

Vocational Interests of Deprived and Non-Deprived Secondary School Students in Relation to Achievement Motivation

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Abstract

The present study investigates the Vocational Interests of Deprived and Non-Deprived Secondary School students in relation to Achievement Motivation. The study consisted of 200 students of the 10th class randomly drawn from four different schools of the Amritsar district. Data was collected with the help of the Vocational Interest Record by Kulshrestha (1965) and the Achievement Motivation Scale by Deo-Mohan (1985). The data obtained were analyzed statistically with the help of Mean, SD, t-ratio, and correlation to arrive at the following conclusions: (i) There is a significant difference in vocational interests of deprived and non-deprived secondary school students (ii) There is a significant difference in achievement motivation of deprived and non-deprived secondary school students. (iii) There are significant gender differences in the vocational interests of deprived and non-deprived secondary school students. (iv) There are significant gender differences in achievement motivation of deprived and non-deprived secondary school students. (v) There is a significant relationship between vocational interests and achievement motivation.

Keywords: Vocational interest, deprived and non-deprived, secondary school students, achievement motivation.

Introduction

There are various vocational opportunities for the young generation of the 21st century. The right choice of vocation by an individual significantly affects his future social relations in society and indirectly the progress of the country. Interest plays a highly significant part both in occupational choice and vocational satisfaction and adjustment. A thoughtful selection of an individual and satisfaction in his or her work inevitably affects to level and degree of his or her contribution to his or her welfare and that community. Hence, considerable attention is being given to vocational preferences and choices.

Vocational interest is the individual's overall liking/disliking for the type of work he or she has been trained for or employed in. The educational and vocational interest of students plays a crucial role in selecting and studying suitable courses. Vocational interest is defined as one's own pattern of preferences, and aptitude wisely or unwisely by itself or by another source for a given vocational area or vocation (Kulshrestha, 1965).

According to Kulshrestha (1965), vocations on the basis of different interests can be divided into following categories:

1. Literacy: This includes the jobs like editor, translator, critic, journalists, poet, wrier, dramatics, epic writer, language teacher, novelist and show writer etc.
2. Scientific (SC): This includes jobs like mechanical engineer, chemical engineer, health officer, compounder, astrologer, atomic scientists, medical representative, botanist science teachers, chemist, doctor, electric engineer etc.
3. Executive (E): This includes jobs like mayor of corporation, president, by collector, judge, army officer, manager, principal tehsildar etc.
4. Commercial (C): This includes jobs like typist, shopkeeper, steno, accountant, ticket collector, draftsman, income tax officer, salesman etc.
5. Constructive (CO): This includes jobs like goldsmith, radio mechanic.
6. Artistic (A): This includes jobs like music director, artist, decorator, painter, and cartoonist.
7. Agriculture (G): This includes farmer, animal husbandry, dairy man etc
8. Persuasive (P): