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1.1 INTRODUCTION:

Many times we cannot understand the behavior of other person. A question arises in our mind, why does he behave in such peculiar style? There may be physical or mental (Psychological) reasons responsible for his unusual behavior. Which factors may be responsible for his particular behavior?

The study of psychology deals with this type of abnormal behavior of complex and irrational human being. Psychology is Science of behavior. Some physical action and process occur in human body for the emergence of behavior. The most important question is what this “behavior”? Behavior includes apparent outward activities such as running, jumping, dancing, singing, etc. as well as inner psychological actions, and happening inside mind. Emotions, perceptions, memory, thinking process, motivation etc. are included. A person performs all these psychological actions naturally.

Motivation is the most important process under all these psychological process under all these psychological process we behave in particular way. We select particular type of behavior. We behave in various ways. We have certain set behavior for certain fixed circumstances. Diversity of behavior is not frequently seen in individuals’ behavior. Every individual has certain set, Particular manner of behavior in particular circumstances the reason given by psychologists is Motivation affecting the behavior of a person.

Certain motivations are found common and sometimes various motivations are found in an individual. The question arises –‘What is the motivation?’
“Motivation means internal situation that leads any person towards goal”

In motivated situation human being’s or animal’s behavior is attracted towards certain goad and human being or an animal behaves in various ways of achieve the goal.

1.2 CONCEPT OF VOCATIONAL INTEREST:-

Only attitude or ability do not bring success in any profession Vocational Interest is very much important. Whatever high level of intelligence, mental ability and attitude a person has but if he does not have Vocational Interest all in vain. All is meaningless. In normal meaning Vocational Interest means to take Vocational Interest in any work or person, to pay careful attention, to get attracted, to like it, and to be satisfied with it is called a Vocational Interest. Vocational Interest is a mental attitude. It shows likes and dislikes. G.K. Strong of Stanford University has contributed in the research of Vocational Interest. It is very difficult to give definition of Vocational Interest. The definitions given by psychologists are as under. Vocational choices area developmental process and spans almost through person’s lifetime. Vocational choices development leads to choice, which processes starts from primary school. Vocational choices could also be defined as a sequence of positions, jobs or occupation, which a person engages in during his working life. Vocational takes a reasonable amount of years within a particular occupation, for example ten; fifteen and twenty year’s duration. Vocational choices preparation focuses specifically n issues related to the world of work. Experience gained in a variety of work place situations will help you to prepare for transition to a work environment, or to postsecondary education or training.
1.2.1 Definitions of Vocational Interest:-

(1) In the words of Strong, “We are aware of certain thing, ready to give our reaction regarding it, we prefer it, we go away From it, we do not prefer it, and it is called Vocational Interest.”

(2) Bingham says about attitude, “Vocational Interest is such type of attitude that moves an individual in action as soon as he gets an opportunity, and he continues it as he is satisfied.”

(3) In the words of Guilford, The activity done by getting attracted toward any object or an individual, by preparing it and deriving satisfaction out of it through concentrating on it is called Vocational Interest.

(4) According to Rommel, Rammers and Gaz, Vocational Interest is expressed in the forms of happy and unhappy sentiments, in dealings of preference and prejudices.

Super Jones answers when and how Vocational Interest arises in his book “An Introduction to Measurement and evaluation.”

Vocational Interest emerges due to physical causes. Environment and heredity influence it. Along with birth, Vocational Interest is trained through the influence of various occasions, facilities and environment. They all influence Vocational Interest. Due to certain Vocational Interest person can work with efficiency certain Vocational Interest develops through the contact of friends and some develop by itself.

There are many differences and opinions regarding Vocational Interest. It is believed that Vocational Interest is not by birth it can be trained.

(5) A Vocational Interest is a tendency to become absorbed in an experience and to continue it.
Vocational Interest is a tendency to give attention to, to be attracted by, to like and find satisfaction in an activity, object or a person –Guile Ford.

Students can achieve remarkable success only when he has Vocational Interest accordingly. Field should suitable to his Vocational Interest, proper environment is there for its development then he involves himself in it, and attains achievement through dedication. The only question is that the students are Vocational Interested in which activity should be known and student should be involved in related activities. A student Vocational Interested in music can become a good singer. If he is given encouragement, frequent opportunities for performance, guidance, facility for practice and to participate in competition.

‘Green Leaf” considers it as “A response of liking”. Vocational Interest is an inseparable part of individual’s life.

The importance of Vocational Interest is by no means less in the development of students’ personality. A person immediately takes up the activity if he has Vocational Interest for it, ability to do the work, and if motivated environment is there. He succeeds through his constant efforts. His efforts are proved worthless when he has no Vocational Interested in certain activities. It is essential to know from educational and vocational view point the area of one’s Vocational Interest. Inspire of having high intellectual ability if a person has no Vocational Interest in certain activity, passivity of getting failure should not be ignored.

1.2.2 CHARACTERISTICS OF VOCATIONAL INTEREST:-

(1) Vocational Interest is related to hereditary characteristics or the characteristics of physiology at the time of birth.

(2) Vocational Interest depends on environment of surrounding elements e.g. child is motivated by parents, brothers, sisters,
family members; family environment also influences his Vocational Interest.

(3) Vocational Interest varies with different age. According to famous definition of Alport, at different age, Vocational Interest and ideas change.

(4) Vocational Interest is a long period according to Leyatan(1960) likes and dislikes, personality and emotions are above characteristics.

(5) Vocational Interest holds. If the changing experiences of good and evil work are felt, then in long run Vocational Interest becomes one type of art and life.

1.2.3 AREAS OF VOCATIONAL INTEREST:-

Vocational Interest has been classified variously by many researchers normally the areas of Vocational Interests are as under.

(1) Scientific Vocational Interest – this type of Vocational Interest is seen in knowing the relation of notion of cause regarding the objects of natural science.

(2) Social Vocational Interest – It is related to social activities and betterment of community.

(3) Literary Vocational Interest—this is seen in using literary words and literary ideas.

(4) Vocational Interest for Material and of abstract Objects—this Vocational Interest is related to the gaining of material objects.

(5) Vocational Interest in systematic working—example: maintaining of the record.

(6) Vocational Interest in making contact—this type of Vocational Interest is seen observed in material achievement and public relations.
1.2.4 **SUPER (1949) HAS SHOWED THREE TYPES OF VOCATIONAL INTEREST**

1. Clear Vocational Interest
2. Apparent Vocational Interest
3. Test Vocational Interest

(1) Clear Vocational Interest — This type of Vocational Interest presents clearly in any activity, any action or any business verbally.

(2) Apparent Vocational Interest — it presents the decision participate in any action or business.

(3) Test Vocational Interest — in presents imaginary estimate it measures difference in real test and the given list.

1. Vocational Interest — Engineering, medicine, architecture etc.
2. Basic Vocational Interest — Development of language, art of speaking etc.
3. Vocational Interest in sport — Cricket, football etc.
4. Vocational Interest for wealth — Service, business etc.

1.2.5 **THE CAUSES OF VOCATIONAL INTEREST:**

Thurston studied the causes of Vocational Interest. He was the first of study this. Alport, Varner and Spranger developed it. Lusi also discovered the causes of Vocational Interest Gilford showed seven causes of Vocational Interest which are as under.

1. Mechanism — The activities in which hands or nature are of less importance
2. Business – It includes business organization, sales, business relations, development, social science etc.
3. Scientific element- Scientific invention, scientific principal, mathematical thought, experimental work, logical process, exactness etc.
4. Regarding beauty- It includes the reward of beauty
5. Social- Welfare of others, verbal expression, control over others, office activities, and responsibilities.
6. Clerical - Office activities, exactness, carefulness, physical activates are included.
7. Open space- It includes outside activities such as agriculture activity, construction, forest agriculture etc.

1.2.6 INTEREST AND VOCATION:

(1) Mechanism: - It includes all engineers, professors of engineering college, radio operators, scientists, building inspectors, pilots, plant managers, coal employees, contractors, cobblers’ drillers, electrician, employees of electroplating and galvanizing, fire extinguishers, carpenters, masons, drivers, mechanics, goldsmiths, welders etc.

(2) Business: Employees of all business, shopkeepers, advertisement broker, employees of insurance company, contractors, advocates, clerks etc.

(3) Beauty Sector: Actors, dancers, artists, sculptors, designers, photographers, librarians, make-up men, etc.

(4) Beauty Expert : Barber, dress maker, tailor, painter etc.

(5) Society: Teacher, doctor, employees of welfare department, professor, religious worker, nurse, business man, service people etc.

(6) Clerks: Account writer, one who does transactions of money on behalf of somebody, Stenographer, telephone operator etc.
Open Space: Officers of forest department, farmers, guards, fisherman, laborers etc.

