

Some Psycho-Social Factors Influencing Preference for Traditional and Non Traditional Vocations in Deoghar District

***Dr. R. K. Jha, **Sheo Kumar Rana**

**Asst Prof (M Ed), L N Mishra College of Business Management*

Teachers Education Programme

BRABU, Muzaffarpur, Bihar, India

***Research Scholar (Education), BRABU, Muzaffarpur, Bihar, India*

Asst Prof, Maa Vindhyavashini College of Education, Padma, Hazaribagh (VBU)

ABSTRACT:

It shapes the destiny of the nation by educating the younger generation. The child is like a plant in a garden and the parents and teachers are gardeners. If the gardeners do not look after the plant, automatically, the growth of the plant will be diminished, and it may even die. The present study focuses its attention on the psychosocial factors like level of aspiration, achievement of motives, security-insecurity and risk taking factors which influencing the preference for traditional and Non-traditional vocations. Vocation is one's response to a call from beyond oneself to use one's strengths and gifts to make the world a better place through service, creativity and leadership. Non-Traditional occupations or fields of work for which individuals from one gender comprise less than 25% of individuals employed in that field or occupation. In studying the Psycho-social factors, the investigator used psycho-social dimension like level of aspiration, achievement of motives, security-insecurity and risk taking factors. "Man cannot propose a higher or holier object for his study than 'education' and all that pertains to education". Aristotle writes, "Educated men are as much superior to uneducated as the living are to the dead" Upanishads say, "Throughout education one enjoys the fruit of immortality". Vocational education is a multifaceted one as it tends to focus around several careers which include auto repair, woodworking, carpentry, blacksmith, cosmetology, and other fields. There are many vocational schools across the country which provides the students to gain valuable hands-on experience. The population of the study consists of the higher secondary students studying in traditional vocations and Non-traditional vocations of different higher secondary schools located in Deoghar District in Jharkhand.

Keywords: *Traditional Vocations, Non-Traditional vocations, Psycho and Social Factors,*

INTRODUCTION:

Education is the backbone of any nation. It can be considered from three angles, the first contributing to pure intelligence development, the second utility in living and providing a livelihood and the third developing character, moral values and thus a versatile personality. Education is essentially a human virtue. With the help of education, man can be transformed into a human being. Without it, he is not qualified for social

life. Education is the apprenticeship of life. It undertakes on itself the fact of bringing people up-to-date. It shapes the destiny of the nation by educating the younger generation. Vocational education is a multifaceted one as it tends to focus around several careers which include auto repair, woodworking, carpentry, blacksmith, cosmetology, and other fields. There are many vocational schools across the country which provides the students to gain valuable hands-on experience. Vocational Education helps people in the better performance of their

jobs as they acquire a great learning experience. The child is like a plant in a garden and the parents and teachers are gardeners. If the gardeners do not look after the plant, automatically, the growth of the plant will be diminished, and it may even die. On the other hand if proper care and nurturing is provided it shows fantastic growth and marvelous attraction for the passerby with their grandeur and beauty. If the children are nurtured properly and guided correctly they would definitely show better results. Children are the real treasures of the home and future citizens of the world. So parents should not shun from their normal duties towards children.

OBJECTIVES OF THE STUDY:

The present study focuses its attention on the psychosocial factors like level of aspiration, achievement of motives, security-insecurity and risk taking factors which influencing the preference for traditional and Non-traditional vocations. For this, the investigator of the present study is in a situation to explain the chosen psychosocial factors, which may or may not have its influence on the preference for traditional and non-traditional vocations of higher secondary students. So, the researcher took level of aspiration, achievement of motives, security-insecurity and risk taking as the chosen psychosocial factors.

PSYCHO-SOCIAL FACTORS:

Psycho-social factors involve both psychological and social variables which influence various aspects of student's behaviour and development. In this study the investigator selects four psycho-social factors namely level of aspiration, achievement of motives, security-insecurity and risk taking factors which influence on the preference for traditional and non-traditional vocations of higher secondary students.

I. Vocations

Vocation is one's response to a call from beyond oneself to use one's strengths and gifts to make the world a better place through service, creativity and leadership. A call from beyond oneself. To speak of "vocation" or "calling" is to suggest that my life is a response to something beyond myself.

II. Traditional Vocations

A type of work that you feel you are suited to doing and to which you should give all your time and energy, or the feeling that a type of work suits you in this way: I feel I've found/missed my true vocation. Most teachers regard their profession as a vocation, not just a job.

III. Non-Traditional Vocations

Non-Traditional occupations or fields of work for which individuals from one gender comprise less than 25% of individuals employed in that field or occupation. Non-traditional employment refers to a socioeconomic term that describes any occupation in which women or men comprise less than one quarter (25%) of the workforce.

