Chapter – II

REVIEW OF LITERATURE

2.1 Studies On Adolescent's Vocational Interest
2.2 Studies On Adolescent's Level of Anxiety
2.3 Studies On Adolescent's Self-Actualization Needs
2.4 Studies On Adolescent's Achievement Motivation
REVIEW OF LITERATURE

Research takes advantages of the knowledge, which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems which is directly or indirectly related to a study proposed by researcher. A careful review of the research journals, books, dissertation theses, and other sources of information on the problem to be investigated is one of the important steps into the planning of any research study.

Therefore, the present investigator has thoroughly scanned the entire literature relevant to the present study under the following heads:

2.1 Vocational Interest
2.2 Anxiety
2.3 Self-Actualization Needs
2.4 Achievement Motivation

2.1 REVIEW OF RELATED STUDIES ON VOCATIONAL INTEREST:

Chand (1979) studied the correlates of vocational maturity of 480 boys and girls of urban and rural high school of Chandigarh. Apart from using the other tests, he develops a career maturity inventory, a competence test of vocational attitudes scales intelligence self-concept, education, income, occupation of parents, scholastic achievement and certain personality factors would significant relationship with vocational maturity.

John (1981) made a comparative study of 180 industrialized and 540 non-industrialized adolescents of both sex from upper, middle and lower social strata to understand the relation between the vocational interest and self...
concept as well as perceptions about the future. Vocational interest of adolescents were directly related to their socio economic status. Middle class adolescents had a non-stable self-concept and expended future orientation. The ideal actual discrepancy in self-concept was greater among non-institutionalized lower strata of adolescents.

Jayapoorani (1982) conducted a study concerning the vocational interest of higher secondary students, and found that a majority of students 84% preferred natural sciences, mathematics and English. While boys were interested in engineering jobs, girls preferred to work as doctor. Both boys and girls developed their vocational interest between 13-15 years of age.

Bhathnagar (1983) discovered the vocational interest was the chief factors to determining occupational choice among the adolescent girls. This was pronounced among girls belonging to higher income group. Urban and semi urban differences were not signification girls played diversified vocational choices.

Sinha (1978) examined the role of family in terms of parent's child relations, parental valves and socio economic status in shaping the vocational interest of students. Thurston's interest schedule and other tools were used in 460 male higher secondary students of Mathura and Agra cities. It gave quite interesting results. A healthy home (amicable parent child relations) Killed love for scientific and executive fields. Parental avoidance coupled with high economic and social values led to interest in computational, business and persuasive fields. Absence of parental democratic values non-acceptance of children were associated with interest in artistic and musical fields.

Robert (1988) conducted a study to find out the vocational choices of higher secondary students depends upon their socio economic status. For this study, the socio Economic status scale, the vocational interest record and the parental aspiration on children's vocational questionnaire were used. The study found
that vocational choices of higher secondary students were independent of their parents. Both boys and girls had similar vocational choices towards agriculture, art, literature, executive, commerce, science and social work. However, more girls preferred to the vocational ' house hold work than boys.

Sodhi (1988) made a study of the vocational interests and occupational choices of adolescent girls. Taking a stratified random sample of 1015 adolescent girls of class x, the study found that very few adolescents girls were able to make correct occupational choices in accordance with their vocational interests. It was also observed that occupational choices and vocational interests were comparatively more congruent for girls of urban background and those belonging to the higher income group as against their counterparts form semi-urban areas and low income group.

Bhargava (1991) studied the interest of the students studying in the vocational education stream in Rajasthan and identified difficulties faced by them. Questionnaire were administered to principals, students studying vocational stream, student studying vocational education and the concerned parents. The study found that majority of the students were interested in vocational education mainly because of its employment preparatory nature. Lack of physical facilities non-availability of trained teachers non-release of founds in time are same major shortcomings identified.