1.2.7 METHODS OF MEASURING VOCATIONAL INTEREST:

(1) Vocational Interest presented through speech –

This type of Vocational Interest is called Vocational Interest of speech. In this method person shows his likes or dislikes regarding object, activity, work or vocation through speech. It is not easy to know the preferences of young people. Their preferences change every now and then. Matured man’s Vocational Interest can be measured through this method.

(2) Vocational Interest presented through behavior:

Teachers and parents observe students when they are involved in various activities related to various subjects. Their friends also observe them. Even on picnic they observe what the students are observing. Whether the students are doing their by themselves or not this is verified by parents and teachers. They note down outward observation of students’ behavior. To make the observation realistic it should be done at various places and in various activities. Observation is done by many people. Some students appear in observation just for fun. It is quite difficult to say whether he is genuinely Vocational Interested or not, whether Vocational Interest is from within or not. Sometimes limited environment or economic condition is obstacles for students’ Vocational Interest.

(3) Vocational Interest gained through achievement tests:

In this method through objective tests Vocational Interest is measured. It is measured through achievement. Ability also is related with Vocational Interest. It sometimes may not happen that achievement is due to Vocational Interest only. Sometimes achievement is gained without getting chance for doing work.

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(4) Vocational Interest measured through Vocational Interest research:

This method resembles the Vocational Interest through speech. Researchers are better recognized. The Vocational Interests of a person remains the same as a result measured subjectively questions are recognized and certified so the proportion of Vocational Interest is exactly known.

Person is not asked only whether he likes this activity. He is asked how much he does like that activity. The level of Vocational Interest is known.

The following points to be remembered while measuring Vocational Interest through research.

(1) Select proper research according to individual or group’s age, gender etc.

(2) Research should be selected by the advisor or career teacher to gain desired goal successfully.

(3) Check the truthfulness and reliability of research method before selecting.

(4) It should be observed it is effective on which group of people.

(5) It should be seen at the time of selection what type of vocational people’s Vocational Interest is measured through it.

1.2.8 Importance vocational Interest:

Career is related to Vocational Interest. Career is an integral part of life. Career is reflection of self-identification. It is an outcome of the best efforts and the best result. There is nothing like passing marks in career. It is a club of “The Best “people where 110%, not 100% performance is given. Time, test and treasure these three things are of great importance. Career is not a ripe fruit falling in anybody’s lap. It has got to be nurtured, sowed. Switch over in career is no doubt, easy.
A doctor can become a singer teacher can become an industrialist. (Vasavada 2008).

Individual’s life is influenced by his profession. Selection of vocation is very much important in life (Ginsberg 1972). According to Ginsberg selection of vocation is a time consuming process. It lasts for quite long time. Person tries to set his goal, prepares for its achievement among harsh realities of work. He tries to make the best possible arrangement in life.

In India mainly patents decide the career of their children. Their wishes play important role in the career of their children. Their children should build career in arts, science, commerce, engineering, medical science, architecture, technical etc. branch is the decision of parents. Students generally accept the decision taken by their parents. Indian students hardly require counseling in career decision, or selection of vocation. Very few people seriously think about it. They should select the vocation and career according to their ability and choice.

Students should know themselves first, before selecting career at the same time they should have complete information regarding the vocation of their choice.

Education is widely spread to day. Thousands of students complete higher education. They have no opportunity of vocation of their choice. One of the reasons is lack of vocational information. If the students are provided all such information they would select vocation according to their ability and Vocational Interest.

It is essential to keep in mind the ability, intelligence, Vocational Interest, higher proficiency, needs, and attitude in the selection of vocation. In dealing with influential factors, many studies on vocational choice have focused on socioeconomic aspects and self-concept dimensions. However, there is yet the intelligence factor. It is very
possible that pupils of different levels of intelligence would perceive vocations differently and make different choices. On the other hand, it seems more reasonable that students with higher achievement and ability would set a higher level of vocational aspiration and proceed to prepare themselves for a more successful career than the less bright if other conditions, like motivation, responsibility, etc., are equal. Longitudinal studies of vocational Interests have demonstrated that there is considerable stability of Vocational Interests over time (Swanson, 1999). Lubinski, Benbow, & Ryan (1995) show that there is little change in Vocational Interests for gifted adolescents obtained at age 13 to their Vocational Interests at age 28, where the dominant Vocational Interest was concordant or adjacent to the dominant Vocational Interest at age 28. We can try to design environments for our students where creativity is encouraged and unexpected responses are met with a "Wow, I never thought of that! Tell me more." rather than a "that's wrong!" We can push every boundary possible that gives our students freedom to think for them, to work with others, and to create new ideas that are listened to even if by only one respectful adult. If they have no power to create changes in their lives outside of our classroom, they can at least be given power to create changes inside our classroom or in experiences we design for them outside the class. Teachers will find that these attempts to empower students create quite a bit of confusion in them because it's so different from most of what young people experience in their lives.

