Chapter - I

INTRODUCTION

1.1 Emergence of the problem
1.2 Purpose of the study
1.3 Objectives of the study
1.4 Hypotheses
1.5 Statement of the problem
1.6 Meaning and definitions of the terms used
1.7 Delimitations of the study
INTRODUCTION

1.1 Emergence of the problem:

Education is the key to national prosperity and welfare. No investment is likely to yield greater returns than the investment in human resources of which education is the most important component. Modern societies can not achieve their aims of economic growth and higher cultural standards, without making the effective use of the talents of their citizens. This necessitates that education should be provided according to the capability, and potentiality, for admission to the schools or colleges. Our school or colleges should therefore, offer a diversity of educational programmes suited to the varying aptitudes, interest and talents of the students. In the Indian way of thinking, a human being is a positive asset and a precious national resource which needs to be cherished, nurtured and developed with tenderness and care, coupled with dynamism. The history of Indian education is testimony to the fact that the need for introduction of occupational education for students highlighted as in 1854. However, no significant break through was clear in this regard except for a few attempts to integrate work with general education. It was only after independence in 1947 that a comprehensive plan for the development of technical education and vocational training was launched creating a large network of technical and vocational institution that offered a wide variety of agenda in different areas.

Education is a sub system in the wider social system. Although it have a separate identity and up to a limited degree, functions autonomously, it have linkages with the economic, political religious and other sub system which exert powerful influence on the goals of the educational sub system on the one hand and on its autonomy on the other. The teacher and the taught represent the two most significant components of the educational sub system. This sub system and social system of education give rise to an education process. One of
the dynamic aspects of the educative process is class-room practice. It is a strong sub-system of the total educational system where learning takes place through the interaction between teacher and pupil. The uniqueness of the classroom lies in the fact that when a teacher meets a class, the teacher and the taught are in a unique relationship calling for prophetic vision to transform the whole being of the learner, the atmosphere of the classroom is largely determined by the teacher. The attitude of teacher towards his work and his behavior towards his students is very important the teacher who likes his work, understands students and is enthusiastic about what he is teaching creates a better classroom atmosphere than those who have little interest. The personality pattern of the teacher influences the personality of the students and thus it indirectly influences learning outcome of the students.

Work is essential for living; there is no place on earth where life can be maintained without work. Work is only the means to provide necessities, comforts and luxuries of life. The importance of work in the life of an individual can hardly be over estimated, work is the condition of tasks performed for pay in some organized way because others need to have them done. When we talk of success in life, we primarily think of vocational success. Occupation thus become much more than a mere means of producing necessities, comforts and luxuries. Different people hope for different vocation in accordance with their interests, aptitudes, values, etc. Each individual have to adopt some vocation. To preface him for vocation is therefore a social responsibility.

1.2 Purpose of the study:

The problem of unemployment in our country is one of the serious problems. Experts speak about many reasons for this. The main reason given for the slow growth of our economy is due to slow growth of the employment opportunities. One of the important reason of unemployment in our country is the mismatch between 'what is available' and 'what is needed'. 
In simple words, the employment opportunities available in certain areas are not acceptable to our educated unemployed and in some other areas the educated youth available are not acceptable to the industry. There is also an additional reason that many opportunities are not known to the youth of our country. This situation exists because of: First, overestimation of self, second, lack of awareness and third, our education system.

Our education system is not guiding students about their career. There is no provision in the system to formally guide students about the most suitable career path for them. As a result our universities and other institutions of higher learning are becoming crowded and the standard of higher education is deteriorating. The speed at which the number of colleges and institutions of technical education in our country is increasing is mind boggling. Looking at the requirement of the educated manpower there is nothing wrong if the number of technical institutions and colleges are increasing. The problem is that the students who come to these institutions of higher learning are mostly directionless. Therefore, when they become graduate from these institutions, they are ill-equipped to face the challenges of the real world. The students make their choice which is guided by the following factors:

- Tendency to join the bandwagon
- Family pressures
- Following the footsteps of elder brother or sister
- Inability to understand the desired social status and its negative correlation with higher education. If the problem of unemployment is to be reduced and the standard of higher education is to be improved then it is necessary that only deserving students go for higher education. The political priorities have converted our higher education into a mass education system which is causing a great harm to it as well as to the society because of unemployment problem. If all this is to be changed then some changes in
the structure are desired.

