

CAREER CHOICES OF 11TH GRADERS IN RELATION TO THEIR NEEDS

Dr. S.P. Singh* & Mukta Yadav**

ABSTRACT

This study has been done to explore the carrier choices of eleventh class students. What influences their needs have on their carrier choices has also been studied. The data has been collected from the 200 students of Rewari city. Thurstone's Vocational Interest Schedule and Tripathi's Personal Preferences Schedule (TPPS) have been used as tools of the Study. Mean, S.D. and Correlation have been used for analysis of data. The results reveal that the adolescents give highest preferences to executive jobs and least preference to music related jobs. The need achievement and need nurturance have emerged as top needs and need deference and need exhibition have got the bottom place. Some of the needs are influencing the carrier choices of adolescents.

INTRODUCTION

The proper choice of vocations has attained much importance in modern age. With the advent of industrialization, birth of democracy with its natural consequences of mass education, right of equality of opportunity, the society grew more complex. The World of work has become infinite and restrictions imposed by geography and social class have been considerably relaxed. Competitions are keen, and only those who would be best suited, succeeded. It is often felt that adolescents must understand their interests, abilities and needs and then relate them to their circumstances and environmental conditions before they make any final decision with regard to their vocation or field in which they want to work.

Needs are important determinants of our behaviour. They are the parts an individual's inner life, expressed through behaviour. They influence our life and work. According to Donald Mckinnon, "The needs is conceived of as a want or lack in the organism, involving always a psychological disequilibrium or tension which tends to discharge in behaviour in such a way as to bring about a restoration of the equilibrium which was disturbed by the needs." H.A. Murry in his book "Explorations in personality" conceived a need as:

"..... a construct (a convenient fiction or hypothetical concept) which stands for a force (the psycho-chemical nature of which is unknown) in the brain region, a force which

organises perception, apperception, intellection, conation and action in such a way as to transform in a certain direction an existing, unsatisfying situation".

One cannot long study the behaviour of the living organisms without observing what they need. It is their wants, lacks, or needs, which have to be investigated if the reasons for their behaviour are to be discovered. Vocational preference is an indeterminate indicator of success. Needs of the individual help him in having interest in one or some other vocation. There seems to be a good relationship between needs of the adolescents and their vocational preferences. There are a few studies confirming the relationship between needs and vocational preferences of adolescents. In this investigation an attempt has been made to study the needs and vocational preferences of the adolescents and the extent of relationship between the two.

AIMS OF THE STUDY

MAIN AIM

To find out the relationship between needs and vocational preferences of students of eleventh class.

SUBSIDIARY AIMS

- (a) To measure the needs of XI class students.
- (b) To find out the vocational preferences of XI class students.

*Reader(Retd.), Faculty of Education, R. B. S. College, Agra (Uttar Pradesh)

**Research Scholar, Dr. B.R. Ambedkar University, Agra (Uttar Pradesh)

SAMPLE

Two hundred students of eleventh class were taken from the schools of Rewari city. The students belonged to all the three faculties Arts, Science, and Commerce.

The study was delimited to the following fifteen needs and ten vocational preferences.

NEEDS

Needs achievement, need deference, need order, need exhibition, need autonomy, need affiliation, need intraception, need succorance, need dominance, need abasements, need change, need endurance, need aggression.

VOCATIONAL PREFERENCES

Physics sciences, biological sciences, computational, business, executive, persuasive, linguistic, humanitarian, artistic, music.

BASIC ASSUMPTION

1. Different individuals have different need patterns.
2. Needs influence the individuals in choosing different vocations.
3. The individuals differ in their likings for vocations.

HYPOTHESIS

There exists a relationship between needs and vocational preferences of eleventh class students.

METHOD

Descriptive survey method of research has been used.

TOOLS

Tripathi's Personal Preference Schedule(TPPS) for measuring the needs.

Thurstone's Vocational interest Schedule for measuring the Vocational preferences of students.

Statistical techniques used were as follows:-

1. Calculation of Mean and S.D.
2. Co- efficient of correlation to find out the degree of relationship between needs and vocational preferences.
3. Testing the significance of the co- efficient of correlation at .05 & .01 levels of significance.

RESULTS**TABLE NO. 1**

Showing Means, Ranks and SDs of Different vocational preferences.