The incorporation of social psychological variables into future analysis may be particularly instructive. It is possible that attaining (or surpassing) one’s career goals at midlife may be meaningful only among persons for whom the extrinsic benefits of work, such as pay and status, are particularly 30 important or salient (Gecas and Seff 1990; Thoits 1995); for persons who compare themselves unfavorably to their peers
or colleagues (Aspin wall and Taylor 1993; Wills 1981, 1991); for those who were most certain about and committed to their initial aspirations (Lewin et al. 1944); and for persons who rigidly adhere to their earlier career goals, and who lack the flexibility to adapt their aspirations to reflect the actual opportunities and circumstances facing them (Brandtstadter and Renner 1990).

In the school, good teacher/students relationship, availability of guidance counselors, organized career talk, seminar, workshop, and accurate vocational information, would vocational Interest (Balogun, 2006). But where they are lacking, Melgosa (2002) says, will cause the adolescent to be in total darkness. Dengar (1998) posited that development of a healthy environment will promote good self-concept of the adolescent at school. Hassan (2008) believes that self-concept stability depends on the perceptual aspect which is organized by the cognitive processes. The Super theory of self-concept stated that an individual strives to implement the self-concept by choosing a vocation of Vocational Interest. By expression of their Vocational Interest, character, feelings and needs are seen on that expected vocation. Conversely, Zakaria, (2005) investigated the self-concept as motivation for vocational Interest. Result indicated no significant differences in the opinion of students on motivation for self-concept and vocational Interest. Arising from the finding was that students’ education has to be enriched and nourished for them to make realistic vocational Interest. Melgosa (2002) in the study of self-concept and vocational choice, observed that proper vocational education will equip students to better vocational choice. Abam (1998) found in his study that there was also relationship of students’ self-esteem and their career desire. Balogun (2006) believes that accurate vocational information, seminar, career talk and workshop will promote high vocational Interest. According to
Denga (1998), vocational Interests of the adolescents at school rest on teachers and counselors. Societal influence also plays social role on the adolescents’ self-concept and vocational Interest. Many of the political opportunists are without good vocational knowledge, but rather are godfathers, contractors, whose brothers are in government and have made money without much effort. The society has high regard for such people and they help to influence the adolescents’ vocational Interest. Vocational Interest is related to the likeness one has for a particular job or vocation.

Informed and considered career decisions result in improved matches between people and their work. Such matching manifests itself in improved utilization of education and training resources, higher levels of worker satisfaction, preferred patterns of employment stability and mobility, increased income and benefits, and many attendant benefits to families and communities. Career guidance professionals may facilitate the career development process, or individuals may engage in the process on their own. Not all people will engage in all steps, and the sequence may vary; but however obtained, informed and considered career decisions represent a match of person and work in which the individual’s skills, Vocational Interests, values, beliefs, and purposes fit, align with, inform, and contribute to work, and work contributes to the individual’s well-being and life goals. For students, career information is an essential part of a comprehensive guidance process that extends throughout school years. Comprehensive guidance programs are effective in promoting informed and considered career decisions (Lapan, Gysbers, & Sun 1997; Whiston and Sexton, 1998). Comprehensive guidance represents a renewed emphasis on career development in schools (Dykeman, Ingram, Wood, Charles, Chen, & Herr, 2001).
1.3. MOTIVATION:–

We look around us and find how different the life of every person is! The life style differs from person to person. Why does human being remain action to gain something? Why is his behavior so complex and full of variety? What are the causes behind his behavior? The only one word answer to all these questions is “motivation”. Why are the people motivated to act in specific manner? Motivation affects our behavior. Various motivations affect our almost all activities of daily life. It is really important to understand the meaning of motivation.

1.3.1 Meaning of motivation:–

It is a bit difficult to give the meaning of motivation because there is no concrete result of the form of motivation. Every human being and animal has experienced motivation. It is effectiveness is present in all activities.

(1) “Motivation is an internal special element or situation that protects and motivates activity” – J.P.Gilferd

(2) “Motivation is a behavior that leads to the satisfaction goal achievement emerged from internal needs” – C.T.Morgan

(3) “Motivation is such internal process as it makes others take initiative towards physical and psychological or mental behavior”

- S.E.Wood and Elan Greenwood.