Afshan (1991) conducted a study to comprise of vocational interest among the adolescent boys of A.M.U. in relation to their achievement and socio Economic status. The sample of the study comprised has been selected from 150 boys class X of A.M.U. The study found that no significant differences were found on the measure of vocational preferences between high achievers and low achievers. The study also revealed that the vocational choices of the respondents are not affected by their socio economic status. The is relatively new findings since most of the empirical findings show a close correlation between vocational choices and socio economic status.
Sarwathi (1992) undertook a study to investigate the problem: "Are the various dimension of the personality of school students related to their vocational interest? Taking a sample of 400 students, the study concluded that personality dimensions and vocation interests of 10th standard students were not related. Vocational interests were also not related to their academic achievement.

Jahan (1993) conducted a research in relation to the frustration among undergraduate students in relation their vocational preferences and academic achievement. The study revealed that the female undergraduate exhibit greater degree of regression than males. Male subjects exhibit aggressive behaviors than females when confronted with a frustrating situation. The analysis of trend of relation ship between different levels of regression, fixation, resignation and aggression exhibited important sex differences. It was found that regression among boys tends to lower achievement while in girls, it tends to boost achievement.

Sharma (1999) conducted a study to find out the prevalence of vocational interest of adolescent students of secondary school, taking a sample of 100 students (50 boys and 50 girls) from CBSE Board and U.P. Board. The study found that the boys of CBSE Board school showed more vocational interest in agriculture than girls. The girls of CBSC Board showed an equal vocational interest in artistic as boys. In the other field of vocation viz- commercial, executive household, literature, Science and social science, the boys of CBSE Board were more vocational interested than girls. Although the overall students of CBSE Boards were more vocationally interested in Executive as well as scientific fields.

Among U.P. Board students the girls were more vocationally interested in artistic, House-hold and literature and social field than boys. The girls were however, equally vocationally interested as boys in agriculture and commercial
fields. The boys surpassed the girls in showing their higher vocational interest of U.P. Board students differed from the CBSE Board.

The boys of CBSE Board showed more interest in the artistic fields, on the other hand, the U.P. Board boys showed more interest in the vocation of social. The girls CBSE Board totally differed from the girls of U.P. Board, as they showed different values of vocational interest.

Chandel (2001) conducted a study to comprise of vocational interests of Boys and girls students of secondary level of A.M.U., Aligarh in relation to their level of aspiration. The sample in the study comprised has been selected from the schools of A.M.U. Aligarh. 100 students (50 boys and 50 girls) have been selected from the Aligarh’s schools. The present study found that generally both boys and girls were not significantly different in their vocational interests. Both were equally interested and had positive outlook towards the world of work when they were compared as a whole. They also had some level of aspiration except some exceptional case. In the psychological terminology, the persons having high level of aspiration are regarded as well adjusted on the other hand, the persons having low level of aspiration are regarded as maladjusted. And the study proved that the students who had low level of aspiration were not so conscious about the vocation as well as adjusted were. They had no clear-cut goal in the world of work. It was seen in the study that the students who had high level of aspiration made unique choices in the vocational areas. There were very confident, goal, articulated than the boys and the girls who had low level of aspiration.

Musahid (2002) conducted a study to compare the vocational interest of Muslim male and female students at secondary level in relation to achievement-Motivation. The sample of the study comprised of 100 students (50 male and 50 female from school of A.M.U. in relation to achievement motivation. The present study found that generally, The Muslim male students were significantly different from Muslim female students in their vocational
interest as well as in achievement motivation at the secondary level. The Muslim female students showed more vocational interest than Muslim male students. Female students also processed high achievement motivation in comparison to male students at secondary level.

Ansari (2002) conducted a study to comprise of vocational interest of boys and girls at senior secondary level in relation to intelligence. The sample of the study comprised has been selected from the school of Moradabad. 100 students (50 boys and 50 girls) have been selected from the Gandhi Nagar public senior secondary school (Moradabad). In the present study both the boys and the girls were not significantly different in the vocational interest. Both were equally interested and had some positive attitude towards vocational preferences. It is found that both the high and low intelligent boys have same positive attitude towards vocation that is because they were mainly interested in business and commerce and intelligence don’t affect their level of choice.