In India the first broad choice about the career (arts, science or commerce) is made by the students while taking admission to junior college, i.e., 11th class. This choice or decision is not a well informed or well thought decision, rather it is driven by one or more of the factors listed earlier. At a much later stage many of them realize that it was a wrong decision. But by that time it is too late for them to do something about it. As a result many of them find it extremely difficult to cope with the line of education chosen by them, many complete their education with very poor grades, many of them fail to get a proper employment, many get it too late, many are forced to compromise heavily and finally, many are forced to decide to do something else (not connected to their line of education). All this may cause a great amount of frustration to these students which may give way to many social problems apart from the problem of unemployment. To ensure that this situation does not arise it is necessary that all the students are given four important inputs before they are allowed to make their choice.

First input step to save students from making wrong career choices is the knowledge about various career paths available leading to various professions. As a part of this the students should be told about the various professions; the educational qualification, skills and capability needed for those professions; minimum eligibility required to go for that educational degree; positive and negative aspects of various professions; the range of financial compensation in various professions; the procedural formalities to be completed to get into those professions; the cost of higher education to get into those professions; the nature of job to be done in various professions etc. Some colleges have counseling centers and counselors to guide students on these issues. But there are three problems. One, such counseling is done at the college level which is too late because by this time the students have already made their choice. Two, it is impossible to have enough in-
house expertise to counsel students about so many professions. Such comprehensive counseling is possible only when experts from outside are involved in the process. Three, the counseling have remained largely an informal activity and no efforts are made to find out its effectiveness. Therefore, it is suggested that this knowledge should be given to the students before they make their career choice, some outside experts should be invited to impart this knowledge and a mechanism should be developed to see whether the students have understood this.

Second input having explained about the various professions available for the students should be meticulously guided on which profession is most suitable for them. This should be guided to them on the basis of their previous academic performance, their interest and by conducting some psychological tests available for this purpose. This is an extremely important input and therefore, the parents of the students should also be involved in it. It may not be possible for the parents to come to school/college to participate. But that is not important. What is required is to establish a communication link between the parents and the school authorities. The students should get the uniform guidance from their teachers as well as from parents. Any conflict or contradiction between these two will thoroughly confuse them. Another important point to be noted here is that the purpose of this input should not be to told the students which profession they should choose. The purpose should be to enable them to make the correct choice. This will give them a psychological satisfaction of having made their own decision.

Third input the education system is becoming complex day by day. There are many fly-by-night operators in the field of education. Globalization on the one hand would offer many opportunities to students, on the other, it may add to their confusion. Many students are not clear about what are the differences among a regular state owned university, a deemed university, a private university, an autonomous institution and a foreign university operating in
India. Many are not clear about the implications of undergoing an unrecognized course. Therefore, it is necessary that the students are saved from all this confusion. This can be achieved by imparting knowledge about the education system and the regulatory framework available to regulate the system. This knowledge should also be imparted before students make their career choice. This knowledge have a special significance for those students who inspire to go for professional education.

The fourth and last input is very crucial but very difficult to convince the students and their parents about it. There are many students who are academically weak. Such students and their parents should be told about various vocational courses. They should be told that instead of completing BA, B. Com or B.Sc with poor grades and accepting a low paying job it is better to go for some vocational courses and start earning early. They should be given examples of many persons working as peons in offices after completing an undergraduate degree. They should be told how some employers exploit the candidates having undergraduate degree with poor knowledge and grades. The typical Indian mindset considers an undergraduate degree as the minimum qualification to get a respectable status in the society. This mindset should be changed. Such students should be given the examples of Dhirubhai Ambani and Bill Gates. They should be told that the social status comes from the success in endeavors and success does not necessarily come through formal higher education. Academically poor students should be encouraged to get for vocational courses after 12th class instead of going for college education. Of course, the employers should also be enlightened about this problem. For example, there is no logic for asking an undergraduate degree from a candidate who is applying for the positions of computer operator, receptionist, telephone operator, stenographer, etc. and a whole lot of other positions where an undergraduate degree have no special relevance, impact or requirement. The students should also be told that after completing a vocational course they can become entrepreneurs and give jobs to others. By becoming entrepreneurs
they will not be only making a lot of money but by creating job opportunities for others they will also do a great social service. If these four inputs could be given formally and effectively, the following outcome can be expected:

- The students going for professional education will have the required aptitude and definite objective in their mind.

- Instead of excessive demand to select two or three professional streams and less demand for the other streams the demand would spread evenly.

- The unmanageable crowd in non-professional courses.

