

CHAPTER I

INTRODUCTION

1.1 Introduction

One of the main aims of education is to enable individuals for ensuring respectable livelihood. By ensuring their livelihood in respectable manner individuals forms a self-respect and higher self-concept. They also prove to be an asset for their society.

Educated unemployment is a severe problem in India and when it comes to Meghalaya situation is not much different. Educated unemployment in any country reflects the inadequacy and failure of education in the country. Different commission and committees in India have recommended for connecting its education system with different vocations available in the country.

The present study deals with vocational aspiration among the under graduates students of Shillong .In an achievement – oriented culture like ours, a person is judged by what his achievement are, how they compare with those of others, and how early in life he can attain them. The earlier in life the achievement is attaining, the more favorably the person is judged. In time the person comes to expect certain achievement of him and he sets goals he has set, he will be satisfied and happy. If not he will feel like a failure and the effect on his self-concept will be damaging.

The effects of achievement on personality are both direct and indirect. Directly the effect comes from how the person evaluates him selves and, indirectly from his realization of how others evaluate him. Of the two, the direct effect have

greater impact on personality, because normally the person expects more of himself than others expect of him and thus judges himself more harshly than others do.

1.2 Occupational Aspiration

Aspiration is the points of references which influence the career pattern and, ultimately the total life of the individual. It can be assumed that high aspirations motivate people to make effort towards the realization of their ambition. In technologically advanced society's high aspirations in terms of success is a dominant cultural value.

Almost every individual would like to raise above his/her present status. Some may say they are content to stay where they are, but very often such a saying is based on a belief that a change is impossible. The only way they can be happy is to convince them they are satisfied.

While all people of all ages aspire to better themselves, aspirations are especially strong during adolescence. It is a time of idealism and romantics. It is a time of dreaming high hopes and confidence. The adolescence has fanciful ideas about the future. These ideas will open the doors of their life.

In everyday usage, ambition and aspiration are nearly synonymous and are often used interchangeably. Ambition means eagerness or an ardent desire to achieve a particular end and fame, honor, superiority, or power. Aspiration means longing for and striving after something higher than oneself or ones present status. This longing may be ennobling or uplifting or it may be unwarranted or presumptuous. The subtle distinction between "ambition" and "aspiration" is that the latter emphasis on something higher than one self or ones present status. In

aspiration, the motivation for achievement is improvement, while in ambition the motivation is the result itself. A person who aspires to better himself or to achieve financial, social, or academic success above that which he has achieved to date will be satisfied only when his achievements come up to the goals he has set, regardless of how others view his achievement.

When used in this sense, aspiration is the goals a person sets for himself in task which have intense personal significance or in which he is ego-involved. Success in these tasks raises his self-esteem while failure leads to chagrin and feeling of inadequacy. This person confidently expects to achieve his goal in these ego-involved and strives hard to achieve them. Occupational aspirations, desired work-related goals given ideal circumstances, is preferences about work that reflect information about self concept, perceived opportunities, and interests and hopes (Rojewski, 2005). Aspirations are important to career development and occupational attainment in that they prompt planning, guide learning, help organize life options and choices, and contribute to individuals' preparation for adult life. The development and expression of occupational aspirations can be explained from a number of perspectives including developmental theory (Super, Savickas, & Super, 1996), Gottfredson's (1996) theory of the development of occupational aspirations, and status attainment theory (Hotchkiss & Borow, 1996). While presenting different theoretical perspectives on the formation of aspirations, each of them explains aspirations as developmental, reflecting individuals' assessments of personal capabilities and available opportunities, and influenced by personal and societal characteristics including gender, race/ethnicity, and socioeconomic status.

With the understanding of the meaning of aspiration, we now can proceed to the meaning of occupational aspiration. Occupational aspiration is simply the goals

you've set out to achieve in either the current profession or desired profession Occupational aspiration is the want or craves for a particular occupation which is within or beyond their grasp. Each individual develops an occupational aspiration, their aspiration may differ through their level of study, and they may aspire for a particular occupation when they were in school but as they move to the next level of education their occupational aspiration may change. Every individual has an occupational aspiration which has been developed through his years of life. Some achieve their occupational aspiration while some have to settle for other occupations. Some occupation is easy to achieve while others are difficult to acquire. Some occupation may be idealistic and some may be realistic.

1.3 Development of Occupational Aspiration

Before the child reaches the adolescence, he develops many aspirations for what he will do when he grows up. He also learns to aspire in a way that is characteristically his -realistically or unrealistically. He may develop the habit of allowing himself to be swayed by others in setting his goals; or he may set them with little outside influence, based mainly on an assessment of his abilities acquired from past success and failures. While environmental pressures and experience will modify the adolescent's pattern of aspiring, it will probably remain relatively the same as in childhood

Of the many factors that influence adolescents aspirations the following are significant. Early training: Many adolescents are subjected from baby-hood to training which emphasized high achievement in whatever they do. Their parents set the goals they are expected to reach and then show them how to reach them. This

training is reinforced by rewards and punishments until the pattern of aspiring becomes internalized and parental guidance is no longer necessary.