Rajeev (2004) conducted a study to comprise the vocational interest of secondary school students of Boys and Girls in Malapuram District in Kerala state in relation to their motivation and level of aspiration. The sample of the study comprised of aspiration. The sample of the study comprised of higher secondary students of Malapuram district in Kerala. The researcher collected the sample of hundred students from respective schools constitute 50 boys and 50 girls. The present study found that generally, Vocational interest of girls is higher than the vocational interest of boys of secondary school students of Malapuram District in Kerala state in relation to their achievement motivation and level of aspiration.

2.2 REVIEW OF RELATED STUDIES ON ANXIETY LEVEL AND ACHIEVEMENT

Shankar and Singh (1973) conducted a study to investigate into the relationship of anxiety with academic achievement. The sample of the study comprised of
85 Postgraduate students of Kurukshetra university. The tools used for the collection of data were anxiety scale prepared by Dutt (1963-64) and intelligence test prepared by Uday Shankar. The finding revealed that there exist a negative relationship of anxiety with academic achievement (0.3.2). In girls anxiety has been found to be highly and positively related with academic achievement (0.6.8). It has also been found that different levels of anxiety are positively related with achievement. But the different level of achievement show negative relationship with anxiety except the high achievers. It has also been found that there exist a substantial relationship b/w anxious and non anxious subjects and types of courses of study.

Hussian (1997) studied academic attainment in relation to level of aspiration and anxiety. The sample comprised 45 students of the undergraduate and pre-University classes. The tools used were L.A. coding test by Ansari and Ansari, Sinha’s anxiety scales and aggregate marks obtained by the students in their examination was used as a measure of achievement. The study revealed (i) The academic performance of the group with moderate anxiety was significantly better than the high and low anxiety group. Anxiety bore a curvilinear relationship with academic achievement (ii) high anxiety had adverse effect on academic performance. Low anxiety also showed a lack of motivation in the students.

Grinnell and Kyte (1979) studied the anxiety level as an indicator of academic performance during the first semester of graduate work. The sample of the study comprised of 63 1st Semester graduate students. Finding revealed that higher the Students graduate record examination score, the greater the chances of achieving a higher GPA at the end of 1st Semester of graduate work. However, the lower the students trait anxiety score at the time of admission, the greater the likelihood of earning a higher 1st semester GPA.

Patel (1979) investigated anxiety among secondary school students. The test was administered on a random sample of 3,630. Students of class VIII,IX and
X. The finding revealed that the anxiety adversely affects the performance of pupils.

Ganguli (1981) conducted a study on anxiety and academic achievement. Subjects (80 in number) were tested on IPAT Anxiety scale Questionnaire and teacher constructed Mathematical Achievement-Test. The findings repealed that there is no significant difference between high and low anxiety students on a mon standardized mathematical test.

Farley, Fasley and Seurcll (1983) examined the relationships among anxiety, cognitive style and mathematics achievement. The sample of the study comprised of 50 junior college students enrolled in mathematics course. Result indicated that high state anxiety is associated with poor mathematics achievement. Trait anxiety showed no significant relationship to achievement.

Seemanova (1983) investigated into the anxiety and intellectual abilities in relation to school process. The tools used were the manifest anxiety scale and Test of intelligence. Finding showed that school achievement in low anxiety subjects depended mainly on their level of intellectual abilities this relationship was linear. Highly anxious achievement scorer then their high IQ counterparts, although this difference was not significant. A high anxiety level adversely affected the school achievement of females.

Stewart and Meen (1984) investigated the effects of anxiety and intellectual ability on academic performance. The sample of the study was 222 XI and XII graders. They were tested on the State Trait Anxiety Inventory Raven’s progressive matrices and Canadian Lorge- Thorndike Intelligence Tests. Subjects’ final grades in English class were taken as academic performance. Results indicated the weak support towards the hypothesis that higher anxiety associated with greater achievement for more intelligent students and with lower achievement for less intelligent student.
Mahrotra (1986) intended to study the relationship between intelligence, SES, anxiety personality adjustment and academic achievement of high school students. 535 students (260 boys and 275 girls) of standard X were selected as a sample. For the selection of the data the measuring devices used were Jalota’s Group General mental ability test, Kuppuswamy’s SES scale, Saxena’s adjustment inventory, Kumar’s Indian adaptation of Saraton’s General anxiety scale and marks in the high school examination as academic measures. The findings of the study were (I) for both boys and girls, there was an inverse relationship between the level of anxiety and academic achievement. (II) For both boys and girls, there was a positive relationship between SES of the family of the students and academic achievement.