- The problem of unemployment would be reduced.

- The higher education, in real sense, would become meaningful for the students. Even in non-professional colleges only those students who have definite objective in mind would take admission.

- No student would lose an opportunity to compete for the professional career because of lack of awareness.

- The students would be able to do a correct self-evaluation about their capabilities. This will save them from being frustrated in their life.

- Only competent and interested students would go for higher education. This will definitely improve the class of higher education.

- Some of the social problems created by the problem of unemployment would also be reduced.

- The students will be well informed about the education system. This will save them from being cheated by some unscrupulous institutions.

The well informed students would always act confidently in their life.

The question which remains is: At what stage the said four inputs can be known to students? In the tenth class the students remain busy with their most important board examinations and would like to focus on their mainstream
subjects. Therefore, any extra input at this stage may not be welcomed by them. But the problem in that case is that immediately in the eleventh class they are expected to make their choice. Therefore, the suggested ideal way would be to use eleventh class as the year of transformation and ask students to make their career choice in the twelfth class. In the eleventh class, in addition to the four inputs suggested for making career choice, the students can be given some more general inputs to make them responsible citizens. Under these inputs the students can be taught about moral and ethical values, their importance, possible consequences of being immoral and unethical, self-actualization, yoga, stress management etc. Additionally, this is the most appropriate time in their life to teach them how to deal with social and environmental problems like, pollution, cleanliness, family planning, drug addiction, importance of savings and investments, etc. All these inputs put together can easily become an extremely meaningful stuff to be taught over a period of one year. These kinds of inputs would certainly transform their lives and they will become responsible citizens.

1.3 Objectives of the Problem- The present study has the following objectives.

1. To study vocational interest among adolescents of various stream of studies (arts, commerce and science.)

2. To study vocational interest among adolescents having high and low level of anxiety at senior secondary level.

3. To study vocational interest among adolescents having high and low self-actualization needs.

4. To study vocational interest among adolescents having high and low achievement motivation.

5. To study vocational interest among male and female.
1.4 Hypotheses of Problem: - Following null hypotheses have been formulated for the study.

1. There will be no significant difference in vocational interest among adolescents of various streams of studies (Arts, commerce and science.)

2. There will be no significant difference in vocational interest among adolescents of high and low level of anxiety.

3. There will be no significant difference in vocational interest among adolescents of high and low self-actualization needs.

4. There will be no significant difference in vocational interest among adolescents of high and low achievement motivation.

5. There will be no significant difference in vocational interest among male and female adolescents.

1.5 Statement of the Problem :-

“A comparative study of vocational interest of senior secondary Students of Arts, commerce and science in relation to level of anxiety, self-actualization needs, achievement motivation and gender.”

1.6 Definition of the Terms Used:

Vocational Interest:

(Todt 1978) defined vocational interest as general and stable dispositional tendencies that are directed at relatively broad classes of activities or interest as subject areas and includes affective cognitive and cognitive components. In contrast to this approach, He didn’t define interest as ‘’trait’’ in the traditional sense of the term. It is also noteworthy that vocational interest research mainly serves diagnostic and counseling purpose and its neither related to other motivational concepts nor to learning processes.
According to Super (1976) "A vocation is an occupation with commitment, distinguished primarily by its psychological as constrained with its economic meaning; ego - involving, meaningful to the individual as an activity, not solely for its productive, distributive or service outcome and its economic rewards" (1976 p.10).

According to Holland (1985) vocational interest represents the expression of personality in work, school subjects, hobbies recreational activities and preferences. In short "vocational interests are simply another aspects of personality.

Vocational interest means what the individual prefers to do while giving a number of alternatives he/she expresses their preferences for one or another constitutes their choice. When the students reach the high school stage, they gradually begin to make their work whether or not they can plan ahead depends partly on intelligence, economic stability of the family, partly on whether they belong to social class group where planning ahead is encouraged, and partly on their achievement motivation, stream of studies and sex etc.

Senior secondary Students

Senior secondary refers to that stage of education which consist of 10+2 pattern of education. Student after completing their higher secondary education enters in to the senior secondary.

Arts

Arts is that stream of education which emphasise more on creative activities. This includes subjects like languages, fine arts etc. Where as humanity or social science deals with social and human aspects. This includes subjects like history, economics, political science etc.

Commerce

Commerce is that stream of education which emphasise more on the commercial like trade and business. Students who are more interested in
managerial jobs and business use to opt this subjects. It paves the path for their interested field.

