

Case study on Rural Expectations and Reality in Skill Development Programmes: Social Approach

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Abstract

Socio-cultural factors influence behavior, thinking, and feeling of people. In many societies' still people follow traditional customs and norms. Socio-cultural changes transform rural communities. Communities have particular business or job roles in rural India. Practices during traditional times were rooted in beliefs. The agricultural sector plays a major role in rural employment. Rural give food to the country moreover it provides raw material for industries. Nowadays knowledge based industries are increasing in rural areas. Rural Youth are suffering from a shortage of jobs, skills mismatch, and low decent jobs. Education acts as a catalyst for social change. To understand the influence of socio cultural factors in the expectation of the skill development program the case study method was used. The primary data was collected from students who are undergoing training in NSDC Skill development centers in kanyakumari district through questionnaire and focused interview. The major motive of the students is to get employment and finance. They have less interest in entrepreneurship. Moreover they are expecting intangible support rather than emotional. Various community based activities should be introduced. The trainers should motive the students to work for the welfare of the community. The students should develop strong community sense. The training institutions initially create awareness about government entrepreneurship schemes, loan facilities. They should inform about the benefits of social contacts. Teach different cultural practices. Teamwork is encouraged.

Key words: socio cultural, skill development, rural, NSDC

1. INTRODUCTION

Culture is defined as internal uniformity within a social system. It starts in group interaction and finishes by individual characteristics (Stefanie Rathje 2009). The individuals can influence the society by their unique characteristics. Individual values and environment influenced by socio- cultural environments which create impact on individual's decisions and actions(RahmaAkhter et al 2014). Culture controls which things to speak, avoid and change them based on social context and regulate memory. Culture

gives society a future particularly as per its past (Dirk Baecker 1997). Rural areas' economic environment includes culture, values, and ethics (Ashish Mathur 2011). The employment opportunities and obtaining education directs youth to promote rural development. The barriers which block youth to participate in courses are weak infrastructure, inequality and exclusion (Radhika Kapur 2019). The men and women of rural areas can revamp their community as they are open to technology, energetic and enthusiastic and act as a true engine for rural transformation (Marian Fernando 2012).

While planning an educational related community development program one should remember that people will accept or reject the program based on the influence of cultural factors. Many programs are rejected due to innovations that are not suitable to the cultural setting of the society (Dube, S. C. 1956). The agricultural transformation agenda pursuing livelihood survival strategies of rural households will be affected by a network of cultural factors (Matthews-Njoku E.C et al 2014). Through informal networks like family and friends many people had found work. Strong family contact transforms young people to employment. One of the barriers for employment in small communities is poor family reputation (Fred Cartmel and Andy Furlong 2000).

The research aims to find out the motivation of the students to join a skill development program. To find out the aim the major question framed in the research was influence of socio cultural factors in the expectation of skill development program. The primary questions are the influence of

- Support network in expectation of skill development program
- Cultural values in expectation of skill development program

2. LITERATURE REVIEW

Culture is an arrangement of values and beliefs individuals possess on working of world, behavioral norms derived from a set of values (Yuriy Gorodnichenko , Gerard Roland 2017). The individual's behavior is influenced by values of their peers, their perception of group norms. Value is a mental representation pattern mostly linked with behavior. Individuals justify their behavior with respect to values (Michael W morris 2014). Values might be estimated at individual's separately, comparison over persons and culture (R Fischer, YH Poortinga 2012). Choice of individuals for conflict handling

influenced by cultural values (MarjaanaGunkelet al 2016). Shared values are rules for smooth interaction and organization of collective life of people by regulating the behavior of its members. Culture limits people's freedom by creating external pressure on accepting and rejecting things (Christin-Melanie Vauclair 2009)