Barney (1986) analysed academic achievement and personality characteristic of business students. The tools used were questionnaire designed to measure social responsibility and stress anxiety. The result indicated that there was a relationship between academic achievement and social responsibility and between academic achievement stress anxiety.

Sabapathy (1986) attempted to study a relationship of manifest anxiety, emotional maturity of standard X students to their academic achievement. The sample were 574 boys 531 girls selected from private aided, private unaided, corporation and govt. schools. They were investigated with Sinha’s manifest Anxiety scale, Emotional maturity scale, Rao’s social maturity scale and Kuppuswamy’s SES scale. The findings of the study were (i) manifest anxiety was negatively and significantly related to achievement in mathematics in general science, in social studies and total academic achievement (ii) SES was significantly and positively related to achievement.

Mathews and Burnett (1988) investigated the relationship between performance on tests measuring complex thinking and the impairments that may be caused by various forms of anxiety. The tools used were state-trait anxiety inventory and the cognitive ability test. Findings indicated that low levels of both state and
trait anxiety associated moderately with high performance on measure of verbal and quantitative reasoning. It is concluded that, although, anxiety accounted for less than 10% of variance in achievement scares, anxiety was a factor to consider in achievement.


Araki (1992) investigated the effect of test anxiety on academic achievement. The sample of the study comprised of 7268 Japanese II-IX graders. The tool used to assess the data was a Japanese version of the test anxiety scale. The findings revealed a negative correlation b/w test anxiety and academic achievement for both elementary and junior high school students.

Comunian (1993) investigated anxiety, cognitive interference and school performance. 300 Italian school children (ages 11-13 years) working on a stressful task constituted the sample. Results indicate that the students who reported more interfering thoughts during the stressful situation had lower school achievement. They also had greater levels of test anxiety.

Dutta and Dutta (1994) studied mathematics preference, anxiety and achievement in mathematics 126 VIII grader Indian girls (aged 13-15 yrs.) formed the sample. The tool used was state and Trait Inventory. GPA on the last two consecutive examinations indicated students, mathematics achievement scores. Results revealed significant interaction effect of anxiety on mathematics achievement.

2.3 REVIEW OF RELATED STUDIES ON SELF-ACTUALIZATION NEEDS

Maslowian (1954) need hierarchy theory of job motivation and satisfaction and more over its modifies version by porter (1961) have been the important
approaches for studying need satisfaction. Porter (1961) taking inspiration from Maslow's model has also given a need hierarchy model in which he combined psychological needs with security needs and separated autonomy needs from self-actualizing needs, hence Porter's model presented need hierarchically from basic to higher needs as: (1) Security needs, (2) Social needs, (3) Esteem needs, (4) Autonomy needs, and (5) Self-actualizing needs.

Herberg (1957) for the first time questioned the basic assumption of linear continuum presented by Maslow (1943). As a result of his first work, viz. "Survey of literature on job satisfaction" he started his own studies on human motivation and put forth his findings in the monograph entitled "Motivation to work" in 1959. Herberg (1957) repudiates the unidimensionality of the concept of satisfaction.

Herberg et al. (1957) on the basis of his findings asserted that there are some factors which if properly taken care of result in job satisfaction. These are also called the content factors. By calling these factors content factors he meant that they are present either in the individual personality or in the work itself. Content factors were named by him as motivators.