HYPOTHESES OF THE STUDY:

The investigator summarized the various aspects of the proposed study in the form of the following hypothesis

1. Non –Traditional entrepreneurs will be found superior to their traditional counterparts in respect of achievement motives.
2. Traditional entrepreneurs will show significantly lower level of aspiration than their Non Traditional entrepreneurs.
3. Risk Taking traits will be found significantly greater among Non–Traditional entrepreneurs than Traditional entrepreneurs.
4. Traditional entrepreneurs will show greater Security regardless of other factors.

NEED AND SIGNIFICANCE OF THE STUDY:

A true education that a student receives in the school decides his or her career definitely. Traditional Vocational achievement of a student does not purely depend on his or her intelligence alone. It is the ability to relate with others who could positively contribute in academic learning which helps a lot in identifying the source of learning, gathering materials, clarifying the doubts, preparing for the examination and to be on the top in the ladder of academic performance. The Non Traditional vocational achievement in the school environment is one of the important factors for promoting educational, social and emotional development of the students. As they start and progress through their school, they are continually called upon to adapt new situations, and a certain amount of expected level of adjustment. Moreover, the behavior of a student

may elicit negative reactions from others. It also represents a distress signal of the student. Many students display behavioral problems in the classroom cause harm to others, which isolate them from their peers. When the problem behavior found among the students, a thorough analysis should be carried out to make interventions that can eliminate those problems resulting in the productive development among the students. It is also important to make explicit for the teachers and parents the scope of the problem of adjustment among the students, especially rural students. The rural students may avail certain freedom not only in their home but also in their surroundings, where they may have too many members of relatives and others. The most pressing and dramatic problem found in the rural areas is the maladjustment. No individual is fully adjusted. So, the problem of adjustment concerns itself not with the degree of adjustment, but with the patterns of adjustment. Similarly, the secret of a successful, modern, hedonistic and powerful man lies in his art of managing stress. It is a known fact that the higher secondary is the critical stage of any student. Due importance should be given to this stage both by central and state governments, voluntary agencies, teachers and researchers in order to impart quality education to students by providing better learning environment and develop positive self-concept. It will reduce the students' stress level and ultimately leads to their better achievement. Rural higher secondary students who accept themselves are well-known for self-understanding, realistic expectations, absence of severe emotional stress, stable self-concept etc. These characteristics make them feel confident, comfort and balanced. Similarly students who place themselves in favourable learning conditions are found to be well-adjusted, open-minded and democratic. In order to get a clear-cut picture about this fact, the investigator has planned to study some psychosocial factors influencing preference for traditional and nontraditional vocations.

METHOD ADOPTED IN THE PRESENT STUDY:

The investigator has used survey method in the present study. Survey research is a procedure in which the data is systematically collected from a population, through some form of direct solicitation such as face to face interview, administering questionnaires and schedules. According to John.W.Best (1992) "The survey method gathers data from a selectively large number of cases at

a particular time". Survey deals with incidence, distribution and relationship of educational, psychological and sociological variables. It is widely used non-experimental type of educational research.

POPULATION OF THE STUDY:

The population of the study consists of the higher secondary students studying in traditional vocations and Non-traditional vocations of different higher secondary schools located in Deoghar District in Jharkhand.

SAMPLE OF THE STUDY:

The sample of the present investigation comprises of four hundred (N=400) students studying in various traditional vocations and non- traditional vocations. According to the aim of the study, two hundred (N=200) students from traditional vocations and another two hundred (N=200) from non- traditional vocations were chosen. The data was collected through random sampling. The investigator prepared a list of the students from the register of the class teacher and prepared the slips of the names of the students. Then the researcher used lottery method to collect the data. The data was collected from different students of traditional and non-traditional vocational course at Deoghar district in Jharkhand.

SELECTION OF THE TOOLS:

For the collection of data, one may use various devices. The selection of suitable tool is a pre requisite for the success of any research. The investigator has selected the following tools for the present study after consulting with the guide and the experts in the field of educational research.

- Deo - Mohan Achievement Motivation Scale.
- The Security-Insecurity Scale (SIS) by Dr. (Miss) Beena Shah.
- Level of Aspiration Scale by Singh & Tiwari.
- Risk Taking Questionnaire by Virendra Sinha and P.N. Arora.

