



Psychosocial Competence in Relation to Interest in Para Curriculum Among Higher Secondary Students

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ABSTRACT

The investigator attempted to examine the Psychosocial Competence in relation to interest in Para Curriculum among Higher Secondary Students. Normative survey method was used to conduct the study. Sample used for study were 300 higher secondary students studying in Kallakuruchi and Villupuram District. Simple random sampling method was used in data collection. Psychosocial Competence Scale (PCS) constructed and validated by the investigator and research supervisor (2024) and Interest in Para Curriculum Scale developed by Dr. A. Rajeswari and K Sujitha, Research Scholar was used to collect data. The results revealed that the level of Psychosocial Competence and Interest in Para Curriculum among higher secondary is average, there is significant difference in the category of school and family income of higher secondary students with respect to their Psychosocial Competence and interest in Para Curriculum, there is no significant difference in the stream of study of higher secondary students with respect to their psychosocial competence and interest in Para Curriculum, there is significant and positive relationship between psychosocial competence and interest in Para Curriculum of higher secondary students.

Key words: Psychosocial Competence, Interest in Para Curriculum and Higher Secondary School Students

1. Introduction

“Para-Curriculum” – “that which is taught and learned alongside the formal or official curriculum”. In his analysis of the research done on the “Para-curriculum”, he finds that the research falls in to two categories: 1) the psychological aspects of the Para-curriculum and 2) the sociological aspects of the Para-curriculum. From these aspects Para-curriculum is nothing but one part of the total informal system and understands it only by understanding the context in which it exists. The internal system of the curriculum has both a formal aspect and an informal one, which includes the Para-curriculum. This informal aspect of the curriculum is an extra-curriculum or Co-curriculum.

In order to understand what it means to be psychosocially competent in the 21st century, we need to see how the construct has been conceptualised in the research literature. Norquist (1985) wrote one of the earliest known definitions of psychosocial competence was Socrate’s view of competent individuals: “those who manage well the circumstances they encounter daily, and who possess a judgement which is accurate in meeting occasions as they arise and rarely miss the expedient course of action.”

2. Need and Importance of the Study

There is a need to think of essential competencies and skills that 21st century learners need to cultivate to deal with the challenges posed by uncertainties and complexities of present society. In sum, these conceptual models collectively suggest that psychosocial competence is essential for competent human functioning in every sphere of life and psychosocial development of learners is necessarily one of the objectives of schooling.

Psychology in general and educational psychology in particular contributes to appropriate decision making in curriculum regarding selection and organization of appropriate objectives, learning experiences and methods of evaluation as well as decisions regarding the scope of the curriculum. Therefore, in this present study,

researchers tried to investigate the current status of psychosocial competence in relation to interest in para curriculum among higher secondary students.

3. Review of Literature

Sumit Mondal et al. (2023) conducted a study on “Self-awareness Skill among Students at Higher Secondary Level”. There were four schools represented among the Higher Secondary level in the PaschimMedinipur and Kolkata districts in West Bengal. This study was conducted on total participants of 153 students between 17 and 19 years of age, studying under the West Bengal Council of Higher Secondary Education. Basic demographic variables namely gender, Social Caste and Number of Siblings were considered for their self-awareness score to be significantly affected. The Present study was carried out using a cross-sectional survey research framework. The findings indicated the presence of a satisfactory level of self-awareness skills, with gender being associated with a statistically significant variation in mean scores. The results also indicated that the gender gap in self-awareness skills existed.

Rajwinder Kaur and Gagandeep Kaur (2022) conducted a study on “Psychosocial competence among adolescents: Difference in demographic variables”. Psychosocial competence is considered as a combination of three dimensions of effective coping i.e. self-attitude, positive self-world attitude and realistic active coping style. In the present study psychosocial competence of 300 adolescents viz. type of family, working status of mother, number of siblings and locale was studied through the psychosocial competence scale developed by the researcher having three dimensions i.e. self-efficacy, interpersonal trust and active coping. The collected data was analysed by calculating t ratio and p value and the results indicates that working status of mother, type of family and locale effected the psychosocial competence of the adolescents whereas there exists no significant difference in the psychosocial competence of adolescents having siblings or no siblings.