Area of Preferences	Means	Rank	S.D.
1. Physical Sciences	7.78	III	4.66
2. Biological Sciences	7.24	VII	4.78
3. Computation	7.73	VI	4.06
4. Business	7.82	IV	4.05
5. Executive	10.26	I	4.83
6. Persuasive	7.78	V	3.35
7. Linguistic	8.12	II	4.16
8. Humanitarian	7.22	IX	3.38
9. Artistic	7.63	VII	4.07
10. Music	6.87	X	4.17

TABLE NO. 2

Showing the Means, Ranks and SD of different needs.

Needs	Means	Rank	S.D.
1. Achievement	16.53	I	2.34
2. Deference	13.02	XIV	2.07
3. Order	3.68	X	3.24
4. Exhibition	12.56	XV	2.06
5. Autonomy	13.04	VII	2.04
6. Affiliation	14.97	III	2.02
7. Intracception	3.29	XI	2.90
8. Succorance	4.09	V	3.10
9. Dominance	13.37	XII	2.32
10. Abasement	14.29	VI	2.10
11. Nurturance	15.17	II	2.30
12. Change	14.04	VIII	2.90
13. Endurance	14.41	IV	3.18
14. Homosexual	13.88	IX	2.43
15. Aggression	3.28	XIII	4.78

TABLE NO. 3
Showing the coefficient of correlation between needs and vocational preferences

Area of Preference	ACH.	DEF.	ORDER	EXH.	AFF.	APP.	INTRA	SUCCOR	DOMINANCE	ABASEMENT	NEED U	CHANG	ENDUR	HETEROSEXUAL	AGGRESSION
Physical Sciences	.005	.05	.09	.005	.095	.005	.07	.01	.065	.053	.073	.68	.12	.037	.358
Biological Sciences	-.138	-.007	.138*	-.09	.045	.035	.074	.085	.18*	-.15*	-.025	-.005	-.021	-.31	.126
Computation	-.056	-.014	.14*	.55	.02	-.05	.037	.075	.25	-.17*	-.023	-.18**	-.07	.035	-.013
Business	-.058	.013	.1	.125	-.06	-.019	.037	-.05	-.04	-.026	-.012	-.013	.06	.14*	-.06
Executive	-.049	.006	.055	.025	.11	-.02	-.085	.05	-.54	-.35	-.015	-.004	-.004	.035	-.06
Persuasive	-.018	.001	.14	-.035	-.003	-.008	-.068	-.14**	-.013	-.05	-.085	-.072	.095	.09	-.07
Linguistic	-.002	.045	.138	-.07	-.07	-.02	.007	-.095	-.06	.019	.096	-.075	.155*	.034	-.022
Humanitarian	-.051	.034	.15**	-.055	-.055	-.016	.051	-.07	-.005	-.025	-.09	-.14*	-.12	-.045	-.087

*Significant at .05 level of significance

**Significant at .01 level of significance

The students have high need achievement. The need exhibition is the lowest of all. The students have given highest preferences to executive work and least preference to the jobs related to music. The administrative work has been preferred most by the students.

Need achievement has got negative correlation with biological sciences. Need deference has no significant correlation with any of the vocational areas. Need order has significant relationship with five fields of vocational preferences. These areas are biological sciences, computation, persuasive, linguistic and humanitarian. This shows that the students having high need order have preferred the jobs of doctor, chemist, medical representative, accountant, bank examiner, auditor, cost analyst, sales manager, advertising manager and radio commentator etc. They have also shown high preference for the job of the correspondent, historian, journalist, magazine-writer, judge, vocational counselor and child welfare officer. The persons related to these areas always want to see their work in a neat and systematic manner. A person having high degree of need order does not see towards the destructive side of things. The sense of order and aestheticism always takes them towards construction which is the sign of humanitarian work. The persons having high need exhibition have given preference to the business field. The students having high need autonomy have given their preferences to the administrative type of jobs. Need affiliation is negatively correlated with humanitarian work. The students having need affiliation have shown some preference to the jobs related to the field of biological science. There is no significant correlation between need-intracception and the different areas of preference.

A significant negative correlation has been observed between need succorance and the persuasive field. The student shaving need dominance have given their preferences to the jobs related to the area of biological sciences. The students having need abasement do not like to go to the jobs related to the fields of biological sciences and computational field. The preferences for the humanitarian jobs have been given by the students having high degree of need- change. The students having need endurance do not like to go to the jobs related to the linguistic field.

Need heterosexual has good correlation with the fields of business. Need aggression has negative correlation with most of the areas of vocational preference.

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