

# A Psychosocial Study on Rural Youth with HRD Implications

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**Abstract** - Human resource development refers to initiatives that provide equal access to resources. Organizations need to invest in their development so that they may better serve the greater community and environment of which they are a part. While planning for India's human resources, both urban and rural growth was taken into account. The most difficult part is making progress in the rural. The goal of rural development is to enhance the standard of living for those who live in rural communities. The goal is to help people in rural areas abandon their antiquated customs and embrace more modern ways of life. It's been a major problem for the world's economies, particularly those of less developed nations. There is a lot of strain on the social and economic fabric of many emerging Asian countries due to the growing gap in living standards between rural and urban regions. Because of these causes, rural development is crucial. The growth of India as a whole depends critically on the success of its rural areas.

**Keywords** - Psychosocial, Rural Youth, Human Resource Development, Implications.

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## INTRODUCTION

Teenagers are full of life and excitement. Our nation's youth are its most valuable resource. Communities, states, and a country was emerge from them. Among a country's population, the youths are the most influential. They are the country's pillar of strength. The youths people of today are the future. Due to their boundless energy, enthusiasm, and potential to shape their country, youths people play a pivotal role in the development of practically every nation. What children and teenagers learn throughout their formative years has a profound impact on the future of any nation. The reason youths people are singled out is simply that they are conscious of their power and potential (Ghanem, 2015). Youth people are seen as powerful "change agents." Every person's time spent in their youth is a great, dynamic, and lively time. They live their lives to the fullest, constantly on the lookout for new experiences and ways of thinking. They are restless individuals who would rather make history than relive it. During this time, they are developing and looking for positive role models and ideas. They learn new things, become proficient in new technology, and pick up new ways of doing things. During this stage, they like trying out new things and pursuing their curiosities (Karanth, 2011).

## Definition of youth

The concept of "Youth" lacks a universally accepted definition on a global scale. The United Nations

considers anyone between the ages of 15 and 24 to be youths people. In 1981, the General Assembly adopted this definition (A/36/215 and resolution 36/28) as part of the planning process for the International Youth Year (1985). The age of legal adulthood, often known as the "age of majority," is commonly used as a dividing line between the youth and the old in many nations. In many nations, this is defined as the age of 18, after which a person is legally considered an adult. For instance, "youth" is defined as "any person between the ages of 15 and 35 years" in the African Youth Charter (Poornima, 2012).

## Present status of youth

The country's future and present are in the hands of its youths people, thus they are an invaluable resource. The youths people of today are the country's backbone and its best hope for the future. The future of any nation rests on its youth. More than 90% of the world's 1.8 billion youths people presently reside in poor nations. The current population of India with 1.27 billion people is the second most populated country in the world. The percentage of the world's population that resides in India is 17.31% or one in every six people. India is expected to have about 1.53 billion people by the year 2030, based on the current rate of population growth of 1.58 percent (Mishra, 2010).

In our nation youths comprise a numerically dominating perspective, resourceful, and also the

adventurous element of the population. More than 50.00 percent of India's current population is below the age of 25 and over 65.00 percent below the age of 35. The population in the age bracket of 15-34 grew from 351 million in 2001 to 430 million in 2011. Because rural youth have the skills to orient themselves into the mainstream of the development process, they are crucial to the continued growth and prosperity of rural communities. They are indicative of a country's potential and vitality. The future of every given community and nation rests on the shoulders of its children. What they become, the role they play in a democratic society, and the actions they do throughout their formative years will have far-reaching consequences for the country's future.

### Importance of rural youth

For the youth to make a positive impact on national development, which in turn benefits society from the youth's idealism and sense of dedication, the youth themselves must be exposed to the social realities and the pressing problems, which in turn raises their self-esteem, gives them a sense of identity and makes them feel needed in society. The role of the rural youths class is crucial to the country's long-term success. Youth people in rural areas are valuable resources that can aid in the progress of agriculture and related industries. Youth men and women in rural areas participate in a wide range of agriculture-related enterprises because of their roots in the agricultural sector. If we want to alter the current socioeconomic structure and raise people's standard of living, we need the youth of rural areas to actively participate in the development process (Tadele, 2012).