Parental ambitions: Even before a child is born, his parents have a picture of what their dream child will be like and they use this as a model for their aspirations for him throughout his life. Many parents have definite ideas about how much education they want him to select, what social and academic achievements they expect of him and what sports they want him to excel in. Many of the ambitious parents set for their children thwarted ambitions of their own and they are determined to see that the obstacles they faced do not handicap their children. High school students, Garrison has reported, say that when they are parents they want their children to have the things they have not had, such as money, cars, friends, dates and a good education. Some parental aspirations come from competition with other parents. Parents want their children to do better than other parents' children, and thus, indirectly, put a feather in their cape.

The adolescents' aspirations are greatly influenced by what significant others - especially peer and teacher - expect. If friends expect the adolescent to be a good athlete, for example, his aspirations will center on athletic achievements. The stronger his desire to be accepted by the group, the higher will be his level of aspirations.

Competition with others: Many aspirations are based on a desire to outstrip others. The habit of competing with others plays an important role in determining what aspirations the adolescent will set for himself. If his friends aspire to be outstanding athletes, he will aspire to be more outstanding than they. When satisfaction from successful competition is great, the adolescent may aspire to

perform only in those areas where he can compete successfully, even if it means ignoring his other interests, abilities and needs.

Mass media: Books, radio, movies, newspapers, magazines and television encourages the students to raise their level of aspirations In childhood as well as adolescence, the individual identifies with the mass-media character that appeals to him most; the character is generally the hero or the heroine. Furthermore, the adolescent becomes accustomed to happy endings, to having the hero reach his goal even in the face of unbelievable obstacles. And on television, he does it almost instantaneously; within the one-hour time limit, all problems are solved. Mass media have more in-fluence on remote than on immediate goals. When it comes to the remote future adolescents can aspire as high as they wish because there is always the possibility that something will happen to enable them to make a fortune or become national heroes.

Past Experiences: Much of the unrealistic aspiring of adolescents can be traced to their limited experience, which makes it impossible for them to assess their capacities realistically. In their Vocational Aspirations, adolescents with some work experience are more realistic than those with no experience. Experience also determines whether the adolescent will aspire to achieve success or to avoid failure after a failure, he is more likely to hope to avoid another failure than to aspire to achieve success.

Interest and values: These two are normally quite closely related. Interest maybe stronger than ability, however, if high social prestige is associated with an area of interest .on the other hand, interest may be weaker than ability would justify if environmental conditions have prevented the individual from developing the

interest. When interests are based on abilities, they tend to be stronger and more persistent than when based on group values with little relationship to the individual's own preferences or capacities .when aspirations are developed from interests based on abilities, they are not only stronger but also more realistic when they are influenced primarily by group values.

1.4 Need of the Study

India is a developing country and growth and development are required in every state, especially in remote states of the north east. North-eastern region of the country is comprised of diverse subgroups that need to be mobilized in specific manner so that they can contribute to the fullest of their potentials in the development of country in general and north-eastern region in particular. More particularly Meghalaya has a completely different culture (matriarchal) compared to other states of north-eastern region, which poses different demand on different subgroups. It also possesses a cosmopolitan environment especially in urban areas.

Therefore diverse needs of different groups need specific attention from policy makers and stakeholders. Occupational aspiration is also a product of cultural and traditional expectations posed on younger generation as well as guidance and orientation provided by educational institutions. After reviewing the related literature researcher did not come across studies dealing with this aspect of occupational aspirations. Therefore researcher planned to undertake this study which would help policy makers and stakeholder in education to take care of diverse needs of different groups.

1.5 Statement of the Problem

The study is formally stated as “A study of Occupational Aspiration among the under graduate students of Shillong”

1.6 Research Questions

On the basis of review of related literature researcher perceived a knowledge gap which raised following research questions;

- I) what are the vocational aspirations of under graduate students of Shillong?
- II) Do they differ in their occupational aspiration on the basis of various demographic variables?

1.7 Objective of the Study

- (1) To find out the occupational aspirations of the under graduate students of Shillong.
- (2) To find out the difference in occupational aspiration of under graduate students of Shillong in relation to their:
 - a) Sex
 - b) Stream of study (B.A/ B.Sc./b.Com.)
 - c) Locale (rural /urban.)
 - d) Ethnicity (Tribal / non-tribal)
 - e) Class (1st year/ 2nd year/ 3rd year)