Science

Science is that stream of education which provides scientific knowledge. It includes the subjects like physics, chemistry, biology, maths and several other sub-branches of these main subjects. Students who are more interested in scientific researches, medical and engineering and space science opt this stream.

Anxiety

According to May (1979) Anxiety is the apprehension curd off by a threat to some value that the individual holds essential to his existence as a personality. The threat may be physical life (a threat of death), or to psychological existence (the loss of freedom, meaninglessness). Or the threat may be to some other value which one identifies with one’s existence (patriotism, the love of another person, “Success”, etc) p.180.

According to Pintrich and Schunk 2002; Zeidner (1995, 1998) Anxiety seems to have both cognitive and affective components - thinking about how bad it would be to fail and worrying that you will, the effective side involves psychological and emotional reactions such as sweaty palms, upset stomach, racing heartbeat or fear.

According to Wigfield and Eccles (1989) Defined there are pressure to perform sever consequences for failure, and competitive comparisons among students, anxiety may be encouraged.

Self-Actualization:

Self-actualization is a term that has been used in various theories, often in slightly different ways (e.g., Goldstein, Maslow, Rogers). The term was originally introduced by the organismic theorist Goldstein (1934) for the
motive to realize all of one's potentialities. In his view, it is the master motive—indeed, the only real motive a person has, all others being merely manifestations of it. However, the concept was brought to prominence in Maslow's hierarchy of needs (1943) theory as the final level of psychological development that can be achieved when all basic and mental needs are fulfilled and the "actualization" of the full personal potential takes place.

**Self-actualization in Goldstein's Theory (1934)**

According to Goldstein's (1934) Self-actualization is "the tendency to actualize, as much as possible, [the organism's] individual capacities" in the world. The tendency to self-actualization is "the only drive by which the life of an organism is determined." Goldstein defined self-actualization as a driving life force that will ultimately lead to maximizing one's abilities and determine the path of one's life; compare will to power.

**Self-actualization and Maslow's Hierarchy (1943)**

**Maslow's hierarchy of needs**

The term was later used by Maslow in his article, *A Theory of Human Motivation*. Maslow explicitly defines self-actualization to be "the desire for self-fulfillment, namely the tendency for him [the individual] to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming." Maslow used the term self-actualization to describe a desire, not a driving force, that could lead to realizing one's capabilities. Maslow did not feel that self-actualization determined one's life; rather, he felt that it gave the individual a desire, or motivation to achieve budding ambitions. Maslow's usage of the term is now popular in modern psychology when discussing personality from the humanistic approach.

A more explicit definition of self-actualization according to Maslow (1969) is "intrinsic growth of what is already in the organism, or more
accurately of what is the organism itself...self-actualization is growth-motivated rather than deficiency-motivated." This explanation emphasise the fact that self-actualization can not normally be reached until other lower order necessities of Maslow's hierarchy of needs are satisfied. While Goldstein defined self-actualization as a driving force, Maslow uses the term to describe personal growth that takes place once lower order needs have been met.

People that have reached self-actualization are characterized by certain behaviors. Common traits amongst people that have reached self-actualization are as follows:

- They embrace reality and facts rather than denying truth.
- They are spontaneous.
- They are interested in solving problems.
- They are accepting of themselves and also others and lack prejudice.

For Goldstein it was a motive and for Maslow it was a level of development; for both, however, roughly the same kinds of qualities were expressed: independence, autonomy, a tendency to form few but deep friendships, a "philosophical" sense of humor, a tendency to resist outside pressures and a general transcendence of the environment rather than a simple "coping" with it. Self actualization resides at the top of Maslow's hierarchy of needs in 1954 is considered a part of the humanistic approach to personality. The humanistic approach is one of several methods used in psychology for studying, understanding, and evaluating personality. The humanistic approach was developed because other approaches, such as the psychodynamic approach made famous by Freud, focused on unhealthy individuals that exhibited disturbed behavior.

