CHAPTER - III

PRESENT STUDY
CHAPTER-III

STATEMENT OF THE PROBLEM

OBJECTIVES, HYPOTHESES; VARIABLES OF THE STUDY

In the present chapter the researcher has stated the problem, enlightened the significance of the problem, enlisted the objectives, framed the hypothesis, and explained the variables of the study.

3.0.0. STATEMENT OF THE PROBLEM

"Self-efficacy in relation to intelligence, personality and occupational choice among intermediate students"

3.1.0. SIGNIFICANCE OF THE PROBLEM

"There is only one success- to be able to spend your life in your own way." -Christopher Morley

In today's world, which is marked by competition, it is imperative to manage the stress and strain to keep pace with demands of the society, changing trends, and great expectations. Because only that individual who is successful in all aspects, is the survival of the fittest in this world. Educational field is also not an exception, as globalization poses a number of challenges.

Present educational system has failed to bring an all round development in the individual. It may be because of faulty examination oriented education, which compels the students to mug up the
stereotype questions and answers and just present as it is in examinations without any though and insight into the subject matter. It is laying more emphasis on the knowledge and information aspect. Our educational system has literally failed to develop life skills which are essential for future of the student. Lack of proper guidance at different stages left child confused. Overburdened curriculum, corporate educational system, great expectations of the teachers and parents is making the children more stress prone and leading to more psychological problems, insecurity, negative competitions, and developing suicidal tendencies among school and college students. Students due to the lack of proper guidance and awareness at intermediate level are opting for stereotype jobs or jobs of their peer choice and lamenting over their choice later which has resulted in job dissatisfaction, maladjustment and inability to cope up with arising needs.

Students success in life depends upon their intelligence bestowed through their heredity, the personality traits they have acquired through their environment (family, school, peer, neighbors, and physical environment) child rearing practices (discipline, instructions given, guidance provided, facilities provided, physical and psychological need satisfaction), their personality traits, and personal experiences.
Real contentment in life could be achieved only by having faith in one's abilities, purposeful thought and reasoning, taking right decision at right time and optimistic attitude in life.

Present study is significant as it through light on the self-efficacy believes in the intermediate students their personality traits, their intelligence and its influence on their occupational choice.

There is a growing body of evidence that human accomplishments and positive well-being require an optimistic sense of personal efficacy. This is because ordinary social realities are strewn with difficulties. They are full of impediments, adversities, setbacks, frustrations, and inequities. People must have a robust sense of personal efficacy to sustain the perseverant effort needed to succeed. In pursuits strewn with obstacles, realists either forsake them, abort their efforts prematurely when difficulties arise or become cynical about the prospects of effecting significant changes.

It is widely believed that misjudgment breeds personal problems. Certainly, gross miscalculation can get one into trouble. However, the functional value of accurate self-appraisal depends on the nature of the activity. Activities in which mistakes can produce costly or injurious consequences call for accurate self-appraisal of capabilities. It is a different matter where difficult accomplishments can produce substantial personal and social benefits and the costs involve one's

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time, and expendable resources. People with high sense of efficacy have the staying power to endure the obstacles and set backs that characterize difficult undertakings.

When people err in their self appraisal they tend to overestimate their capabilities. Their is a benefit rather than a cognitive failing to be eradicated. If efficacy beliefs always reflected only what people can do routinely they would rarely fail but they would not set aspirations beyond their immediate reach nor Mount the extra effort needed to surpass their ordinary performances. In sum, the successful, the venturesome, the sociable, the non-anxious, the non-depressed, the social reformers, and the innovators take an optimistic view of their personal capabilities to exercise influence over events that affect their lives. If not unrealistically exaggerated, such self beliefs foster positive well-being and human accomplishments.

Many of the challenges of life are group problems requiring collective effort to produce significant change. The strength of groups, organizations, and even nations lies partly in people's sense of collective efficacy that they can solve the problems they face and improve their lives through unified effort. People's beliefs in their collective efficacy influence what they choose to do as a group, how much effort they put into it, their endurance when collective efforts fail to produce quick results, and their likelihood of success.
The need of the hour is to boost up self-efficacy beliefs, build up self-confidence, and guide the students in right path by developing good communicative skills, hard working nature, with positive attitude in life.