Sujitha and Rajeswari (2022) conducted a study on “Prospective Teachers Interest in Para-Curriculum”. The present study aims to identify the interest in the Para-curriculum of Prospective Teachers in relation to some variables Gender (Male, Female), Specialization (Arts Vs. Science), Level of Education (Undergraduate, Postgraduate). For the purpose of the current study, a questionnaire for finding interest in Para-curriculum was used. The research sample consisted of 300 student teachers in the Tanjore District of Tamil Nadu. The study found that the Prospective Teachers' level of interest in Para-curriculum was high in general. Also, to the variable of Gender, there is no significant difference in the mean scores and with respect to the Specialization statistically, there is a significant difference found in it. Finally, in terms of Level of Education, there is a significant difference between their interest in Para-Curriculum.

Venkataraman. S and Dheivamani. A (2021) conducted a study on “Impact of Extracurricular Activities on Secondary Level Students' Academic Performance”. Through a comprehensive review of the literature, it was revealed that extracurricular activities provide a number of benefits to students at the secondary level. These benefits include improved academic performance, increased social skills, better time management skills, and improved self-esteem. Furthermore, the findings suggest that participation in extracurricular activities can help to reduce the risk of negative behaviors such as substance abuse, delinquency, and violence. The study concluded that there is a positive relationship between involvement in extracurricular activities and academic success and that schools should prioritize extracurricular activities for their students.

4. Operational Definitions of the Study

Psychosocial Competence

Psychosocial competence involves emotional intelligence, self-knowledge, and coping abilities. It includes understanding one's emotions, dealing with stress, and sustaining mental health.

Interest in Para Curriculum

Interest in Para Curriculum refers to the inclination or attraction students feel towards specific learning activities or subjects beyond the formal curriculum.

5. Objectives of the Study

1. To find out the level of following different dimensions of Psychosocial Competence of Higher Secondary Students.
 - a) Thinking Competence
 - b) Social Awareness
 - c) Self-Awareness
 - d) Communication Competence
 - e) Emotional Regulation and
 - f) Social Flexibility
2. To find out the level of Interest in Para Curriculum of Higher Secondary Students.

3. To find out whether there is any significant difference in the Psychosocial Competence of Higher Secondary Students with respect to their following sub-samples.
 - a) Stream of Study
 - b) Category of School
 - c) Family Income
4. To find out whether there is any significant difference in the Interest in Para Curriculum of Higher Secondary Students with respect to their following sub-samples.
 - a) Stream of Study
 - b) Category of School
 - c) Family Income
5. To find out whether there is any significant relationship between Psychosocial Competence and Interest in Para Curriculum of Higher Secondary Students.

6. Hypotheses of the Study

1. The level of following different dimensions of Psychosocial Competence of Higher Secondary Students is low.
 - a) Thinking Competence
 - b) Social Awareness
 - c) Self-Awareness
 - d) Communication Competence
 - e) Emotional Regulation and
 - f) Social Flexibility
2. The level of Interest in Para Curriculum of Higher Secondary Students is low.
3. There is no significant difference in the Psychosocial Competence of Higher Secondary Students with respect to their following sub-samples.
 - a) Stream of Study
 - b) Category of School
 - c) Family Income
4. There is no significant difference in the Interest in Para Curriculum of Higher Secondary Students with respect to their following sub-samples.
 - a) Stream of Study
 - b) Category of School
 - c) Family Income
5. There is no significant relationship between Psychosocial Competence and Interest in Para Curriculum of Higher Secondary Students.

7. Method of the Study and Sample Used

The normative survey method was adopted in the present study. In order to collect the required data, Psychosocial Competence Scale (PCS) constructed and validated by the investigator and research supervisor (2024) and Interest in Para Curriculum Scale developed by Dr. A. Rajeswari and Dr. D. Sujitha. Simple random sampling technique has been employed to collect the data from 820 higher secondary students studying in government, aided and private schools of Kallakuruchi and Villupuram district.

8. Analysis of Data and Interpretation

1. Descriptive Analyses (Mean and Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

Descriptive Analysis

9. Data Analysis

Table 1: Mean and Standard Deviation Scores of Different Dimensions of Psychosocial Competence

Dimensions of Psychosocial Competence	N	Mean	SD
Thinking Competence	300	23.32	5.22
Social Awareness	300	8.42	2.80
Self-Awareness	300	22.15	6.88
Communication Competence	300	21.32	7.47
Emotional Regulation	300	12.45	4.22
Social Flexibility	300	13.28	4.01
Overall Psychosocial Competence	300	100.94	30.60