Many motivate factors function behind the behavior of a person. Motivation or desires lead an individual towards goals. Motivations arise from internal needs. Some motivations emerge from outside also. Some of our works are not rewarded outwardly. Such activities are done for self-satisfaction only.

Internal and external motivations are explained as under.
Internal motivation:
When the activity itself is enjoyable person continues it till its end. For example: Painting a picture, reading a novel till the last page.

External motivation:
Activity performance for reward or to keep away from undesirable result. For example: Hard word done to get through the examination. Sachin’s hard work to complete the century in 20-20.

1.3.2 Types of Motivation:-
There are two types of motivators which motivates us to live life. Primary motivation and Social motivation.

Primary motivation:
Untrained motivation, which doesn’t require any training and emerges right from birth till maturity is called primary motivation

C.T.Morgan shows the types of primary motivation as under.

2 Motivation of hunger and thirst.
3 Sexual motherly motivation
4 Motivation of curiosity and sensational excitement.
5 Motivation of activity and hard work
6 Motivation for ability.

These basic motivations are almost common among all human beings.

Social motivation:
Social motivation is such type of motivation in which social contact is helpful, directly or indirectly. Man has various needs in context with society, because he lives in society to satisfy his needs his behavior is social behavior. All behavior socially accepted. Primary needs vary with experiences and environment. Social motivation also changes through education.
Types of Social Motivation

(1) Motivation of love and contact
(2) Motivation of social acceptance and self-dignity.
(3) Motivation of achievement
(4) Motivation of aggression.

As an example of social motivation your desire to join with others. Incense desire to gain power or achievement. This motivation is untaught, unlearned. It is inborn. It is created through social and cultural experiences. All persons are not the same regarding achievement of social motivation or in intensity of goal achievement motivation is reflected in one’s choice of vocation; search for life partner, and for obtaining importance.

In 1938 Henery Moore considered certain social motivators are of different degrees in people. Their level is variable. Which motivator inspires you to perform any work?

Ambitions, need to maintain status, response to wards man’s service, love and cordial relations among people, these are social motivation.

1.4 ACHIEVEMENT MOTIVATION:-

In 1437 Moore has given us the definition of social motivators like achievement, power, dominance and other social ideas. He has given the list of social motivators. He says that when a person performs any duty his maximum efficiency and in the best possible manner he can do. It can be said that the person is devoted and dedicated to achievement. If there is any hurdle, it is removed, they are conquered establishing of higher standard, showing the best, little higher than other, gaining of prestige through attempt and dignity and these are social motivators. e signify motivations. The specialty of achievement motivation is that even after conquering the peaks there is no end of it. Individual is continuously attempting conquer one by one all higher
peaks of success. Some studied people believe that there are some people without having expectations of social prestige, only for internal satisfaction, they desired to complete the work. Such persons are motivated by achievement motivation. He accepts work for his satisfaction and enjoyment. He wants achieve something. As a result he goes on improving the work done by him. They are workaholic people they are Vocational Interested in work. They prefer to perform challenging work. They think that they have performed a bit higher work, and if they feel so them only they are satisfied. They jump in to such type of challenging work. In short achievement is such type of work where individual or outward standard. The examples of achievement motivations’ are visible in our number of activities.

Maximum researches are performed in achievement motivation fields as per the list given by moore in 1937. Specially extensive researches are performed in achievement motivation by david macleylavd and John Atkinson.

1.4.1 Atkinson’s theory of Achievement motivation:

In 1964 Atkinson has developed the principal regarding when some people will make attempt to reach set goal. He has developed this principle regarding achievement motivation. There are always two conflicting forces when we face any situation. Hopes for success and fear if failures are always there. Nobody likes failure, to avoid failure person works too hard: or he leaves the work due to fear of failure.

Three factors are responsible for the intensity of good achievement. (1) Intensity for achievement. (2) Expectations of success (3) Value of attraction if the result is positive or negative. How important and valuable is success for you is related to how you feel if you fail in that activity. For example if you would work hard in the subject of psychology how much importance you give to get through in
that subject. Is it possible for you to obtain first class? (Expectation of success, intensity of achievement) If you obtain first class, how will you react, how upset you will be! (Attraction value) These three are the basic factors.