The youth population of India, now the biggest in the world, is expected to grow rapidly over the next decade. In India, 70% of the population is under the age of 35. This generation of youth Indians must be included in the country's planned progress. The preliminary numbers from the 2011 census estimate that there are about 550 million children and adolescents in the country. In 2011, there were 460 million youth people in India, or 40 percent of the overall population. Seventy percent of these youth people lived in rural areas, while the other thirty percent lived in metropolitan areas. As the bulk of India's youngsters originates from rural regions, they are seen as the future architects of the country because of the demographic dividend that appears to be a reality thanks to the country's youth population. Use this youth bulge to your advantage and put the country's future in the hands of its most innovative and productive citizens.

### LITERATURE REVIEW

**Muthayya, (2019)**, investigated how factors such as family size, income, and educational background at the elementary level influenced the formation of interests among teenagers. The participants in this

study ranged from ninth to twelfth grades and were all from 4A0 schools. Both a personal data schedule and R.D. Singh's interest record were utilized for this study. It was discovered that factors like money, time spent in school, and family size all have a role in determining interest patterns.

**Modi Mukesh (2019)**, had made an effort to investigate the problems that have arisen in the sphere of education, more specifically in the sector of higher education. In addition to this, he made an effort to learn the goals that youth people of the current generation have, which the modern educational system does not appear to have anticipated. The author has made an effort to demonstrate that the education system that is now in place cannot continue in its current form. There is still a significant amount of red tape involved in the licensing process. Preaching is not allowed for teachers. It is required of him to facilitate. In the current educational system, the cultivation of skills is not a priority. There is a conflict between professional conduct and upholding one's principles. The system essentially lacks any sort of vision or has a myopic perspective on the world. The education system that is in place now does not take into account the hopes and dreams of the newer generations. The school system that is in place now can only generate "fractured people."

**Nidhi Gupta (2019)**, It was also noticed that the outdated societal framework that prevented youth and married women from having jobs is beginning to fall apart as an increasing number of women of all ages are being obliged to look for work to support themselves. An investigation of participants in the "Food for Work Programme" revealed that rural women in Bangladesh were hard at work from the early hours of the morning until far after sunset. According to the results of the research that included 303 female participants, the program was attended by females of all age ranges. The majority of the women were between the ages of 20 and 50, and just roughly 17% of them were younger than 20. The primary source of financial support for fifty percent of the households came from the women. Several of these ladies were the primary breadwinners in their households. They were not afraid of the labor itself, but rather the absence of it.

**Grant, (2017)** discovered that the younger generation has faith in the experience of the village's veterans and seeks their advice on issues pertaining to the growth of the community. The youth of today claim that the virtues of prior generations, such as honesty and happiness, are not present in today's younger generation, which is causing the values of those generations to steadily deteriorate. Even though the majority of youth people have participated in rural

development programs, the ideas, philosophies, and ideals of Gandhi stand out as a beacon of hope in the construction of a more humane world order. This idea has remained more relevant than ever as an academic pursuit in the form of discussion, deliberation, debate, and research, catching the attention of professionals, intellectuals, as well as common people all over the world. Gandhi is widely regarded as one of the most important figures to emerge during the 20th century. He was able to alter the path of both Indian and world history without ever resorting to the use of violence, which has been the defining characteristic of independence movements all over the world for as long as anyone can remember.

**Damle. (2016)** In the follow-up research, it was found that there was no significant difference in the pattern of motivation and aspiration between the villagers who lived in developed and those who lived in underdeveloped villages. It was discovered that urgent difficulties of sustenance and day-to-day life were a major driving force behind people's motivation. Individualistic and selfish, the peasants were indifferent about the issues facing the village, the community, or the nation as a whole. According to him, the great majority of individuals living in rural areas lacked the desire for advancement, and it was stated that these people were also lazy and apathetic to material improvement. Their conception of what it was that they desired out of life and what they believed made up a happy existence was vague and lacking in substance. The results of the aspiration performance tests suggested that the villagers exhibited a high level of extreme caution and risk avoidance.

