

# A Study of Traditional and Non-Traditional Vocations of Psycho-Social Factors

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## ABSTRACT

Education is essentially a human virtue. With the help of education, man can be transformed into a human being. Without it, he is not qualified for social life. Education is the apprenticeship of life. It undertakes on itself the fact of bringing people up-to-date. It shapes the destiny of the nation by educating the younger generation. The present study focuses its attention on the psychosocial factors like level of aspiration, achievement of motives, security-insecurity and risk-taking factors which influencing the preference for traditional and Nontraditional vocations. The role of parents in shaping the future of the child is very necessary. The child is like a plant in a garden and the parents and teachers are gardeners. If the gardeners do not look after the plant, automatically, the growth of the plant will be diminished, and it may even die. On the other hand if proper care and nurturing is provided it shows fantastic growth and marvelous attraction for the passerby with their grandeur and beauty. If the children are nurtured properly and guided correctly they would definitely show better results. Children are the real treasures of the home and future citizens of the world. So parents should not shun from their normal duties towards children. If proper guidance, love, affection are denied they become hopeless and helpless and education becomes a tongue affair to them. Parents is the real career builder of their children, the duty of every parent is to find out the real potentialities hidden in the children, to trace out their intelligence and to get out the real treasure. Education is as old as the human race. Plato says, "Man cannot propose a higher or holier object for his study than 'education' and all that pertains to education". Aristotle writes, "Educated men are as much superior to uneducated as the living are to the dead" Upanishads say, "Throughout education one enjoys the fruit of immortality". Education is an irresistible force and hence every country spends huge sums of money every year upon the education of the rising generation. Scientists, Philosophers and other Educators put the following cogent arguments in favour of education as an essential factor of human development.

**Keywords:** Traditional Vocations, Non-Traditional vocations, Psycho-Social Factors

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## INTRODUCTION

Education begins at birth and continues throughout life. It is constant and ongoing. That is why Kothari Education Commission stated in the opening sentence of its report 'the destiny of India is now being shaped in her classrooms'. Through education alone the necessary changes in the knowledge, skills, interests and values of the people as a whole could be brought about, which is basic to every programme of social and economic betterment of people, of which India stands in need. The progress of a nation in the world of today is more than ever dependent upon the quantity and quality of the education received by the people. Education has the dual function of transmitting to the new generation the heritage of the past with its accumulated wisdom and preparing it for the present and the future that the emergent needs of society and individuals whole before us. According to Radhakrishnan, Education according to Indian tradition is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue. Plato says, "Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of". According to Rousseau, "Education is the child's development from within". In general, education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. Education is a dynamic process. It is a lifelong process. It is now believed that every individual is born with latent talents. He inherits these talents by birth. The role of education consists in the development of these talents or potentialities. The development of different aspects of human personality should take place in a balanced form. It must be all round, wholesome and integrated. Education is not merely collection of some information. It is

acquisition of experiences through life in the social and natural environment. It includes all the knowledge and experiences, acquired during infancy, childhood, boyhood, adolescence, youth, manhood or old age through any agency of education- the press, the travels, the club, the nature- formally and informally. Thus, education becomes the sum-total of all experiences that the child receives either in the school or outside. In this wider sense, life is education and education is life. Whatever broadens our horizon, deepens our insight, refines our reactions and stimulates thought and feeling, educates us". In other words, education is the process whereby a human being gradually adopts himself in various ways to his physical, social, and spiritual environments. It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. Education, in the broader sense, is transmission of life by the living, to the living, through living and for living". Education is a means for the development of balanced all-round harmonious development of personality.

#### **Objectives of the Study:-**

The following specific objectives are being formulated.

1. To examine the effect of achievement motives of the non-traditional entrepreneur.
2. To see the level of aspiration of the traditional entrepreneur.
3. To examine the greater risk taking trait of the non-traditional entrepreneur.
4. To find out the amount of security and insecurity of the traditional and non-traditional entrepreneur.