1.4.2. Points of Achievement motivation:

The most important thing about achievement motivation is that in many people achievement motivation is primary and in some people it is in negligible degree. Achievement motivation is one type of result. It is affected by childhood experiences. If experiences are very poor and achievement level is high, their parents are their models. They are like tender plants. They consider important people around them as their models. They imitate their behavior. They imitate elders consciously or unconsciously. In the development of achievement motivations parents’ expectations are important. They motivate their children according to their desire. If they want to make them hardworking parents mould them as hardworking personality. They encourage them to be hard working. They appreciate their even very small or minor success. Their parents make them independent. They do not make them dependents on anybody. They train them to be on their own feet and to fight for their rights.

We know many people who have courageously fought against unfavorable circumstances. Lal Bahadur Shastri was a school teacher before he became the Prime Minister. Napoleon the conqueror of whole world as the dullest boy in his class. Well-known writer Shakespeare was only 12 year old when he left school. The owner of the Reliance Industries Ltd. Dhirubhai Ambani was running a cart of Bhajiya (fried snack) in Junagadh.

The examples of the above mentioned personalities show that no unfavorable circumstances, social traditions, individual values,
economical backwardness can prevent individual progress. They made their path with handwork in life.

1.4.3 THE CONCEPT OF ACHIEVEMENT MOTIVATION:-

Why do people conquer the Himalaya in chilled cold wintry season? Why the industrialists’ like the TATA and Birlas enter new enterprises?

This is not a biological need. The necessity behind this is the necessity of achievement. The question is that how can they succeed in spite of too much difficulties? What lies behind their success? Which elements provide them strength? Prof. Mac Leylend has tried seriously to obtain answers of these questions. He has travelled far and wide for the research of achievement motivation and measurable death of unfathomable elements. The elements hidden behind the mystery of success he has named achievement Motivation.

1.4.4 MEANING OF ACHIEVEMENT MOTIVATION:-

(1) The aim of doing something not for social prestige but for internal satisfaction of having done something is called ACHIEVEMENT MOTIVATION.

(2) Motivation is a situation of emotional experience and changes occurred through minor catalyst and situation arising prior to education.—Mac Leylend

(3) Motivation related to individual’s achievement motivation is called Achievement Motivation.

(4) Continuity of thoughts for works which can complete with quality values is Achievement Motivation.

(5) To increase self-respect, to prevent others to compete to show one’s self the Best to remove hurdles in performing difficult task is Achievement Motivation.—Moore.
Once this requirement is satisfied it is not over, it is not complete. It is not over by adding fuel to fire, but fire burns more continuously. Person tries his best to perform the work he undertakes, which the highest quality and with the minimum of time consumption, which is the result of his Achievement motivation. The desire from within to perform any work in its highest quality is Achievement motivation.

Here the word within is important. A person guided by achievement motivation is deeply involved in self-satisfaction and works devotedly for the experience of enjoyment. The strength of achievement motivation does not lie behind individual’s motives of achieving prestige, economic benefit or any material benefit. It is known from the researches of Mac Leyland that those possessed this motivation in more quantity they worked with much dedication. They learned faster. Their motive was not to win prize but to get highlighted in competition and they were performing good. The findings of these researchers passed certain problems such as what happens in society when many people possess very high level of internal achievement motivation. Some of the conclusions from Mac Leyland’s researches are as follow: Out of 19 folk culture 74% folk culture had the existence of business people having high achievement motivation. While there were only 32% business people who possessed low level achievement motivation.

1.4.5 MEANING OF VOCATIONAL CHOICES:

Vocational choices are a developmental process and spans almost through person’s lifetime. Vocational choices development leads to choice, which processes starts from primary school. Vocational choices could also be defined as a sequence of positions, jobs or occupation, which a person engages in during his working life. Vocational takes a reasonable amount of years within a particular occupation, for example
ten, fifteen and twenty year’s duration. Vocational choices preparation focuses specifically on issues related to the world of work. Experience gained in a variety of work place situations will help you to prepare for transition to a work environment, or to post-secondary education or training. According to Alutu (2001) Career development and choice should be initiated as early as the nursery school years through the primary, secondary and to the tertiary school levels.

According to the Ministry of Education (2005) in today’s world of rapid technological and economic change, uncertainty about skill requirements in the workplace, and abundant learning and vocational paths, vocational planning is more difficult than ever. The following messages are worth keeping in mind as you think about transition and vocational planning.

Holland"s (1985, 1994) theory of vocational Vocational Interests is concerned with the explanation of how people make vocational choices, what personal and environmental factors are conductive to vocational achievement. Holland proposed that individual choice of vocation is an expression of personality and self concept, based on his premise that members of a vocation tend to have similar personalities and similar histories of personal development (Holland, 1966).