The humanistic approach focuses on healthy, motivated people and tries to determine how they define the self while maximizing their potential.
Chapter 1

Introduction

Stemming from this branch of psychology is Maslow's hierarchy of needs. According to Maslow, people have lower order needs that in general must be fulfilled before high order needs can be satisfied. As a person moves up Maslow's hierarchy of needs, eventually they will reach the summit—self actualization. Maslow's hierarchy of needs begins with the most basic necessities deemed "the physiological needs" in which the individual will seek out items like food and water, and must be able to perform basic functions such as breathing and sleeping. Once these needs have been met, a person can move on to fulfilling the "the safety needs", where they will attempt to obtain a sense of security, physical comforts and shelter, employment, and property. The next level is "the belongingness and love needs", where people will strive for social acceptance, affiliations, a sense of belongingness and being welcome, sexual intimacy, and perhaps a family. Next are "the esteem needs", where the individual will desire a sense of competence, recognition of achievement by peers, and respect from others. Some argue that once these needs are met, an individual is primed for self actualization. Others argue that there are two more phases an individual must progress through before self actualization can take place. These include "the cognitive needs", where a person will desire knowledge and an understanding of the world around them, and "the aesthetic needs" which include a need for "symmetry, order, and beauty". Once all these needs have been satisfied, the final stage of Maslow's hierarchy—self actualization—can take place.

The highest need, in the hierarchical system proposed by Maslow (1908-1970), is self – actualization. It means to fulfill one’s individual nature in all its aspects being what one can be. One of the important aspects of self-actualization is freedom – freedom from cultural and self-imposed restraints. The self – actualizing person wants to be and must be free from restraints from society. Self-actualization is only possible, if the basic needs of the person are met to the degree that they neither distract nor consume all available energy. When the person succeeds in satisfying in lower needs, he can act upon his
higher needs. We can see from the hierarchy of needs that for self-actualization, it is necessary that a person should not worry about his survival needs. Maslow’s theory emphasized that motivation to work is rooted in the fulfillment of various categories of needs which range from physiological to self-actualization.

**Achievement Motivation**

The study of motivation gained importance since early fifties with the efforts of McClelland and his associates in U.S.A. The term motivation refers to any organismic state that mobilizes activity, which is in some sense selective or directive with respect to the environment (Newcomb, 1964).

Achievement motivation, which is an acquired tendency and its one of the most important social needs has been defined by McClelland (1953) and his associates and also by Decharms (1968) mainly as a disposition to strive for success in competition with others with some standard of excellence, set by the individual.

Murray (1938) conceived a need as a construct (a convenient fiction or hypothotical concept) which stands for a force (The physio-chemical nature of which is unknown) in the brain region force which organizes perception, apperception, intellection, conation and action in such a way as to transform in a certain direction an existing, unsatisfying situation. He defined need for achievement as “a desire or tendency to overcome obstacles, to exercise power, to strive to do something difficult as well and as quickly as possible”.

In the words of Jusdon, S.Brown (1961) “A motive is learned affective anticipation of the pleasurable consequences of success in situation where the quality or efficiency of one’s performance is to be evaluated”.

In the words of Atkinson and Feather (1966) “The achievement motivation is considered as a latest disposition which is manifested in overt
striving only when the individual perceives performance as instrumental to a sense of personal accomplishment”.

According to Irving Sarnoff (Mangal, 1989) “Achievement motive is defined in terms of the way an individual orients himself towards objects or condition that he does not possess. If he values those objects and conditions and he feels that he ought to possess them he may be regarded as having an achievement motive”.

According to International Encyclopedia of Education (1954) “Motivation drives and direct behaviour and achievement motivation governs behaviours relevant to achievement and learning”. It can be concluded on the basis of definitions presented above that achievement motive moves or drives an individual to strive to gain mastery of difficult and challenging situations or performances in the pursuits of excellence.

GENDER- 'Gender' refers to the socially constructed roles of and relations between men and women, while 'Sex' refers to biological characteristics which define humans as female or male. These biological characteristics are not mutually exclusive however, as there are individuals who possess both.

'Gender relations' are characterised by unequal power. 'Gender norms' assign specific entitlements and responsibilities to men and women - for example, women might be expected to take on caring or domestic duties and remain close to home, while men may be expected to be the main breadwinner, working outside the home, with greater freedom to move around in public places.

1.7 Delimitations:

It is generally not possible to study the entire mass of variables associated with the giving problem. Every research study is limited in several ways. It cannot be exhaustive and complete in all respects. It have to be
delimited in terms of population covered, sample selected, scope of variables studies, the scope of generalization of findings and so on. The present study also have certain delimitations.

1. The area of the study is restricted to only five districts of U.P. i.e., Aligarh, Agra, Mathura, Bulandsehar and Hathras.

2. The sample comprises of adolescents in the age range 17 to 19 years studying 11th and 12th class.

3. This study is restricted to the 600 (sample) students of senior secondary schools.