Keeping in view the existing challenges of education and problems of education the researcher has selected the topic “self-efficacy in relation to intelligence, personality and occupational choice among intermediate students” to contribute for constructive changes in educational system.

3.2.0. OBJECTIVES OF THE STUDY

The researcher has undertaken the research with the following objectives and to know the relationship between the following variables of the study.

1. To know the relationship between self efficacy and intelligence.
2. To know the relationship between self-efficacy and personality factors.
3. To know the significance difference of high or low self efficacy on 16-personality factors.
4. To know the significance difference of high or low intelligence on 16-personality factors.
5. To know the effect of gender on self-efficacy.
6. To know the effect of nativity on self-efficacy.
7. To know the effect of parents' educational qualifications on self-efficacy.

8. To know the effect of type of the college on self-efficacy.

9. To know the effect of group (subject) on self-efficacy.

10. To know the effect of gender on intelligence.

11. To know the effect of nativity on intelligence.

12. To know the effect of parents' educational qualifications on intelligence.

13. To know the effect of type of the college on intelligence.

14. To know the effect of group (subject) on intelligence.

15. To know the effect of demographical variables on personality factor-A (Aloof or warm and outgoing)

16. To know the effect of demographical variables on personality factor-B (Dull or Bright)

17. To know the effect of demographical variables on personality factor-C (Emotional or Mature)

18. To know the effect of demographical factors on personality factor-E (Submissive or dominant)

19. To know the effect of demographical variables on personality factor-F (Glum, silent or enthusiastic)

20. To the effect of demographical variables on personality factor-G (Casual or conscientious)
21. To the effect of demographical variables on personality factor-H (Timid or adventurous)

22. To the effect of demographical variables on personality factor-I (Tough or sensitive)

23. To know the effect of demographical variables on personality factor-L (Trustful or suspecting)

24. To know the effect of demographical variables on personality factor-M (Conventional or eccentric)

25. To know the effect of demographical variables on personality factor-N (Simple or sophisticated)

26. To know the effect of demographical variables on personality factor-O (Confident or Insecure)

27. To know the effect of demographical variables on personality factor-Q1 (Conservative or Experimenting)

28. To know the effect of demographical variables on personality factor-Q2 (Dependant or self sufficient)

29. To know the effect of demographical variables on personality factor-Q3 (Uncontrolled or self-controlled)

30. To know the effect of demographical variables on personality factor-Q4 (Stable or tense)

31. To know the effect of gender on first occupational choice.

32. To know the effect of nativity on first occupational choice.
33. To know the effect of parents educational qualifications on first occupational choice.

34. To know the effect of type of the college on first occupational choice.

35. To know the effect of group (subject) on first occupational choice.

36. To know the effect of gender on second occupational choice.

37. To know the effect of nativity on the second occupational choice.

38. To know the effect of parents educational qualifications on second occupational choice.

39. To know the effect of type of the college on second occupational choice.

40. To know the effect of group on second occupational choice.

3.3.0. HYPOTHESES OF THE STUDY

1. There is no significant relationship between self-efficacy and intelligence.

2. There is no significant relationship between self-efficacy and personality factors.

3. There is no significant difference of high or low self-efficacy on personality factors.

4. There is no significant difference of high or low intelligence on 16-personality factors.

5. There is no significant effect of gender on self-efficacy.
6. There is no significant effect of nativity on self-efficacy.