In proposing his two-factor theory he emphasized the subtle distinction between the motivators and hygiene factors. He painted out that the absence of satisfaction is not dissatisfaction but no satisfaction. He opined that the motivators if taken care of enhance satisfaction whereas when the company or employer taken care of the hygiene factors it prepares a safety value against dissatisfaction. The concept of hygiene factors is like that of preventive medicine. The hygiene factors have also been termed by Herzberg as context factors. The very term context factors explain that these factors revolve around the work and are not like the content factors inherent in the personality of the individual or work itself. Once the hygiene factors are properly taken care of they provide a safety value against dissatisfaction and yet they do not prepare a ground for the satisfaction of the individual. Here it may also be pointed out
that as the absence of satisfaction is not dissatisfaction so also the absence of dissatisfaction does not by itself result into satisfaction, which clearly shows that satisfaction dissatisfaction do not extend along a continuum. Had the two been along a continuum it would have been obvious that where there is satisfaction there will be no dissatisfaction where there is no dissatisfaction there will be satisfaction, hence the theory named as two factor theory of motivation.

A self theory has been proposed by Braphy (1959) in which he enumerated ten important aspects to be taken into consideration while setting if criteria of satisfaction. Braphy’s approach to a large extent incorporates the expectancy as well as the event agent and the self esteem or social desirability and ego deficiency aspects.

Vroom (1964) proposes a cognitive model in terms of two proposition : (1) The anticipated satisfaction of an outcome is a linear function of the cumulative of its association with desired as expected satisfying outcomes or results. (2) The motivation to work is a linear function of cumulative anticipations of results and the strength of his expect reties to attain desired ends.

Based on his Porter (1961) did a significant work and established that higher order needs are differentially satisfied at various managerial levels. This Porter’s model in which he talks about need fulfillment seems to highly relevant in the present investigation as need satisfaction is one of the variables it is important that the studied related to need satisfaction need fulfillment and need deficiency should be given as these correspond to the same meaning and are similar to the variable namely need satisfaction which is a part of this investigation. Thus, we start with the studies by porter and his colleagues and as well as with the studies of a number of other investigators. There after mansion of investigation studied the same.
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Porter (1961) reported on the differences between two managerial levels using a questionnaire designed to top satisfaction of master’s hierarchical classification of needs. The result indicated that management personnel differ in their need satisfaction although the patterns of need satisfaction were similar.

Portal (1962) in another study managers found that need satisfaction increased with each hierarchical level of management for the higher order needs (esteem, autonomies) and self actualization) while the lower order needs (security and social needs were almost equal across all managerial levels.

2.4 REVIEW OF RELATED STUDIES ON ACHIEVEMENT-MOTIVATION

Desai (1972) studied the achievement motivation in high school pupils in Kerala District. The survey was confined to 1000 pupils, 735 boys and 265 girls selected from 31 schools on the basis of their achieving status and socio economic status. The study revealed that achievement score shows positive relationship with SES, Scholl SES is a pre-dominant factors affecting n-achievement level of pupils. The words of those who are in white collard jobs; fourth class staff and businessman scored significantly higher n-achievement scores than these of others.

Gokulnathan (1972) conducted a comparative study of tribal and man tribal student to study their n-achievement with reference to racial, socio cultural, educational and economic back ground. He found n-achievement scores than the non-tribal pupils. Achievement level of the tribal boys with middle and low SES are comparatively higher and not significantly different from n-achievement on non-tribal urban boys with high SES, the mean n-achievement of tribal boys with middle and low SES is significantly greater than the mean score of non-tribal urban boys with low SES.

Agarwal (1974) studied about the correlates of achievement motivation. The study revealed the achievement, motivation and SES variable were related
significantly, positively with each other. The effect of SES and achievement motivation was found to be independent of SES. All the four adjustment factors (i.e., home, school, health, emotional health, and social adjustment) were related positively, but insignificantly with achievement motivation in the boys group.

Mohan (1975) studied the development of self-concept in relation to intelligence, learning ability, achievement, and achievement motivation. The study found that ideal self for both sexes indicates rapid increases, in most of the differential growth curves, low and average groups indicated parallel growth, while high group scored high on all variables of self. Females showed more stability of self than males during adolescence.

Abrol (1977) conducted a study of achievement-motivation in relation to intelligence, vocational interest, achievement, sex, and SES. The sample consists of 414 students of class X. The study found that the SES of the family affected the level of achievement motivation i.e., higher the status, higher was the motivation the SES of the students affected correlation coefficients between the two variables. Significant and positive correlation of moderate value was found between achievement motivation and scholastic achievement.