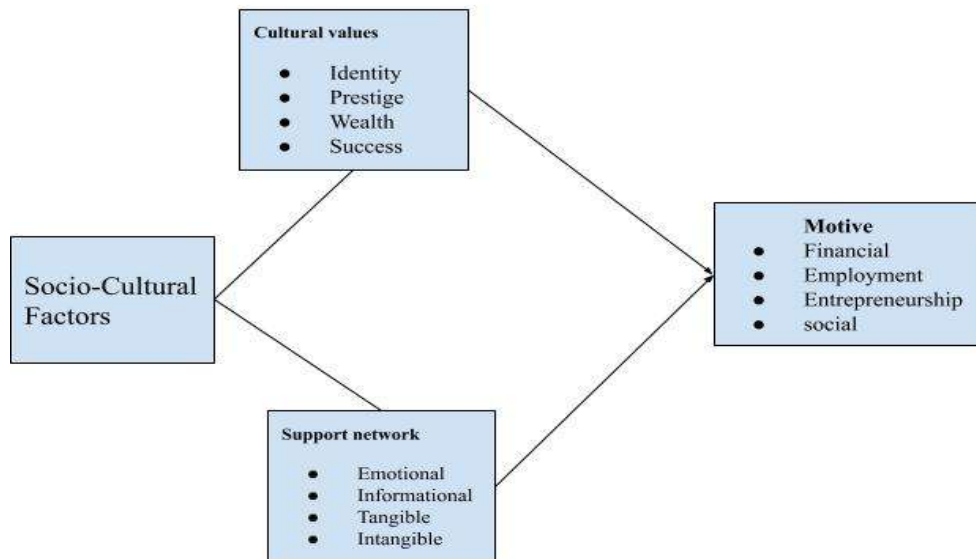


Fig 1. Conceptual Framework of Socio- Economic Factors

Cultural values vary step by step because of the external environment but for many generations few changes can occur (JakštaitėR , Kristina B. Podosk 2008). Power distance is less powerful members of institutions to which power is shared unequally (Geert Hofstede 2011). It affects the structure of organizations. Due to low employee involvement the decisions will make autocratically by top people in high power decision culture (NareshKhatri 2009)

Prestige denotes hierarchy of people in social positions (Bernd Wegener 1992). Moreover it is a symbol of providing people with higher human evaluation. It denotes something which is associated is valuable (Joseph S. Roucek 1957). Culture can vary automatically if one part is properly designed. To achieve success the culture of a

particular country should be followed (Manzoor Ahmed 2019). Cultural characteristics and outcome of economics has association (YuriyGorodnichenko, Gerard Roland 2010)

Providing support indicates when an individual seeking support in life stranded stress offers supportive actions (emotional, instrumental, and informational) should be matched with their situation (Abu Sadat Nurullah 2012). One should be emotional and practical to deliver support. Emotional and practical ways vary based on the situation (Manfred E. Beutel et al 2017). Objective of psychological support consists of support in varying intra physic parameters (mood, attitude, cognitive) (Hans O. F. Veiel 1985). Personal network helps individuals to manage stressful situation (LilianEggens 2008)

The student's motivation level depends on social support (ErdoganTezci et al 2015). Social support can be communicated via network structure of a network when it is given by actions of individuals in a network (PatrickO'Reilly1988). Explicit social support defined as getting instrumental or emotional comfort by social networks in life stress situations (heejungkim et al 2008). During financial stressful times tangible social support impacts on physiological wellbeing (Cecilia Åslund2004). What type of support should be given will be known by socially skillful people. It will be instrumental, emotional in behavior, symbolic respectively and act as instrumental support as emotional synonyms. (Norbert Semmer et al 2008).

3. METHODOLOGY

The study aims to find out the answer for the research question “Influence of socio cultural factors in the expectation of skill development program”. Single case study method was chosen as a research design because the motivation of the trainees in a group can be generalized to the entire population because the group is the replica of the entire population and the result can be replicated to the entire population. Moreover to know the motivation of the skill development trainees only quantitative data won't help because of the lack of clarity about the subject therefore case study strategy could be the appropriate solution in getting society related motives.