STATISTICAL ANALYSIS:

The selection of appropriate statistical technique for the purpose of data analysis depends upon the nature of data and design of the proposed work. In the proposed study

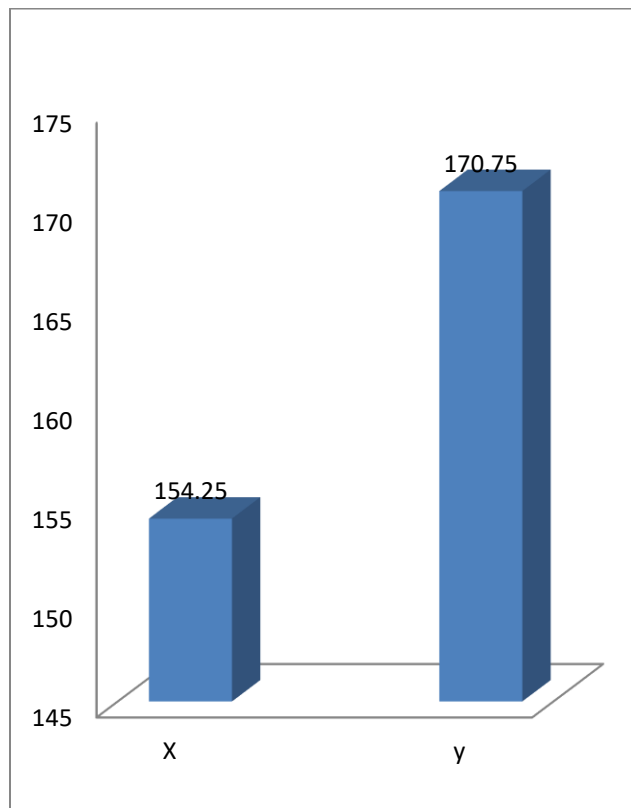
Achievement Motives scale, Level of Aspiration scale, Security insecurity test and Risk Taking Questionnaire are used to know the influencing preference for traditional and Nontraditional Vocations. The data obtained from various groups of students could be analyzed by means of other statistical method but ‘t’ test

was found more suitable to serve the purpose. This test serves the purpose of finding out the significance of mean differences among the students studying in influencing preference for traditional and Nontraditional Vocations.

Students of Traditional and Non-Traditional Vocational Entrepreneurs in Relation to their Achievement Motives.

Achievement Motives.	No of students	mean	SD	df	T-value		Level of Significant	results
					C.V	T.V		
Traditional Entrepreneurs	200	154.25	18.45	398	7.89	1.97	0.05	C.V>TV Significant difference
Non-Traditional Entrepreneurs	200	170.75	23.11					

Graphically presentation of mean scores of Non –Traditional entrepreneurs and traditional entrepreneurs vocation students in respect of achievement motives.



X= Mean scores of Traditional vocational students towards Achievement Motives-154.25

Y= Mean scores of Non- Traditional vocational students towards Achievement Motives-170.75

FINDINGS OF THE STUDY:

The findings of the study were as follows

1. The first finding of the study is the Non –Traditional entrepreneurs found superior to their traditional counterparts in respect of achievement motives .It become true to the hypothesis. It is tested that the mean and SD of the Non-traditional entrepreneur is 170.75 and 23.11 respectively and the mean and SD of the traditional entrepreneur is 154.25 and 18.45 respectively. So it is proved that the students or the persons of achievement motivations have more desires or wants to go in Nontraditional entrepreneur rather than traditional entrepreneur. It is due to only the development of science and technology, Education and social change and demands. Thus Non –Traditional entrepreneur’s students found superior to their traditional counterparts in respect of achievement motives.
2. The second finding of the study is the Traditional entrepreneurs students show significantly lower level of aspiration than their Non Traditional entrepreneurs. It become true to the hypothesis. It is tested that the mean and SD of the traditional entrepreneur is 59.04 and 14.99 respectively and the mean and SD of the Non-traditional entrepreneur is 64.34 and 14.69 respectively. So it is proved that the students or the persons of level of aspiration have low or poor desires/wants to go in traditional entrepreneur than Non-traditional entrepreneur. Because the students or persons are motivated towards the development of science and technology, Education and social change and demands. But Traditional entrepreneur follows old and superstition system which was not up to date. Thus Traditional entrepreneur’s students show lower level of aspiration than their Non Traditional entrepreneur students.

EDUCATIONAL IMPLICATIONS:

On the basis of the findings the investigator has given the following recommendations,

1. The anxiety level of the students should be reduced by giving proper guidance and counseling. Counseling centers should be established separately for girls within the school premises to offer counseling services to the students. Trained experts must be appointed in schools for counseling.
2. Parents should provide better home environment to their male children also. They should avoid the threat of detention, punishment etc on their male children. Boys should be provided with all their needs as given to girl children to feel themselves they are having good home environment.
3. Self-concept should be developed through encouraging the students and reward them when they perform better. Proper life skills should be given to the students to develop their self-concept.
4. Parent-teacher association meetings should be arranged at regular intervals to discuss about the parents involvement in students achievement and study habits followed by the students in home. According to the discussions the remedial measures should be followed.
5. The schools need to direct attention to the creation and implementation of strategies and other similar activities which improves the study habits among students.
6. A proper time-schedule should be planned by the students. The time schedule may be followed strictly which in due course, becomes routine in the minds of the students.
7. Teachers should promote and monitor the study habits among students in the class and while studying at home. Teachers should evaluate the study habits of the students and change if necessary.