7. There is no significant effect of parent's educational qualifications on self-efficacy.

8. There is no significant effect of type of the college on self-efficacy.

9. There is no significant effect of group (subject) on self-efficacy.

10. There is no significant effect of gender on intelligence.

11. There is no significant effect of nativity on intelligence.

12. There is no significant effect of parent's educational qualifications on intelligence.

13. There is no significant effect of type of the college on intelligence.

14. There is no significant effect of group (subject) on intelligence.

15. There is no significant effect of demographical variables on personality factor-A (Aloof or warm and outgoing)

16. There is no significant effect of demographical variables on personality factor-B (Dull or bright)

17. There is no significant effect of demographical variables on personality factor-C (Emotional or mature)

18. There is no significant effect of demographical variables on personality factor-E (Submissive or dominant)

19. There is no significant effect of demographical variables on personality factor-F (Glum, silent or enthusiastic)
20. There is no significant effect of demographical variables on personality factor-G (Casual or conscientious)

21. There is no significant effect of demographical variables on personality factor-H (Timid or adventurous)

22. There is no significant effect of demographical variables on personality factor-I (Tough or Sensitive)

23. There is no significant effect of demographical variables on personality factor-L (Trustful or suspecting)

24. There is no significant effect of demographical variables on personality factor-M (Conventional or eccentric)

25. There is no significant effect of demographical variables on personality factor-N (Simple or sophisticated)

26. There is no significant effect of demographical variables on personality factor-O (Confident or insecure)

27. There is no significant effect of demographical variables on personality factor-Q1 (Conservative or experimenting)

28. There is no significant effect of demographical variables on personality factor-Q2 (Dependent or sufficient)

29. There is no significant effect of demographical variables on personality factor-Q3 (Uncontrolled or self-controlled)

30. There is no significant effect of demographical variables on personality factor-Q4 (Stable or tense)
31. There is no significant effect of gender on first occupational choice.

32. There is no significant effect of nativity on first occupational choice.

33. There is no significant effect of parent's educational qualifications on first occupational choice.

34. There is no significant effect of type of the college on first occupational choice.

35. There is no significant effect of group (subject) on first occupational choice.

36. There is no significant effect of gender of second occupational choice.

37. There is no significant effect of nativity on second occupational choice.

38. There is no significant effect of parent's educational choice on second occupational choice.

39. There is no significant effect of type of the college on second occupational choice.

40. There is no significant effect of group (subject) on second occupational choice.
3.4.0. VARIABLES OF THE STUDY

a) SELF EFFICACY: it is the belief in one's capability to organize and execute the course of action required to manage prospective situations.

b) INTELLIGENCE: it is the aggregate of global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment-Wechsler. Intelligence is the ability to undertake activities that are characterized by (1) difficulty (2) complexity (3) abstraction (4) economy (5) adaptiveness to a goal (6) social, value (7) and the emergence of the originals, and to maintain such activities under conditions that demand a consideration of energy and resistance to emotional force-Stoddard.

Terman defining intelligence says “an individual is intelligent in proportion as he is able to carry on abstract thinking. Intelligence, the dictionary says, is “The capacity to acquire and apply knowledge.”

c) PERSONALITY

Allport says “Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment”.

Warren’s dictionary defines personality, “personality is the integrative organization of all the cognitive, affective, con-native and physical characteristics of an individual as it manifests itself in focal distinction from others.”
Mark Sherman says' personality is the characteristic pattern of behaviors, cognitions, and emotion which may be experienced by the individual and manifest to others”.

Freedenberg “personality is a stable system of complex characteristics by which the life pattern of the individual may be identified”.

d) OCCUPATIONAL CHOICE: It is conscious choice of an occupation based on truthful analysis of ones own personality, his likes and dislikes his special aptitudes, and his handicaps to arouse his latent talents.

Sex: Girls and boys studying in Intermediate colleges.

Locality or nativity here means Rural intermediate students of countryside. Urban intermediate students of city municipality.

g) Parent's educational qualification: includes illiterates, ssc, and intermediate, graduation, and post graduation.

h) Type of the college: here it means Government College, Aided College, Unaided College, and Minority College.

i) Group: The students studying in intermediate colleges are divided into four groups. They are

Mathematics physics and chemistry (MPC)

Biological science physics and chemistry (BPC)

History economics and civics (HEC)

Commerce economics and civics (CEC)