To fulfill the purpose the research was conducted in three stages. The first stage is finding factors behind the motive through systematic literature review. The literature review is conducted through books, journals, articles etc. The second stage gained insight about reality case study and data was collected from the students who underwent training

in NSDC in kanyakumari district. KanyaKumari district is a place with 83 percent urban area and only 17 % with rural area. District has the highest number of literacy rates and highest rate of inward and outward migrants. With a high literacy rate the employment opportunity of the district is too low. Therefore case study will help to identify the mindset of rural communities who are with the same background. Interpretation can be generalized to the rural area which has high literacy with low employment opportunity. The third stage is interpreting the results obtained from the first two stages.

To ensure the validity of the data the study uses multiple sources for data collection. The study uses both qualitative as well as quantitative data therefore adopts methodological triangulation. The data was collected through questionnaire (quantitative) and interview (qualitative) methods so a method of methodological triangulation is used. The questionnaires used to collect descriptive data were mainly aimed to know about the people's tradition, cultural values, villagers dependency, norms, village attraction and motive behind them to join skill development program etc. focused interview was conducted to know about motive of respondents deeply.

To know the motive of the students to join skill development program especially in government schemes NSDC skill development centre in kanyakumari is chosen by purposive sampling. To understand the motive the students who joined the skill development program recently were chosen as a sample. The sample size is sixty two. The data was analyzed through SPSS software. To understand the expectation in trainee's perspective percentage analysis was performed and to analyze descriptive variable chi-square test was performed. Moreover to understand the rural perception, thirty community leaders were selected from the rural areas of the trainees attending skill development program. One of the qualification packs of NSDC (beekeeping) was written as an example.

4. CASE STUDY

4.1 Bee keeping

This case study focuses on the rural beekeeping industry in Vilavancodetaluk of kanyakumari district. Beekeeping is a wide spread activity with a wealth of existing local knowledge and skills. Beekeeping is to maintain bee colonies. In India it is done as a full time job or hobby for income generation. Traditionally beekeeping was practiced in clay

pots, tree trunks, wall hives, baskets etc. The role of the beekeeper is to nurture the bees to sell finished products. They have to perform beekeeping operations and be able to understand the biological characteristics of bees to harvest and process the product.

Beekeeping has proven as an alternate and additional source of livelihood by providing additional income to the farmer and employment as well. Therefore is an ideal activity for small scale resource-poor farmers. Beekeeping is a non-physically demanding work; it is also favorable for women and landless youth(Virendra Kumar et al 2018). The beekeeping training has been very useful to the farmers and many farmers have turned into successful beekeepers after undergoing the training(Srinivasan et al 2016). The challenges of hive destruction through fire outbreak, bees absconding and stealing by honey hunters notwithstanding, had proved that with the right training for the bee farmers and new entrants into the enterprise, in place, the rural economy could be transformed(Yusuf, S. F. G. et al 2014)

The honey production in India increased 72.30 thousand MTS in 2012-13 to 94.50 thousand MTS in 2016-17(KVIS report 2018). Beekeeping is one of the important activities of TN Khadi and village industries. The number of honey producing units/beekeepers is highest in Tamil Nadu 60559(KVIS report 2018)

Kanyakumari district in Tamilnadu is a pioneer in honey production.The north-eastern portion of the district is a mountainous terrain which includes northern parts of Vilavancode. As natural resources are available in kanyakumari district beekeeping and honey is promoted under self employment scheme among rural youth which constitute a big way to improve rural economy. Marthandam in vilavancodetaluk is synonymous with the word honey. According to the 2011 census the vilavancodetaluk population is 587,924.

In the year 1924 Dr. spencer hatch who was headed rural centresmarthandam found the existence of bees in the villages and hilly area of south travancore brought the techniques from home country and introduced among poor villages around marthandamas one of the self employmentprogram.They make and teach beehives and accessories. It makes learners able to transfer bees from pots or trees or caves into modern hives to multiply production and profitability to market their honey. Hatch believes that giving Indian farmers skills and knowledge will be necessary for profitability and improving

learners(Daunce spencer Hatch 1938).YMCA Marthandam started beekeeping training for the first time in India and sent trainees to other parts of the country. During summer every year YMCA marthandam conducts a two month course on beekeeping. This creates among the people to take this as occupation.