**Bossenbroek, (2015)** In her research, she attempted to analyze the role of youth people, as well as their expectations and the challenges they confront within their families. The research was conducted with the use of participant observation and pre-tested interview schedules. In addition, the "youth" category refers to those who are between the ages of 15 and 35 for the purposes of this study. The people who participated in the survey were evenly split between males and females, and they came from a wide variety of social castes and categories, religious origins, educational qualifications, nature and type of families, household incomes, occupations, and the like. The author explained that youth people fulfill several roles in their families and in their communities, and that each of these roles is just as important as the others. It included information on youth roles, such as whether they are cooperative or non-cooperative, whether they are satisfied with their roles, whether they are experiencing role-crisis, whether they participate in decision-making, what their interests are, and what their opinion is on family traditions. In a similar vein, a comprehensive discussion was had on the relevance of the family in human society as well as the expectations that youth people have of their families. Among other things, this includes

information on educational, social, emotional, and financial aspirations.

## RESEARCH METHODOLOGY

The term "research methodology" refers to an approach that researchers use to describe how they intend to carry out their studies. It is an approach that can answer a research issue rationally and methodically. A researcher was outline their approach to their study in the form of a methodology to guarantee that their findings was accurate and valid and was meet their aims and objectives. It comprises the data they are going to gather, where they are going to collect it from, how they are going to collect it, and how they are going to analyze it. The validity of research is directly correlated to the research process, which in turn offers scientifically valid findings. In addition to this, it outlines a comprehensive strategy that assists researchers in staying on track, so making the process more streamlined, efficient, and manageable. A researcher's technique provides the reader with the ability to comprehend the strategy and procedures that were utilized to obtain results.

### Study Area

Jhansi district was selected as a study area for the present study.

### Sample size

To choose the sample for this study, we was using a methodology that involves many stages of random sampling. A total of around 582 youth was selected for the study's sample size.

### Method of Data Collection

After the research problem has been adequately identified, the variables involved have been clearly defined, and the sampling procedure has been finished, the researchers was turn to the problem of establishing their measurement procedures, which is a factor on which the quality of research and the enrichment of science depends. The primary concern in the selection of the tools was adapting the tools that are available to Indian conditions; however, surprisingly, there was not be a single tool available. It was necessary to create new instruments if such tools are not readily available. It is a well-established truth that the findings of any research study greatly depend on the research design that the study chose to implement; hence, much attention was made to selecting proper methodologies for the inquiry of this kind, which may be classified as a field study.

**Primary data:** To obtain primary data directly from respondents using interview schedules, participatory observation, and group discussion as methods of data collection. A distinct information

schedule for each study's village, block, and district was crafted to collect data not only on the availability of resources and infrastructural facilities but also about the location of the villages, blocks, and districts under investigation.

The following is a list with some brief information on the tools and devices that were utilized in this study:

**Village Information Schedule:** This schedule was developed to gather extensive information on the villages that are the subject of the study, particularly concerning the demographics, socioeconomic circumstances, and infrastructural status of the villages that are the subject of the study.

**Block Information Schedule:** An exhaustive plan was prepared so that we can collect the fundamental facts regarding the study block. Physiological and geographical aspects of the region, as well as the presence of social organizations, financial institutions, and other existing infrastructural amenities inside the block.

**District Information Schedule:** To compile all of the pertinent information there is to know about the district, an all-encompassing timetable was prepared with several sub-divisions of each question. The schedule was designed in such a way that makes it easy to find information on the topographical and geographical nature of the district, characteristics of the population, the current position, and using pattern of natural resources such as land, water, livestock, and forest, as well as the availability of and current condition of infrastructural facilities and social welfare services.

**Interview Schedule:** To collect relevant information on the youth's personal and psychosocial features, a comprehensive copy of the interview schedule was developed in the Hindi language. After consulting relevant literature, existing research studies, tests, questionnaires, and schedules used by different scholars who worked on urban and educated youth such as Reddy N.Y., Pandey R.S., Karantha G., Sudarshan Kumari, Sinha D.Gangrade, K.D., etc., the researcher initially prepared a draft schedule containing 120 items. This was done after discussing with academicians and experts in the field.

**Secondary data:** The available records, reports, voter lists, census reports, documents, district census handbook, books, journals, and proceedings of various seminars and conferences related to youth was combed through to collect the secondary information about the study area, the block, and the villages that are being investigated. Additionally, data about the youth population in the study village was gathered. The village panchayat, the school, the office of the village-level worker, the office of the Block Development Officer, the office of the District statistics officer, and various other offices was primarily be used to gather the secondary data

relevant to the study area. Other material that is relevant to this topic was also be gathered from the various libraries of the National Institute of Public Cooperation and Child Development, the National Council for Cooperative Development (NCDC), the National Center for Cooperative Education (NCCE), and other organizations.

