

PERSONALITY CHARACTERISTICS OF HIGH AND LOW ASPIRATION

Dr. Kavita Saxena
Assistant Professor
Swami Dayanand Saraswati Educational Institute,
Bhawalpur Bansli,

Abstract

Students are the future of the nation and they are undoubtedly an important forces in The process of national building. All children are born to achieve. All have unique talents and extraordinary potentiality. All children have brain with tremendous capacities for achieving sky in their limit, unfortunately now students are not ideal because they don't have real knowledge regarding to social contexts but they are running behind jobs only. This is not so bad but bad is the aspiration of that vocation which is beyond their capacities.

Here we find that socio-economics status is important factor in relation to vocational aspiration and goals. Person differ in their career planning with their socio-economic condition.

Here vocational aspiration has dependent very able whereas sex fathers' ambitions fathers occupation and personality factors.

India is a country of diverse group of people, community, culture, languages and institutions. Our social system is quite different and probably unique from the rest of the world.

India is a country of diverse group of people, community, culture language and institutions. Our social system is quite different and probably unique from the world. Our eighty percent population is located in villages which is poor and under privileged even in the cities the people are generally traditional like rural people because of their culture background the recent census report revealed that in our country education is still less in comparison to western and advanced countries. In addition to all these, majority of Indian population have same family occupations. They are generally traditional and superstitions. In such a condition the educational and vocational goal of most of the students are not based on primary and realistic considerations like students of advanced countries. The results based on the studies made on students of an advanced country cannot be realistic for our students. In advanced countries career plans are made on primary considerations like ability, aptitude, interest, intelligence, achievements etc. But in our country, due to lack of opportunity and several other reasons, they are based on secondary considerations like parents advice, employment opportunity social of family occupations etc. In another words we can say frankly that here the career plans, education, vocational goals, success in education and vocation are based on extraneous grounds are accidental in nature. Thus it is desirable to make studies on educational and vocational aspirations of students in Indian context. Very few studies have come to light in Indian context (e.g. joshi, 1963' kanungo, 1960' Reddy, 1978' saboo, 1979, singh and Prasad , 1969' suman, 1985;) etc. These studies cannot be judged as sufficient so more through and well planned studies on this aspect are needed. This will help us to a great extent, in understanding our students in better way in present context.

In the present results of the study are presented and their interpretations have been made. The results have been obtained after the collected data were scored and put to statistical analysis in order to test the different hypotheses of the study for this purpose the mass of data obtained from the sample has been analysed in various ways to bring out differences in scores on the different variables and attempts have been made to interpret the findings in a proper perspective.

There is relationship between career choices and personality of the individual Hall and (1977) maintains that the most successful career choice is a match between personality type and type of work environment. Holland has developed an individual approach to vocational interest measurement the self-directed search (S D S) which exposes the individual to five hundred occupational options the SDS, thus, informs students and helps them to become aware of the directions in which their inclinations are taking them.

Measure choice question can be asked” what kind of work do you feel your are best prepared to do at present to know preference the question will be what vocation or life work of you want most of all to undertake, whereas to understand the aspiration at the subject he will be questioned that” if you are financially able and free to choose without restriction, what kind of work would you like to prepare for “In vocation choice can be termed as what the individual predicts to do in future and vocation performance can be termed as to what he would like to do. In vocation aspiration the individual express as to what he wants or wishes to do irrespective of the limitations imposed by reality. In the present research work vocational aspiration of the students are dependent variable where as sex, father’s ambitions father’s occupation, caste, income of the family and 14 personality factors warmth, intelligence, emotional maturity, excitable, assertive, enthusiastic, ego strength venture some dependency individualistic, depression controlled, tense and self-sufficient are the independent variables.

According to a number of research findings personality characteristics are related to vocational aspiration (Chadha, 1982’ conger and Peterson, 1984) Adolescent with vocational interests in artistic fields are more likely than adolescents with other interests to perceive themselves as introspective, imaginative, sensitive, unconventional, rebellious and impractical.

Holland (1963). In contrast boys expressing Interest in scientific vocation are more likely perceive themselves as analytical, curious, quiet and reserved and scholarly.

Those entrepreneurial interests are relatively more apt to perceive themselves as aggressive, striving dominant, energetic, extroverted, practical and persuasive (Holland, 1963). Here it was also sub hypothesized that the high and low vocational aspiration groups would differ significantly on factor A (Reserved vs. warmhearted) the high VA students has been found to be superior to the low VA students on warmth factor.

A student with high score on a factor ‘A’ is warmhearted outgoing easy going and participating whereas a students with low score is reserved, detached, critical, aloof and stiff. So we can say that high vocational aspiration students are warmhearted, outgoing, easy going and participating.

We find that the high V A and low VA students differ significantly from each other in their mean scores on factor ‘B’ intelligence high VA student have scored higher is more intelligent, abstract thinking, bright, of higher scholastic mental capacity whereas students with low score is less intelligent, concrete thinking of lower scholastic mental capacity.

The students of high vocational aspiration group have earned higher scores on factor-c where as the students of the low vocational have scored low on factor-c. A student with high score on factor c is emotionally stable, mature, face reality, calm, of higher ego strength whereas a student with low score on c factor is affected by feelings, emotionally less stable, easily upset changeable of lower ego strength.

It was expected that high and low vocational aspirations group of students would differ significantly from each other in terms of their assertive personality traits with regard to the factor (assertive vs obedient) the high VA students have been found to be significantly more assertive than the low VA students. High VS students have scored higher than low VA students.

A students with high score on factor enthusiastic, headless and happy. Lucky where as a student with low score on factor is sober, taciturn and serious. That means high vocational aspiration groups of students have been found to be more on enthusiastic, headless and happy-go-lucky personality traits.

It is evident from that there exists a significant difference between high and low vocational aspiration group of student with respect to eleven dimensions of personality the even eliminations on which high and low VA student differ are –A (reserved vs. warm neared) B (less intelligent vs. more intelligent) C (Affected by feelings vs. emotionally stable) E (obedient vs. Assertive) F (Accommodating vs. enthusiastic) G (Disregards rule vs. consociation) H (shy vs. adventurous) I (tough-minded vs. tender minded) –Q2 (sociably group dependent vs. self-sufficient) –Q3 (uncontrolled vs. controlled) and Q4 (related vs. tense) however, on the remaining three factors insignificant differences have been found. These factors are –D (undemonstrative vs. excitable) –J (zestful vs. circumspect individualism) and –O (self-assured vs. apprehensive) the above results suggest that aspiration of the students play an important role in the development of certain person traits.

REFERENCES

- Alam, w.m. (1968) Learning theory and vocational decisions. Personal and Guidance Journal, 47 (1), 18-23.
- Cantella, J.R. (1959) The factor of psychological need in occupational choice. Personnel and Guidance Journal, 28, 46-48.
- Etton, C.P. and Rose, E.A. (1967) Significance of personality in the vocational choice of the college women.
- Haller, A.O. and Miller, J.W. (1963) The occupational aspiration theory structure and correlates. Agricultural Expt. Bullentin, 288, Michigan state university.