The Marthandam Beekeepers Co-operative Society is recognized by Khadi and Village Industries Commission and certified by Khadi & Village Industries Board. The Society was started in 1937 with 25-Beekeepers and has now increased to 1363 Members with paid up share Capital of Rs.2.31-Lakhs. The Honey Purchased by the society is processed, Agmarked (A. Grade) and supplied all over India. The production of honey is seasonal according to climatic conditions, i.e. February to April, every year. (3-months). The society is giving employment opportunities to more than 10,000-individuals and their families are benefited. Bonus and Dividend were distributed to the members from Net profit, earned by the society.

Table 1: Table showing Honey production in Kanyakumari district

Year	Honey Kgs.
2015-2016	3,72,061
2016-2017	3,50,333
2017-2018	3,07,863
2018-2019	3,25,063

Source: Marthandam Beekeepers Co-operative Society website

One of the well known practices in south India is migrating bee colonies from Tamil Nadu (Marthandam) to Kerla in January to March. Due to plenty of flora in the migrating region it will provide good return to beekeeping. In India one of the major sources of honey is rubber. The bee keeper has to plan migration depending on ability to map availability of floral resources while doing commercial migration(kishantejmitta

2017). To get possible production ability of honey bee ecotype beekeepers should feed the colony timely to match the flowering period by increasing colony strength during dearth period (Tessema et al 2017). To get an opportunity to get expertise in bee handling, beginners have to encourage utilizing traditional hives. Once they develop their skills they can use top bar and frame hives (Deborahruthamuklen et al 2019). **4.2 Data analysis**

The above fig shows details about the demographic profile of people attending skill development programmes in south Tamil nadu. Most households belong to the poor category (81 %) with limited facilities. And mostly the trainees are from village and town panchayat (93%) only limited from municipality showing a clear demand of beekeeping in rural areas. On the response about cultural divide and family type the respondents are equally divided. The fig 2 shows the attraction of their rural area, which clearly states the rural area is blessed with fresh water. River flows into the village and major village is connected by channels where water is supplied from dams.

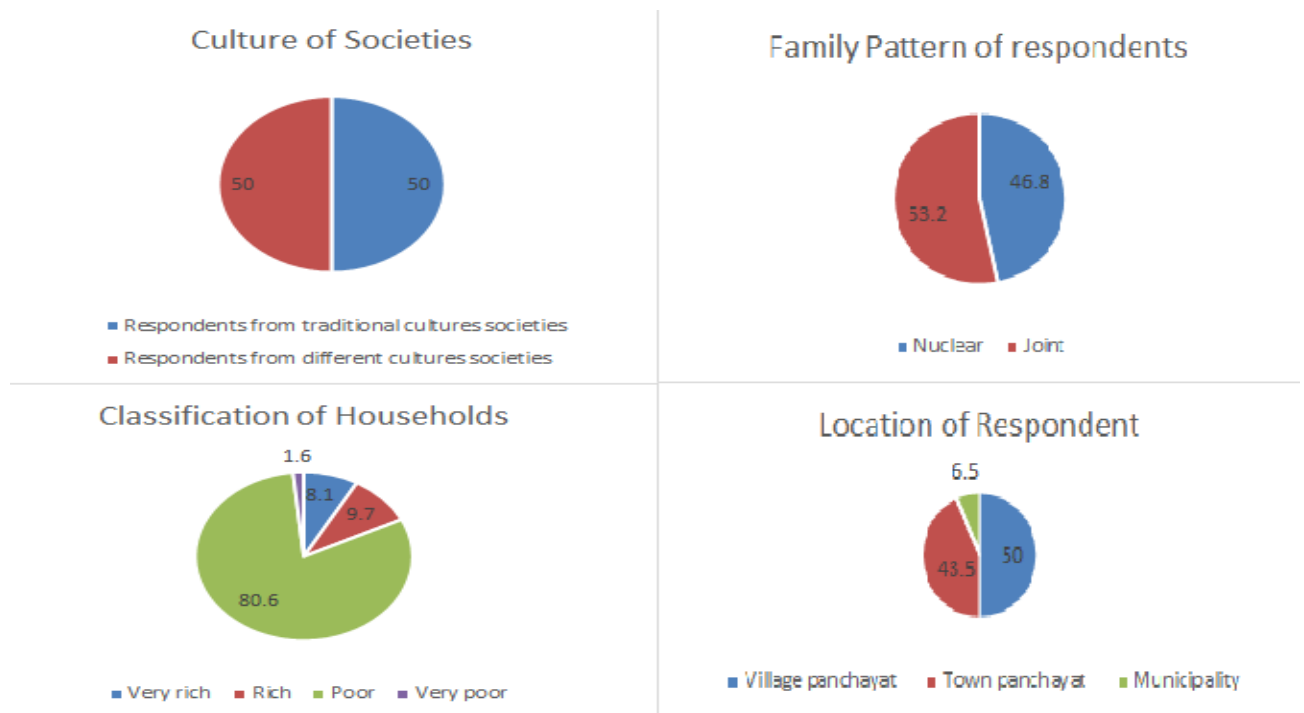


Fig:1 Demographic profile of the respondent

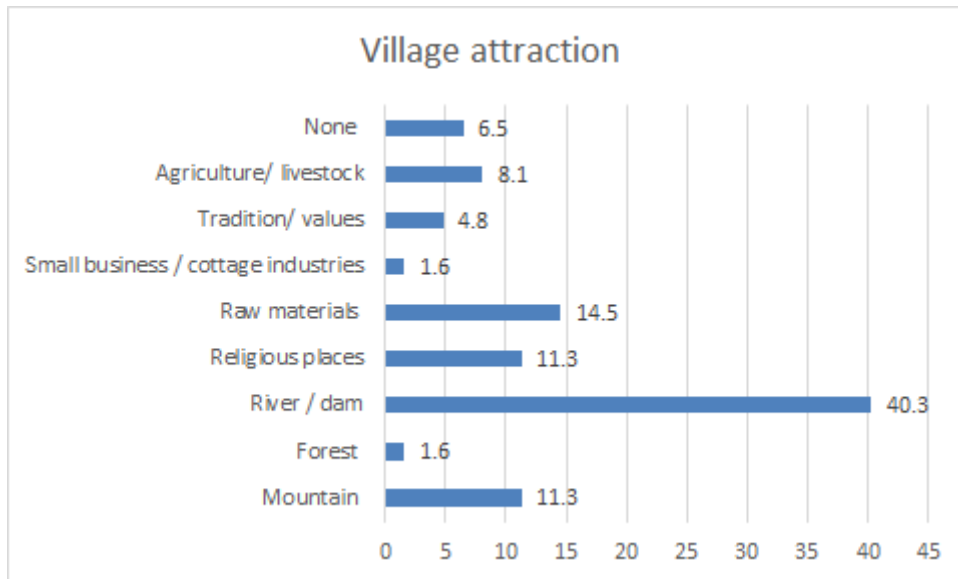


Fig 2: Rural Attraction according to respondents

Chi-square test is performed to show the association between cultural values and dependency of village (P value < 0.05). The study finds that where there is high traditional cultural values farming activities are carried and farming is being the primary source of income. Whereas the society which is not dependent on cultural values are moving rapidly towards service industry and even many rural communities are turning to be dependent on service industry. While moving from farming to non-farming industry have no impact on cultural values.

