not influence their Vocational Preferences.

2. Intelligence does not influence on their Vocational Preferences of commerce students.

SAMPLE

The study was carried out on a representation sample of the 200 students of 11th standard of commerce stream selected from urban senior secondary schools of Rewari district. The sample consisted of 200 students selected by probability sample technique.

METHODOLOGY

Descriptive survey method of research has been used as it suited for the problem under investigate.

SELECTION OF THE TOOLS

1. Thurstone's Vocational Interest schedule (to measure Vocational Preferences).
2. R.L.Bhardwaj's Socio-economic status scale.
3. R.K. Tandon's intelligence test (1/61), to measure the intelligence.

ANALYSIS AND INTERPRETAION OF RESULTS

Table - 1: Mean and Rank order of VOCATIONAL PREFERENCES of commerce Students (N=200)

Variable	Mean	Rank
Physical science	4.89	3
Biological Science	4.10	7
Computation	5.39	2
Business Executive	4.34	5
Persuasive Linguistic	5.56	1
Humanistic	3.77	9
Artistic	4.08	8
Music	3.75	10
	4.41	4
	4.11	6

Above the table shows the mean and rank order of the scores of vocational preferences of the commerce students. The table reveals that the highest rank (5.56) has been gained by the area of Executive and field of Vocational Preferences. The commerce students have given more preferences to the jobs like I.P.S. officer, judge, state governor, hotel manager. The second highest rank (5.39) has been gained by the computation area. Commerce students want to be an auditor, comptroller, accountant, c.a., bank manager, bank examiner, company secretary etc. The table shows that lowest preference has been given to the Humanistic field of the Vocational Preferences by the commerce students.

Table-2: Relationship coefficient correlation of Socio-Psychological Variable Socio-Economic status with Vocational Preferences Variables of Commerce students. (N=200)

Socio-Psychological variable Socio-Economic status	Physical Science	Biological Science	Computation	Business	Executive	Persuasive	Linguistic	Humanistic	Artistic	Musical
Socio status (ascribed)	.063	.079	.066	.016	.026	.113	.067	.095	.153*	.049
Socio status (achieved)	.078	.047	-.051	-.062	-.023	-.041	.040	-.030	.012	.032
Socio status (as a whole)	.072	.108	.099	.016	.030	.085	.088	.038	.119*	.042
Economic status (ascribed)	.090	.163*	.062	.124	.129	.160*	.069	.144*	.110	.068
Economic status (achieved)	.066	.166*	.031	.083	.047	.057	.028	.047	.107	.132**
Economic status (as a whole)	.065	.164*	.053	.067	.061	.128	.060	.079	.118	.089
Socio-Eco. status (ascribed)	.060	.096	.072	.023	.039	.127	.071	.081	.135*	.025
Socio-Eco status (achieved)	.100	.139*	.013	.051	.030	.011	.033	.025	.069	.092
Socio-Eco. Status (as a whole)	.076	.160*	.074	.048	.053	.115	.075	.087	.137*	.075

*significant at the level of .05.

**significant at the level of .01.

The above table shows that coefficient correlation of socio-economic status with Vocational Preferences of commerce students.

1. This table reveals that highest correlation between biological and economic status (as a whole). The value of correlation is .164, which is significant at the level of 0.05.
2. This table reveals that lowest correlation between artistic and socio status (as a whole). The value of correlation is .119, which is significant at the level of 0.05.

We can say that socio-economic status of the commerce students influence on their Vocational Preferences. So, Hypothesis are rejected.

Table 3 :Relationship <correlation coefficient> of Socio-psychological Variable Intelligence with Vocational Preferences Variables of Commerce Students (Total Sample = 200)

Vocational Preferences variable	Socio-Psychological variable Academic Achievement
Physical Science	-.072
Biological Science	-.085
Computation	-.060
Business	-.173**
Executive	.042
Persuasive	-.134*
Linguistic	.033
Humanistic	-.111
Artistic	-.080
Music	-.028

*significant at the level of 0.05.

**significant at the level of 0.01.

The above table reveals that coefficient correlation of intelligence with Vocational Preferences of commerce students. This table shows that the negative highest correlation between intelligence and business. The value of correlation is -.173, which is significant at the value of 0.01. the negative

lowest correlation between intelligence and persuasive. The value of correlation is $-.134$, which is significant at the value of 0.05 .

FINDINGS AND CONCLUSION

1. The commerce students have given more preferences to the computation and Executive job and less preferences to the Humanistic job.
2. The socio-economic status of the commerce students influence on their Vocational Preferences.
3. Intelligence of commerce students influence on their Vocational Preferences.

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