Sometimes a vocational choice simply refers to an occupation, which a person has followed for a period of years in which he or she is generally recognized to have become fairly an expert through experience. Note however, that illegal occupations such as armed robbery, prostitution, and 419 etc are excluded because they are sinful in the sight of GOD. According to Holly Bible (1982) which says, “the hand of the diligent will rule but the lazy man be put to forced labor”. The choice of work is one of the most important decisions one makes. It
determines to a large extent a person’s social status, income, life style, choice of friends, mental and physical state are influenced by the type of work he or she does. In other words, a person career plays importance roles in his entire life.

Vocational choice decision-making is not an easy task, yet at one time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. The choice point is undoubtedly the most critical stage. This is because making a wrong career decision can mar one’s happiness in life as this could result to vocational maladjustment. Inappropriate career-decision made may spell doom not only for the individual but also the entire society. In view of the foregoing, the need to equip our students with appropriate career-decision making skills becomes highly imperative.

1.4.6 Development of Achievement motivation

Achievement Motivation is a social motivation. Environment affects you. Childhood Experiences sow the seeds of achievement motivation. If the experience of childhood is rich, the achievement becomes motivating force. Higher the parent’s achievement the greater the desire of achievement motivation in their children. Some experts believe that the method of child bringing up at home and family values are the important factors of achievement motivation. The American parents right from the childhood teach their children to complete with other. Those children who are given responsibility, mental stress, freedom, admiration for work done, achieve higher motivation in long run.

Psychologist Turner discovered co relation between father’s vocational performance and children’s achievement motivation. Father who himself takes all decisions of his vocation provides favorable environment for his children. When a father performs his duty and
comes back home and shows power at home over his children, in such cases there are no scope of development of achievement motivation. Dependent father makes his children dependents.

In certain culture the achievement motivation is too high. This motivator becomes the root cause of many activities. Achievement motivation is measured in six different ways six different test are there. Normally people inter co relation between achievement motivation and intelligence. Intelligent people have higher achievement motivation. Fear of failure is related to achievement motivation.

1.3.7 The contribution of maclyland in the research of Achievement motivation :-

The professor of Harvard university professor Macleyland has popularized the concept of achievement motivation. He has attempted to find out the basic truth of motivation of a person’s conscious condition. He has interpreted these wines in various ways. He studied deeply for many years the tests of achievement motivation. He showed how to develop achievement motivation. He gave intensive teaching to dealers, students and fishermen and tried to increase achievement motivation. His book “Achievement Society” became much popular. He has talked about how to achieve social goal with perfect mingling of economics and psychology. In his book “Motiving economic achievements’ he wrote that man is the maker of his destiny. When his circumstances are improved, his environment is improved; automatically desire of progress emerges in him. His third book “Roots of consciousness” also has won popularity. He has written about achievement and man’s expectations and his concept regarding achievement.

Macleyland selected certain sketches and discovered the method of finding achievement motivation.
1.3.8 Findings of the study of Macleyland:-

(1) Man can be the maker of his future.

(2) Opportunities inspire individual towards activities. Land is required to saw the seeds. Motivation person only meet the challenge of opportunity.

(3) Man is not a slave of circumstances. He has freedom to work. He has ability to change his reactions he discovers opportunity from its own environment.

(4) Man should have tremendous self-confidence. I will be able to do this work. If he has full confidence, full faith in his own self, then only achievement motivation will emerge in him.

(5) With self-confidence only person can bring change in to social traditions around him. And he can change social structure.

(6) Can human behavior be changed? Activity of human personality can be altered. Many people find it difficult. It is time consuming and expensive. Researches show that human behavior and thoughts can be altered.

(7) Opportunity is one of the factors of achievement. Only achievement motivated person can seize the opportunity. Opportunity is a challenge for such persons.

(8) The duty of psychologists is to awaken desire for achievement in human being and create self-confidence for future success.

1.4.9 ACHIEVEMENT MOTIVATION AND CLASS ROOM TEACHING:-

During student life there are many students who are not Vocational Interested in study. It is a challenging task for teachers to teach the study who do not want to learn.

Jon W Gardner notes, “Those who have taught can very well distinguish between desirous and undesirous student for learning. There
is a Chinese proverb, “To love knowledge means to stand at the gate of knowledge”. Vocational Interested students cannot be kept away from knowledge. It is rather impossible to do so. Such student himself finds out the possibility of acquiring knowledge. He acquires the knowledge in real and best meaning.

Those who do not want to study, who are not inclined to study, will study but they will not train themselves. To retain such students and maintain their continuity in education teachers have to be fact.