### Procedure of data collection

The stage of data collecting is the point at which, to accomplish the goals of the study, the research design needs to be transitioned from the stage of planning to the stage of execution. Before starting the actual fieldwork (data collection work), the researcher had detailed planning about the available size of the sample, procedures of data collection, number of fieldwork required to finish the work on time; mode and methods of their selection and training, number of days required for covering the entire research operation, tentative problems to be faced by the team during fieldwork, strategies to face them, and techniques of getting reliable and valuable data. In other words, the researcher had planned everything out in advance.

The interviews was carried out in a face-to-face setting, and the "verbal and nonverbal replies" gathered from the individual respondents was put into the schedule at that same moment and at no other time. During the interview, the researcher and the other members of the team did everything in their power to produce an environment that was conducive to getting responses that were free, honest, correct, and thoughtful. They did this in the hopes that the whole process of personal exchanges would be satisfying to both the interviewer and the interviewee. The nature of the questions that were asked during the schedule was the primary single factor that was responsible for the success of this process. In addition to establishing a very good rapport, as well as creating and maintaining a friendly as well as a homely atmosphere, this was the main single factor that was responsible for the success of this process. The questions touched on their problems of day-to-day life, which sustained the interest of respondents very much.

### Participant's Observation

This method was utilized to get an understanding of the behaviors shown by youth people as well as to conduct an inventory of the infrastructure facilities, natural resources, and other resources that are accessible in the study communities. If one does not participate in the day-to-day activities of the people who live in the village, it is quite challenging to comprehend the conduct of others, particularly that of children and teenagers. To get detailed information about different demographic, socioeconomic, and psychological



features of the individuals who live in the research area, we need to collect their responses to a series of questions. The researcher and his field staff spend the night in the village and took part in the local community's many social and religious events, as well as sporting and recreational pursuits, meetings to settle family problems, panchayat, and other gatherings. The researcher also went to their farms, where he spoke with the farmers about their issues without interfering with their work, inspected their land, irrigation facilities, and environmental circumstances, among other things, and spoke with the farmers about their concerns. During the time that he spent in the hamlet, he was also welcomed by several of the locals for lunch and supper, and he informally watched the youth people in their interactions with their families.

### Group Discussion

During the study, even though a significant amount of emphasis was placed on individual interviews, the researcher also held group discussions with the youth people whenever he had the opportunity to do so. The goal of these discussions was to help the youth people find solutions to their problems in a group setting and to verify certain information that was obtained through individual interviews.

### Data analysis

Following the collection of primary and secondary data using the aforementioned tools and methods, the data was categorized, tabulated, and evaluated in light of the goals of the research using the information gained from this process. The data was evaluated using both qualitative and quantitative approaches, depending on the circumstances. In addition to being analyzed qualitatively and quantitatively, the data was also be sorted chronologically and geographically before being presented. A qualitative analysis of the data was performed to understand the responses to the open-ended questions that were included in the schedule. The percentages and the mean score are the two methods that was used to assess the quantitative data. The information that pertains to the research region, such as the state, district, block, and villages that are being investigated, together with the characteristics of the sample, was included in the background material and addressed as a result of this.

### RESULTS

The researcher's goal in this section is to analyze the information gathered on the rural youth's psychosocial features, as well as their attitude and perspective on the numerous development variables.

**Table No.1: Showing the Levels of Occupational Interest of the Respondents**

Level of occupational interest	No. and percentage of the respondents in developed village	No. and percentage of the respondents in Underdeveloped village	Total
Interested (Yes)	181 (68)	86(32)	267(46)
Not Interested (No)	131(42)	184(58)	315(54)
Total	312	270	582(100)

The following table displays the percentage of respondents from the examined village that is interested in the occupations listed above. 267 respondents, or 46% of the total (181 respondents from DV and 86 respondents from UDV), had shown curiosity about working in a variety of fields, whereas 315 respondents, or 54% of the total (131 respondents from DV and 184 from respondents from UDV), had not. Given these results, it's reasonable to infer that there's a causal link between the development process and people's enthusiasm for their careers.