### **RESEARCH METHODOLOGY**

#### **Concept of vocation**

A vocation is an occupation to which a person is especially drawn or for which they are suited, trained, or qualified. People can be given information about a new occupation through student orientation. Though now often used in non-religious contexts, the meanings of the term originated in Christianity. Use of the word "vocation" before the sixteenth century referred firstly to the "call" by God to an individual, or calling of all humankind to salvation, particularly in the Vulgate, and more specifically to the "vocation" to the priesthood, or to the religious life, which is still the usual sense in Roman Catholicism. Roman Catholicism recognizes marriage, religious, and ordained life as the three vocations. Martin Luther followed by John Calvin, placed a particular emphasis on vocations, or divine callings, as potentially including most secular occupations, though this idea was by no means new.

Calvinism developed complex ideas about different types of vocations of the first type, connected with the concepts of Predestination, Irresistible grace, and the elect. There are the vocation universalis, the vocation specialis, only extended to some. There were also complex distinctions between internal and external, and the "vocatio efficax" and "inefficax" types of callings Hyper-Calvinism, rejects the idea of a "universal call", a vocation, to repent and believe, held by virtually all other Christian groups.

In Protestantism the call from God to devote one's life to him by joining the clergy is often covered by the English equivalent term "call", whereas in Roman Catholicism "vocation" is still used.

The idea of vocation is central to the Christian belief that God has created each person with gifts and talents oriented toward specific purposes and a way of life. In the broadest sense, as stated in the Catechism of the Catholic Church, "Love is the fundamental and innate vocation of every human being" More specifically, in the Orthodox and Catholic Churches, this idea of vocation is especially associated with a divine call to service to the Church and humanity through particular vocational life commitments such as marriage to a particular person, consecration as a religious dedication, ordination to priestly ministry in the Church and even a holy life as a single person. In the broader sense, Christian vocation includes the use of one's gifts in their profession, family life, church and civic commitments for the sake of the greater common good.

#### **Types of Vocations: -**

There are four types of vocations people follow in their lives. The four vocations are Vowed Religious Life, Single Life, Married Life, and Ordained Life. All four of these vocation types will get you into heaven. Think of each vocation like a road, each road leads to getting into heaven, the married life is getting quite congested, the single life is getting more and more congested every year, the Vowed Religious life and Ordained Life are getting people slowly every year. This should give a gauge on what most people vocations are and what they are drawn to do.

**Religious Life:** Religious life is a commitment to God. Religious life doesn't only mean becoming a priest, an individual may also become a Nun, Brother, Sister, or Bishop. This means, they are not as significant as priests (due to the rights and authorizations), nuns, brothers and sisters can contribute to lives of all people to share experiences and advice.

**Married Life:** Marriage is the days chosen by a couple to spend their life together. Married life may only be entered if the individuals do not wish to become Priests or Nuns, and if the couple has true love for each other. If

the couple disobeys these orders from God, they would be betraying him. Another point that can disobey God is if a couple has no longer love for each other, or one has committed adultery, the only appropriate thing to do is to get an annulment. If the couples are to get a divorce, neither of the individuals is respectively allowed to get married again. The individuals can only exit single life into married life once again is if the previous marriage got an annulment. Many Qualities, gifts and talents are needed to cope in a married life:

**Just to name a few.**

Under marriage, comes another vocation, commonly known as parenthood. If you have the courage to create a child, then you have received a call from God, a vocation, to become a good parent.

**Single Life:**-Single life is the lifestyle chosen by an individual if they do not wish to be married, or become a religious leader. This choice is determined by religious belief, careers, and love desires. If one chooses to enter single life, this doesn't mean they can never get married. Young singles may think about marriage after they have finished their education, or wait after they have traveled or after a main event in their life the wish to get out of the way. Qualities needed to live a happy single life is

- sense of independence
- organization
- concentration

God has given each person the gifts needed to follow their vocation in whatever role they pursue.

**Ordained Life:** Ordained life is when a man is felt or compelled to serve God, the church and to serve God's people. They preach the gospel, celebrate mass, and provide advice for others. They develop their friendship with Jesus and can eventually be made a Deacon or Priest.