Table 2: Association between Dependency of Villages and Practice cultural values

Cultural Values	Farming (%)	Non farming (%)	Service unit (%)	P value
Yes	(56.2) [47.4] 14.5	(18.8) [25.0] 4.8	(25.0) [12.9] 6.5	.026
No	(21.7) [52.6] 16.1	(19.6) [75.0] 14.5	(58.7) [87.1] 43.5	

() Row Percentage, [] Column Percentage, ** Denotes significant at 1% level

Table 3: Association between location type and attraction of village

Attraction	Village panchayat	Town panchayat	Municipality	P value
Mountain	(57.1) [12.9] 6.5	(42.9) [11.1] 4.8	(0.0) [0.0] 0.0	.004
Forest	(100.0) [3.2] 1.6	(0.0) [0.0] 0.0	(0.0) [0.0] 0.0	
Rivers/ dams	(40.0) [32.3] 16.1	(60.0) [55.6] 24.2	(0.0) [0.0] 0.0	
Religious places	(71.4) [16.1] 8.1	(14.3) [3.7] 1.6	(14.3) [25.0] 1.6	
Availability of raw materials	(33.3) [9.7] 4.8	(55.6) [18.5] 8.1	(11.1) [25.0] 1.6	
Small business/ cottage industries	(0.0) [0.0] 0.0	(100.0) [3.7] 1.6	(0.0) [0.0] 0.0	
Tradition/ values	(0.0) [0.0] 0.0	(33.3) [3.7] 1.6	(66.7) [50.0] 3.2	
Agriculture/ livestock	(100.0) [16.1] 8.1	(0.0) [0.0] 0.0	(0.0) [0.0] 0.0	

() Row Percentage, [] Column Percentage, ** Denotes significant at 1% level

The above classification gives an idea about the selected sample. It provides a clear view about division based on rural and urban divide and the attraction they have to attract the skill development programme. Chi Square test classifies the association between municipal and panchayat area and their attraction. Since p value is less than 0.05 there is association between village attraction and location. In village panchayat mountains, forest, agriculture/ livestock is an attraction. River/ dam in town panchayat. Religious places and raw material availability in municipalities. These findings are very important to select a skill development programme based on an area. Based on the attraction and cultural values the motivation and the selection of business varies. If the skill development programme could find the cultural and village attraction then the effectiveness of the skill development could be improved.

Table 4: Influence of Support Network in Motive of Students

	Financial motive	Social motive	Employment motive	Entrepreneurship motive
Emotional	✓	✓ ✓ ✓	✓	✓ XXX
Informational	✓	✓	✓ XXX	✓
Tangible	✓ ✓ ✓ XXX	✓ ✓ XXX	✓ ✓	✓
In tangible	✓ ✓	✓	✓ ✓ ✓	✓ ✓

From the table it is found that the students who are participating in the skill development program have a high tendency to go for employment opportunities. Moreover, the intangible factor plays a key role in determining course of action. The case study with detailed interviews tried to analyse the social motivation of students and their community

leaders above table is being tabulated. One tick represents 1 to 10 responses. Tick mark represents the response of the trainees and cross mark represent the response of the community leaders. The first part is to find out what support network motives to join the course. The table reveals that the students attend a skill development program in employment motive. They have less interest in entrepreneurship. Moreover they are expecting intangible support rather than emotional. Students mostly expect in-tangible support like developing the on-job skills and off -job skills in order to improve their employment opportunity. While understanding community leaders' perspectives there is a clear difference in opinion. They suggest that these training programs are for tangible benefits of the participants. They even elaborate that most students attend the program for financial benefits they get out of the scheme. They also recorded that the skill development program provides effective information related to employment opportunities. They also strongly believe that these programs are not developing any entrepreneurship skill. Out of their experience, the trainees are motivated to start their own business soon after completion of the training program, But after facing different hardships by trainee's, literally bury the idea of starting their business within a few weeks.

The students are motivated to speak different languages and get social network ties. They are willing to solve problems in the community and provide free service to the community. They need financial assistance too. Most of the students reveal their desire as *“I am from a rural background. I have been unemployed for the past 1 year and also married. I couldn't find a job. I attended many placements in college. I didn't succeed due to a language gap. I studied Tamil medium. I am depressed, hurt. I am unable to overcome unemployment. I need to know how to search for a job. To fulfill my financial need I am taking tuition. The financial assistance helps me to support my family. That's why I joined skill development program”*

Cultural values

Below table shows the influence of Cultural value in the motive of student to join the skill development program. Our goal is to understand the real motive,.