**Table No. 2: Showing different areas of interest among the respondents of DV and UDV**

Different areas	No. of the respondents in developed village	No. of the respondents in Underdeveloped village	Total
Dairying, Animal husbandry & agriculture	41	22	53
Training in skilled work	34	24	58
Doing higher studies with devotion and labor	13	15	36
keeping health well	19	16	35
Progress of the children	18	15	33
Individual business	17	11	28
Tailoring	13	12	25
Service in police	12	8	20
Doctor	14	4	18
March towards spirituality	7	3	10
To be self-reliant	6	3	9
No reply	28	22	50

Table -2 displays the differences in interest between DV and UDV respondents. Among the 267 respondents who indicated an interest in various professions, 63 (41 from DV and 22 from UDV) claimed that dairy farming, animal husbandry, and agriculture piqued their curiosity, while 58 (34 from DV and 24 from UDV) said that they wanted to learn a trade. While several respondents (6 from DV and 3 from UDV) expressed an interest in working independently, they were vague on the nature of their future endeavors. Fifty respondents (twenty-eight from DV and twenty-two from UDV) were unable to zero down on a specific interest. A clear picture of respondents' varied professional interests emerged from the aforementioned analyses. Respondents from DV and UDV did not differ greatly in their occupational interest pattern, but they showed a relatively high degree of interest based on the fact that their answer numbers were less than the overall universe's. In addition to this, it was found that respondents' professional interests were narrow.

**Table No.3: Showing the main problems perceived by the respondents from DV and UDV hindering in fulfillment of their desired occupational interest**

Main problems	No. of the respondents in developed village	No. of the respondents in Underdeveloped village	Total
Scarcity of money	51	28	79
Lack of guidance	41	31	72
Indebtedness	36	29	65
Dependence on parents	30	26	56
To be direct or controlled by higher authority, like husband, parents, elders etc.	28	18	43
Social problems	21	14	35
lack of opportunities	18	10	28
Unemployment	12	9	21
Family problems	9	7	16
The monotonous environment of the family	8	6	14
Lack of appreciation of work	8	4	12
Lack of facilities, like school, banks, Transport etc	7	1	8
No reply	18	15	53

The issues that DV and UDV respondents see as most significant in terms of their ability to pursue their chosen careers are listed in Table 3. Among the 582 respondents, 79 (51 from DV and 28 from UDV) cited a lack of financial resources as the primary barrier to pursuing their area of professional interest, while 72 (41 from DV and 31 from UDV) cited a lack of direction as the primary barrier. Sixty-five people (36 from DV and 29 from UDV) said that being too indebted was preventing them from pursuing their vocational interests. Of the 56 respondents (30 from DV and 26 from the front of UDV), reliance on parents was cited as the primary barrier to pursuing a career that interested them. Of the many obstacles women face in pursuing their careers, 43 respondents (28 from DV and 15 from UDV) cited being directed or controlled by higher authority as a major hindrance.

**Table No.4: Showing the level of Motivation of the respondents from DV and UDV regarding their participation in training programs being organized in nearby towns/villages**

Reasons behind the participation of the respondents	No. of the respondents in developed village	No. of the respondents in Underdeveloped village	Total
Imitation (others are going)	29	16	45
Participate independently by own conscience	26	12	38
By order of husband/ parents/ elders	20	6	26
On the request of Govt. officials	13	10	23
Utility and nature of the training programmes	13	7	20
Pressure/ push of leaders or village elders.	10	9	19
After receiving the information	12	6	18
Depend upon the availability of time and the situation	8	2	10
No reply	15	8	23

Table 4 above shows how motivated respondents are to take part in training programs being held in

surrounding cities and villages. The 45 respondents (29 from DV and 16 from UDV) who indicated they would be more likely to participate in training programs if they saw others doing so cited the influence of others as a motivating factor. A total of 38 respondents (26 from DV and 12 from UDV) said they would participate based on their moral compass.

## CONCLUSION

Research findings on a psychosocial study of rural adolescents and its importance for human resource development are broken down into three sections. The research's findings are linked to the most notable socioeconomic features of the population under examination. The findings focused primarily on the psychological characteristics of the rural adolescents in the examined areas, including their aspirations, educational and occupational interests, motivation, and value system. Research focuses on rural youth's perspectives on a wide range of development issues, including but not limited to education, dropout rate, disease prevalence, health and nutritional status, population education, leisure time utilization, future life outlook, preference of youth away from rural life, knowledge, skill, and awareness levels; personality development barriers; and the need for training, perception, and probing.

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