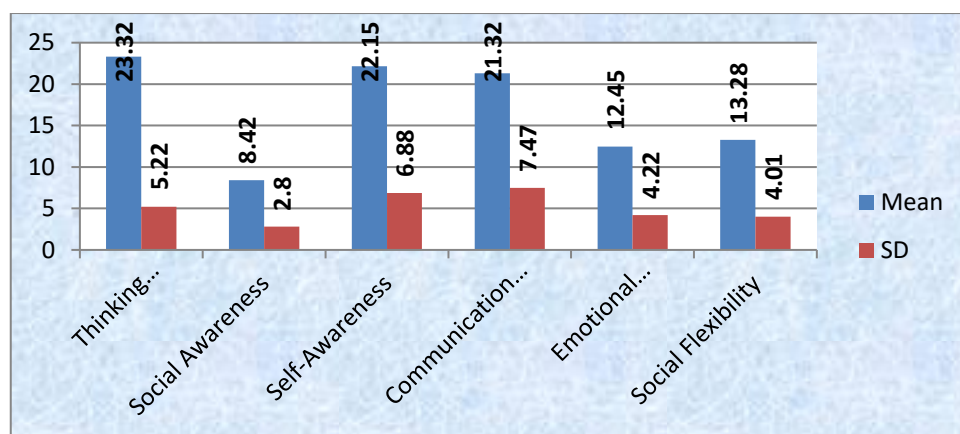


Figure 1: Bar Diagram Showing the Mean and Standard Deviation for Different Dimensions of Psychosocial Competence of Higher Secondary Students

Table 2: Mean and Standard Deviation Scores of Interest in Para Curriculum

Variable	N	Mean	SD
Interest in Para Curriculum	300	55.48	7.62

Table 3: Significant Difference among Psychosocial Competence scores of Higher Secondary Students with regard to Sub-Samples

Sub Samples	Sub Category	N	Mean	SD	Critical Ratio Value	Level of Significance at 0.05 level
Stream of Study	Science	116	101.20	16.86	1.21	Not Significant
	Arts	184	100.37	16.36		
Category of School	Boys	89	100.80	16.21	4.06	Significant
	Girls	81	101.84	16.18		
	Co-Education	130	103.77	15.11		
Family Income	10000-30000	111	100.48	16.12	4.12	Significant
	30000-50000	91	101.32	15.07		
	50000 and above	98	104.40	15.32		

Table 4: Significant Difference among Interest in Para Curriculum Scores of Higher Secondary Students with regard to Sub-Samples

Sub Samples	Sub Category	N	Mean	SD	Critical Ratio Value	Level of Significance at 0.05 level
Stream of Study	Science	116	55.12	8.17	1.29	Not Significant
	Arts	184	56.30	8.13		
Category of School	Boys	89	54.87	6.01	4.08	Significant
	Girls	81	56.45	7.48		
	Co-Education	130	57.78	8.37		
Family Income	10000-30000	111	55.18	7.42	3.88	Significant
	30000-50000	91	56.62	7.83		
	50000 and above	98	57.06	8.72		

Table 5: Co-efficient of correlation(r) between the Psychosocial Competence and Interest in Para Curriculum

Variable	N	R	Sig.	Level
Psychosocial Competence & Interest in Para Curriculum	300	0.299**	<.001	Significant
**Correlation is significant at the 0.01 level (2-tailed).				

10. Research Findings of the Study

- The level of Psychosocial Competence of Higher Secondary Students is average.
- The level of Thinking Competence, Self-Awareness and Communication Competence of Higher Secondary Students is high.
- The level of Social Awareness, Emotional Regulation and Social Flexibility of Higher Secondary Students is average.
- The level of Interest in Para Curriculum of Higher Secondary Students is average.
- There is a significant difference in the Psychosocial Competence of Higher Secondary Students with respect to their sub-samples category of school and family income.
- There is no significant difference in the Psychosocial Competence of Higher Secondary Students with respect to their stream of study.
- There is a significant difference in the Interest in Para Curriculum of Higher Secondary Students with respect to their sub-samples category of school and family income.
- There is no significant difference in the Interest in Para Curriculum of Higher Secondary Students with respect to their stream of study.
- There is a significant and positive relationship between Psychosocial Competence and Interest in Para Curriculum of Higher Secondary Students.

11. Conclusion

In the present study of the correlation between psychosocial competence in relation to interest in para curriculum among higher secondary students, findings revealed that the high level of Thinking Competence, Self-Awareness and Communication Competence, average level of Social Awareness, Emotional Regulation and Social Flexibility and also overall psychosocial competence and Interest in Para Curriculum is average, there is significant and positive relationship between Psychosocial Competence and Interest in Para Curriculum of Higher Secondary Students.

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