To understand the real Motive(financial, social, employment, entrepreneurship) behind the students to join skill development program We had chosen four cultural values

Table 5: Influence of cultural values in motive of students

	Financial motive	Social motive	Employment motive	Entrepreneurship motive
Identity	✓	✓ ✓	✓ ✓	✓ ✓
Success	✓ ✓ ✓	✓ ✓	✓ ✓	✓ ✓
Wealth	✓ ✓ ✓	✓ ✓	✓ ✓	✓
Prestige	✓	✓	✓ ✓ ✓	✓

Table 1 shows the most students are motivated towards employment. The major factor behind the employment motive is Prestige. Moreover they think if they get work in their rural area it will be a sign of wealth. They wanted to give personal performance for the success of the organisation and they needed to get identity through taking important decisions in the job. So here we can clearly understand cultural values act as a buffer because the students think if they are employed their prestige will get improved. when we

see in psychological perspective the pressure of being unemployed over more years will attract the student towards skill development program

Among the four motives, the second motive of the student to join the skill development program is financial motive. The major construct behind the financial motive to get wealth. The student needs to get financial reward and financial security. The student believe that when they get financial security they achieve real success. money will project the individual identity in the social institution. a financial level will help other members of the society to count the value of individuals. Moreover, money will act as a tool for calculation of individual value by differentiating social hierarchy. So to get a good social image (Wealth) in society students or join a skill development program.

The least motive of the students to join was Entrepreneurship. students are not concerned about maintaining traditions, customs and rituals and they are not willing to work for the welfare of the community. This is mainly due to entrepreneurial behaviour being perceived wrongly by the students moreover students are not willing to take risks. The perception of entrepreneurship is mainly influenced by culture, family background and how they were brought up. Since in kanyakumari people are highly educated they are seeking for respectful jobs rather than entrepreneurship.

From the above discussions we can clearly say that students are fully motivated. Their individual desire is dominant here. Their individual desire attracted them towards a skill development program. Moreover they are interested in finance too. Although they want to be successful and wealthy now in this initial stage they do not want to take risks. They are seeking a comfortable and secure lifestyle.

Most of the students reveal their desire as *“My father is working as wage labor. We cannot afford a wealthy life with his wage. I have a lot of dreams. I am having a desire to get employment with more salary. I need skills. I should be top. I need more skills. I want to achieve something in my lifetime. For this purpose I joined skill development program”*

Findings

The students attend a skill development program in employment motive. They have less interest in entrepreneurship. Moreover they are expecting intangible support rather than emotional. The students are motivated to speak different languages and get social network

ties. They are willing to solve problems in the community and provide free service to the community. They need financial assistance too.

They have low power distance and they want to be succeeded. Student's motive is to celebrate team success as group achievement and act as a good leader. Work hard first and gain more money moreover gain financial reward.

Conclusion

Rural culture is people practicing values, norms, tradition, custom etc. people have strong community sense. In olden days the agricultural sector plays a major role in rural employment. Rural areas give food to the country moreover it provides raw material for industries. There is a shift from agriculture to non-agriculture. Rural transformation aims to increase the economic condition of the rural people. The major motive of the students is to get employment and want to be a successful person.

Various community based activities should be introduced. The trainers should motivate the students to work for the welfare of the community. The students should develop strong community sense. The training institutions initially create awareness about government entrepreneurship schemes, loan facilities. They should inform about the benefits of social contacts. Teach different cultural practices. Teamwork is encouraged. To improve the socio economic status of rural people more number of programs and policies should be implemented. Steps should be taken to protect traditional skills.

Acknowledgement: *This research was supported by Indian Council of Social Science Research (ICSSR), New Delhi under the scheme IMPRESS. We thank officials in the YMCA, Pacode from who provided insight and expertise that greatly assisted the research, although they may not agree with all of the interpretations/conclusions of this paper.*

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