**Traditional Vocation: -**

A vocation is an occupation to which a person is especially drawn or for which they are suited, trained, or qualified. People can be given information about a new occupation through student orientation.

A tradition is a belief or behavior (folk custom) passed down within a group or society with symbolic meaning or special significance with origins in the past. A component of folklore, common examples include holidays or impractical but socially meaningful clothes (like lawyers' wigs or military officers' spurs), but the idea has also been applied to social norms such as greetings. Traditions can persist and evolve for thousands of years the word tradition itself derives from the Latin trader literally meaning to transmit, to hand over, to give for safekeeping. While it is commonly assumed that traditions have an ancient history, many traditions have been invented on purpose, whether that is political or cultural, over short periods of time. Various academic disciplines also use the word in a variety of ways.

The phrase "according to tradition", or "by tradition", usually means that whatever information follows is known only by oral tradition, but is not supported (and perhaps may be refuted) by physical documentation, by a physical artifact, or other quality evidence. Tradition is used to indicate the quality of a piece of information being discussed. For example, "According to tradition, Homer was born on Chios, but many other locales have historically claimed him as theirs." This tradition may never be proven or disproven. In another example, "King Arthur, by tradition a true British king, has inspired many wellloved stories." Whether they are documented fact or not does not decrease their value as cultural history and literature.

Traditions are a subject of study in several academic fields, especially in social sciences such as folklore studies, anthropology, archaeology, and biology.

The concept of tradition, as the notion of holding on to a previous time, is also found in political and philosophical discourse. For example, it is the basis of the political concept of traditionalism, and also strands of many world religions including traditional Catholicism. In artistic contexts, tradition is used to decide the correct display of an art form. For example, in the performance of traditional genres (such as traditional dance), adherence to guidelines dictating how an art form should be composed is given greater importance than the performer's own preferences. A number of factors can exacerbate the loss of tradition, including industrialization, globalization, and the assimilation or marginalization of specific cultural groups. In response to this, tradition-preservation attempts have now been started in many countries around the world, focusing on aspects such as traditional languages. Tradition is usually contrasted with the goal of modernity and should be differentiated from customs, conventions, laws, norms, routines, rules and similar concepts.

### **Non-Traditional Vocation :-**

A non-traditional vocation is defined as any occupation in which women or men comprise less than 25 percent of the workforce. Some examples include women in automotive, electronics or welding careers, or men in education, nursing or cosmetology careers. Men and women today are shattering the age-old barriers set before them in gender-dominated careers. A non-traditional occupation is defined as any occupation in which women or men comprise less than 25 percent of the workforce. Some examples include women in automotive, electronics or welding careers, or men in education, nursing or cosmetology careers. Gateway is here to assist you through a variety of resources to ensure you can pursue a career in a non-traditional occupation.

### **View Gateway's qualified NTO programs.**

The Non-Traditional Occupations (NTO) program will help you recognize all career opportunities, unrestricted by social or cultural expectations. The program provides career exploration and preparation, case management and job readiness services. Follow your strengths and passions: explore a career outside the box. Why pursue a non-traditional career?

- Many are in high-demand career fields
- Graduates earn 20-30 percent more than traditional jobs
- These industries typically provide excellent benefits packages
- Career training can take as few as 18 months
- You'll gain the ability to support your family on a single income
- Upgrade your skills from underemployed to solid wages
- Gain a sense of empowerment and the realization that you can do anything you set your mind to by breaking gender norms

The NTO program offers many ways to help you achieve your goals. It can:

- Help you set up a career plan
- Provide access to career counseling and career skill workshops
- Link you with working professionals to give you insight into your future career
- Assist in resume and portfolio building, networking and interviewing

Here are a few selections from the Department of Labor's list of nontraditional careers for men.

- Early education teachers.
- Paralegal.
- Massage therapist.
- Social worker.