Kumar (1984) conducted a study of perception of classroom social-climate with reference to prediction of dimensions of academic-motivation of high school students. The sample consisted of 1251 students of class X. The result of the study showed there were positive and significant correlation between nine dimensions of classroom social climate and 14 dimensions of academic motivation, competition, rule clearly involvement, Teacher control, task-orientation and teachers support contributed positively of total academic motivation.

Chauhan (1984) studied the interactional effect of community (SES) in relation to achievement motivation of the students. The study was conducted on 600 students studying in grade X. The study found that SC and ST students did not
differ significantly in relation to their achievement motivation, the achievement motivation of students differs significantly at different levels of socio economic status, sex. And SES did not interact significantly in relation to achievement motivation of students.

Bharathi (1984) conducted a study of self-concept and achievement motivation of early adolescents. The study aimed to observe the interaction effect of age, sex, SES and achievement motivation. The result revealed that no age difference was found in self-concept, with respect of adjustment. Older age group subjects perceived themselves as being less-able, less aspiring, for greater ability and showed more dissatisfaction with others ability. Achievement motivation was found to be highest among the high SES groups and lowest in low SES group. The strength of achievement motivation increases significantly from 12 to 16 years.

Ahluwalia (1985) studied the effect of sex, age, birth order, academic performance parental education and occupation, size of the family on achievement motivation. The study was conducted on a sample of 200 children of 8 to 12 year of age. The study showed that sex had no effect on achievement motivation. Age and academic performance was significantly and positive related to achievement motivation. Achievement-Motivation was not affected by birth order, size of family and parents occupations. Father’s education significantly affected achievement motivation while mother’s education had no effect on achievement motivation of children. The strength of achievement motivation increased significantly from 12 to 16 years.

Juvonen (1995) made a study on social motivation in the classroom and implications for students, achievement. Research reviewed that shored has children learn to strategically manipulate their teachers, and classmate, social responses towards themselves by varying their public accounts of achievement failures and success. The implications of changing social dynamics on students achievement motivation and school behaviors are discussed.
Stipek, (1995) studied the effect of different instructional approaches on young children's achievement and motivation. They compared children in child-centered per-school (CCPS) and kindergarten with children in didactic, highly academic programs (DPS) in tests of their basic skills achievement and a set of motivation variables, sample was 227 poor minority and middle class children. The study found that academic achievement of elementary school students can be improved by reducing the magnitude of extreme autonomy, neglect the ignoring and be enhancing the potency of parental direction by their parents participation in their academic activities.

Suri (1998) conducted a study with the view to see the effect of manifest anxiety SES and sex and achievement motivation. The study found that the F value for the main effect ‘A’ (manifest moiety) comes out significant at 0.01 level of confidence. It has been found that ‘F’ value for main effect ‘B’ (socio-nicotinic status) come out insignificant even at 0.05 level of confidence. Hence it was interpreted that students coming from high and low socio economic status and also when leveled on the two levels of manifest anxiety don’t differs significantly form each other so for as achievement – motivation is concerned. There was no effect of social economic status on achievement –motivation.

Gautam (1999) studied the self concept with academic motivation of the students of Navodaya Vidhyalaya in Himanchal Pradesh, testing sample of 150 boys and girls of grade VIII. The study found intelligence has no relationship between academic motivation among Navodya students of H.P. academic motivation to not significantly related to self concept of Navodaya Vidhalaya a students in the sense that low self concept students have almost the mean academic motivation score though the Navodaya Vidhalaya. Students with high self-concept tend to be more academically motivated then their self counterparts at low intelligence level.

Pathek, (1974) studied achievement motivation, educational norms and school performance. 1346 students of class VIII, XI and X formed the simple. The
Thermatic application test the Medukas Patil’s intelligence test. The Desai’s attitude inventory, perception inventory, world association test and value judgment inventory developed by the investigators are used to collect the data. The result indicated in–ach to be positively seated to pupils school performance.