DELIMITATIONS:

1. The present study is limited to a Deoghar District of Jharkhand.
2. The sample is restricted to 400 Rural and Urban areas of people at particular district.
3. The Investigator selected Peda preparation as Traditional and Bangles of Lac preparation as Non-traditional entrepreneurs at Deoghar District .

4. In studying the Psycho-social factors, the investigator used psycho-social dimension like level of aspiration, achievement of motives, security-insecurity and risk taking factors.

5. The investigator has used different tools like

CONCLUSION:

Vocational education is a multifaceted one as it tends to focus around several careers which include auto repair, woodworking, carpentry, blacksmith, cosmetology, and other fields. There are many vocational schools across the country which provides the students to gain valuable hands-on experience. Vocational Education helps people in the better performance of their jobs as they acquire a great learning experience. Working professionals get a chance to done their skills while making money. Vocational education and training is a sort of introduction as it gets employees ready for the workplace which comes in handy while performing various tasks. Due to the nature of the skills it imparts, a student doesn't consider it a futility as compared to academic education. Vocational Education as the term itself denotes the students are specialized and therefore they have more chances of employment as compared to others. Many students who are in a dilemma whether they should attend college or not, Vocational education really opens a completely new door. It makes an individual a responsible and independent whereas those who study regular courses lack in this sphere. The physical labour done under certain jobs makes them strong, healthy, active. Majority of Vocational Skills are applicable all over the world and these create employment opportunities in foreign countries. Technical programs develop the economy by bridging the demand and supply gap with highly skilled workers. It also gives students the opportunity to take marketable skills from the classroom directly into the working world. Better Vocational Education also attracts foreign investment and foreign exchange in form of foreign conglomerate and foreign students. School drop-outs and adults can also receive this type of education as it provides an opportunity to learn a skill or trade. Thus, the investigator wants to do the vocational perspective in relation to their two broaden group i.e. traditional vocation and non-traditional vocation.

REFERENCES:

1. Aanu E M & R A Olatoye (2011). Use of Library Resources, Study Habit and Science Achievement of Junior Secondary School Students, *Educational Research*, 2(7), 1265-1269.
2. Abdullahi, E (2010). Comparative Study of Kwara State Secondary School Students' Study Habits in English Language: Implication for Counselling. *Educational Research*, 1(6), 171-177.
3. Abid Hussain (2006) Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students, *Dissertation Abstracts International* 66, 08, 3258-A April.
4. Agarwal Shivani, Dhillon Navpreet Mann, Babbar Rashmi. Relationship between Self-concept and Academic Achievement in 17–19 Years Old Students. *International Journal of Physiology* Volume: 1 Issue: 2 Pages: 125-129. Published: Jul 2013 Print ISSN: 2320-6039 Online ISSN: 2320-608X DOI: 10.5958/j.2320-608X.1.2.026
6. Amalraj, A. and Anandha, V.G. (2006) Study habits of higher secondary students in relation to the-Home climate. *Research and reflection on Education* 04, 03,13-16 July-Sep.
7. Amarveer Singh and Jai Pal Singh (2014). The influence of socio-economic status of parents and home environment on the study habits and academic achievement of students. *Educational Research* Vol. 5(9) pp. 348-352, November, 2014 DOI: <http://dx.doi.org/10.14303/er.2014.202>.
8. Ambedkar, V (2013). Mental Health and Academic Achievement in English of Higher Secondary Students. *Conflux Journal of Education*, 1(1), 182-186.
9. Angela D. Bardick & Kerry B. Bernes (2005). Occupational Aspirations of Students in Grades Seven to Twelve. The National Consultation on Career Development (NATCON). Retrieved from <https://www.uleth.ca/dspace/bitstream/handle/10133/1187/>
10. Annaraja, P., Sam Sananda Raj, H. and Mohanan, A. (2006) Inter-relationship among academic achievement, study habits, and level of aspirations: A study on Higher secondary students. *Research and Reflection on Education* 4, 02, 2-4.
14. Beena, K. (2013). Influence of certain socio-psychological factors on the vocational skill attainment of orthopedically handicapped adolescents. Retrieved from: <http://hdl.handle.net/10603/7095>.