### **Psycho-Social Factors :-**

Psycho-social factors involve both psychological and social variables which influence various aspects of student's behaviour and development. In this study the investigator selects four psycho-social factors namely level of aspiration, achievement of motives, security-insecurity and risktaking factors which influence on the preference for traditional and non-traditional vocations of higher secondary students.

### **Level of Aspiration :-**

The term level of aspiration is best explained as a frame of reference involving self-esteem, or alternatively as a standard with reference to which an individual experiences, i.e. has the feeling of "failure or success". Level of aspiration is a crucial aspect of individual's motivation since it determines his effort towards attaining goals as well as the degree of his judgment. It has been observed that well adjusted persons tend to have veridical estimate of themselves in relation to demands of the environment and hence have a fairly realistic level of aspiration. Maladjusted people on the other hand, tend to be unrealistic in goal setting. The word aspiration is not a new one. It is used by the common man and by philosophers, by thinkers and workers in all fields. But, when we begin to talk in terms of level of aspiration we restrict the meaning and use it reservedly to convey a sense which is purely psychological. The term level of aspiration in a psychological context means, the standard that an individual expects to reach in a field of performance of which he had some previous experiences. Cronbach (1954) defines the level of aspiration as the standard a person expects to reach in a particular performance. It is a good definition no doubt but J.D. Frank (1935) gives a clearer picture when he interprets it as the level of future performance in a familiar task which an individual knowing his level of past performance in that task, explicitly undertakes to reach. According to Good C.V. (1957) as mentioned in Dictionary of Education, defined level of aspiration as "the goal or quality of performance desired by an individual (or group) in a specified activity". Frank (1935) defines that "level of aspiration is the level of future performance in familiar task which an individual, knowing his level of past performance in that task explicitly undertakes to reach". Level of aspiration, in modern psychology is explained in more than one ways. It is taken to be an expression of one's ambition and desire a motivation to set a goal as well as to achieve it. Level of aspiration, as discussed by Symonds (1951) is not only a diagnostic sign for ambition, but

also a motivating force by itself It takes an individual normally towards positive achievement and higher levels of performance.

### CONCLUSION

A true education that a student receives in the school decides his or her career definitely. Traditional Vocational achievement of a student does not purely depend on his or her intelligence alone. It is the ability to relate with others who could positively contribute in academic learning which helps a lot in identifying the source of learning, gathering materials, clarifying the doubts, preparing for the examination and to be on the top in the ladder of academic performance. The Non Traditional vocational achievement in the school environment is one of the important factors for promoting educational, social and emotional development of the students. As they start and progress through their school, they are continually called upon to adapt new situations, and a certain amount of expected level of adjustment. Moreover, the behavior of a student may elicit negative reactions from others. It also represents a distress signal of the student. Many students display behavioural problems in the classroom cause harm to others, which isolate them from their peers. When the problem behaviour found among the students, a thorough analysis should be carried out to make interventions that can eliminate those problems resulting in the productive development among the students. It is also important to make explicit for the teachers and parents the scope of the problem of adjustment among the students, especially rural students. The rural students may avail certain freedom not only in their home but also in their surroundings, where they may have too many members of relatives and others. The most pressing and dramatic problem found in the rural areas is the maladjustment. No individual is fully adjusted. So, the problem of adjustment concerns itself not with the degree of adjustment, but with the patterns of adjustment. Similarly, the secret of a successful, modern, hedonistic and powerful man lies in his art of managing stress. It is a known fact that the higher secondary is the critical stage of any student. Due importance should be given to this stage both by central and state governments, voluntary agencies, teachers and researchers in order to impart quality education to students by providing better learning environment and develop positive self-concept. It will reduce the students' stress level and ultimately leads to their better achievement. Rural higher secondary students who accept themselves are well-known for self understanding, realistic expectations, absence of severe emotional stress, stable self-concept etc. These characteristics make them feel confident, comfort and balanced. Similarly students who place themselves in favourable learning conditions are found to be well-adjusted, open-minded and democratic. In order to get a clear-cut picture about this fact, the investigator has planned to study some psychosocial factors influencing preference for traditional and non-traditional vocations

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