

A Comparative Study of Privileged and unprivileged Muslim High School Students in Relation to the Vocation Values and Achievement Motives

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INTRODUCTION

Culture is built into the individual. Culture, howsoever may be, have their distinct norms and peculiarities. Essentially all cultures must cope with certain universal problems and events. A culture makes provisions for perpetuating the group and events. A culture makes provisions for perpetuating the group and maintaining its solidarity for establishing an orderly way of life. It also satisfies the biological needs of its members. In all cultures, children must be fed, toilet trained, protected from illness, taught to control their sexual and aggressive impulses, and liberated from dependence on their parents. Despite these similarities within cultures, each culture must differ from one another on personality make up, on process of socialization and in specific training procedures of child rearing. It has commonly been noticed that genetic and non-genetic factors are the primary influencing agents of cultural and class variations.

Present day social scientists, psychologists and educationists are usually concerned with non-genetic factors such as environment and social class. These factors help in a long way in developing a total personality make up of an individual or group individuals. Generally the social is measured on the basis of the socio-economic.

Discusses the use of the concept of class in health research, different sociological approaches to social stratification and class structure, and the explanatory potential of the class concept in studies on social determinants and health inequalities. It also elaborates on the operationalization models that have been developed for use in sociological, demographic, or health research, as well as the limitations and scope of these models. Four main operationalization models were highlighted: the model developed by Singer for studies on income distribution in Brazil and adapted by Barros for use in epidemiological research, the model of Bronfman and Tuirán to study the Mexican demographics census and adapted by Lombardi for epidemiological research, the model proposed by Goldthorpe for socioeconomic studies in the UK and adapted by the Spanish Society of Epidemiology, and the model proposed by Wright for research in Psychology, which has also been used in population surveys in health. In conclusion, each of the models presented is consistent with their underlying theoretical concept, precluding the selection of one model over the others.

In some recent studies considerable emphasis has been given on the influence of social class with a view to accounting individual difference. The social class represents a subculture within a large cultural framework of a particular society. It is an aggregate individuals, who occupy broadly similar positions in the scale of prestige (William, 1958, of. p. 89) A social class is differentiated by the socio-economic status (SES) which Chapin says " is the position that an individual or a family occupies with reference to the prevailing average.

For Wright, there are several modes of determination, such as concepts or theoretical categories, and empirical phenomena, which can be organized into models. These models are schematic representations of the interactions between modes of determination in a given structural process. Moreover, these models can be viewed as symbolic maps or structured wholes used to mediate the knowledge of reality. In later work, Wright returned to this topic, using Bhaskar formulations to emphasize the importance of empirical research. Bhaskar had established an epistemological position that was intermediate between naive realism and idealism and had proposed a distinction between three domains of reality, namely the real, the actual, and the empirical, and these corresponded to three ontological categories, namely mechanisms, events, and experiences, respectively. Mechanisms generate events, and together with specific conditions of perception and observation, create experiences. Therefore, theories are regarded as preconditions to understand empirical regularities and reveal the importance given to the formulation and operationalization of concepts.

There are three main goals of the higher education system- multiplications of skills and knowledge, producing excellence in research and related areas, and making impact on or influencing several systems. Multiplication of such knowledge and skills is possible only through quality research. Knowledge gained by research is of the highest order. It is not based upon assumptions, beliefs and untested generalizations. To seek such knowledge, a researcher must develop the right attitude, accurate observation and integrity. Willingness to spend long hours to collect and study all forms of evidences before arriving at conclusions, and originality and objectivity in thinking are equally essential.

Review of various studies in this area, few of them presented above, reveals that research attitude is influenced by a number of factors and there is a need to study these factors and their influence on the research attitude on Social Science Researchers. Keeping this aspect in mind, the investigator made a humble attempt to study the Research Attitude of social science research scholars in relation to their Achievement Motivation and Self-concept.

Studies undertaken in India and abroad have very clearly shown that the advantaged and disadvantaged group was bifurcated on the basis of taking medium SES scores as the cutoff point. Those above the median formed the SES (Advantaged) group and those below median formed the lower SES (disadvantaged group). Accordingly, the upper SES on one hand and lower SES on the other formed the two extreme groups on the basis of SES. It was used in case of different characteristics.

CONCLUSIONS AND SUGGESTIONS

In the present study two independent variables i.e. achievement motivation and self concept were analyzed to see their influence on the research attitude on the total, male and female samples. It was seen that to some extent both the variables influence the research attitude of social science research scholars. There is no significant difference between male and female sample on the measure of research attitude, however, there is a significant difference between male and female samples on the measure of achievement motivation and self concept.

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