Prof. Macleyleved has used the word Need for achievement. It is called in brief, “n.ach.” word. For achievement motivation it is necessary to increase ‘n.ach’. The suggestions to use ‘h.ach’. in daily life are as under.

(1) Before starting educating students, the aims of education should be made clear then only the students will try to obtain it.

(2) Student should know himself before setting his goal. He should become familiar with his ability and limitations. This reality is helpful in education, personal and vocational guidance.

(3) From the analysis of the text books of various nations it is known that the nations have made good progress in the coming years. They were the nations having covered achievement motivation in their text books.

(4) For years the economists believed that the merchants do business for money. Economic historians have arrived to the decision after studying the lives of these business men that they do not seem to be Vocational Interested in collecting money only.

Had they been Vocational Interested in earning money only they would have discontinued earn after having crossed certain limit. They would have discontinued take any risk in business. Instead of discontinuing they are investing more in their business.
Achievement motivation is not satisfied by money, but people need strong evidence of performing challenging work.

### 1.4.5 THE CHARACTERISTICS OF ACHIEVEMENT MOTIVATED PERSON:

It is heard many times that the son of a rickshaw driver stood 2nd or 3rd in the s.s.c. board examination or in the 12th board examination. The student who reads under Municipal Street light stands 1st in the examination and becomes a ranker. Critical circumstances do not affect his intensity of study. Anyhow such students get prepared for examination. Such person is called motivated by achievement. All characteristics of motivated achievement are present in his character

What is achievement motivation? What are its characteristics?

The characteristics of such people are as follow.

1. Desire for individual responsibility.
2. Achievable goal setting.
3. Always psychologically thinking about how to perform the work in better manner.
4. Achievement motivated person attempts for long term benefit instead of short term benefit.
5. Too much desire for unique achievement

All the above characteristics are related to the highest sensitivity. If the above traits are found in person’s ideas and actions, we can call him an achievement motivated person.

Some people work aimlessly so they cannot attain the final aim. The following are the traits of achievement motivated person.

1. Person works with devotion and dedication if he finds achievement meaningful.
2. Such type of person searches for challenging situation and makes attempts to meet the challenges.
This type of person does not select easy work. They themselves achieve their goals without depending on anybody else. They expect recognition of their work. They are not prepared to take any responsibility unless it is assigned to them. Their method of working is original. They do not accept traditional mode. They do not try to avoid failure but make attempts to gain success. Their attitudes towards work are aggressive, not protective. They always calculate concrete and real possibilities of success. They do not leave anything on Fate. They perform their work within hard labor.

These are the characteristics of the persons possessing high achievement motivation. It is a driving force of their life. In every individual the motivating force is in variable degree. If somebody does not have this motivating force, then what happens? Mac Leyland says that achievement motivation can be developed in person. This is hopeful for students. It is very important for the career of students.

The findings of Mac Leyland are as under:-

Man wants to bring improvement, what he need is “Push” only.

With the training of achievement motivation inward and outward behavior of a person can be changed.

As Mac Leyland says that the difference between students’ real gain and expectations should be reduced to as much as possible level.
Extreme low expectations bring cheap achievement for students. The level of expectation should be carefully decided. Low levels of expected objectives make students careless.

Free atmosphere of school makes students more enthusiastic regarding achievement motivation. Democracy should be maintained and experienced in classroom. Teachers should assign them responsibilities and make them equal sharers in class room.

Students should be encouraged to compete with their own selves. Students should be prepared to know their own selves and their ability.

Achievement motivational factors should be included in the curriculum, syllabus of school. As a result unconsciously the students get familiar during teaching session.

Cooperation is equally helpful with competition in achievement motivation. It is highly appreciated that for a minor objective the whole mass collectively make efforts.

The concept of achievement is the greatest contribution of Prof. Mac Leyland, It is a permanent factor the level of achievement motivation can be brought up. The responsibility of teachers increases by many times. It is quite natural.

Each activity of school and teachers should be encouraging to the students, they should be motivation oriental. Students should be motivated for higher work and they should be highly guided.

1.5 CONCLUSION:

To create thirst for achievement motivation is our task, is our duty. Our duty is to awaken confidence and trust in the future of students. It is also important to know the necessity of a achievement in student. After passing the 9th standard which sectors the student will select, or in which field he wants to make progress is decided. It is
advisable and important to study the achievement motivation of the students of the 9th standard. Some students cannot decide what is good for them. At that time it seems that they lack achievement motivation. It should be installed in students so that they can choose right and proper career.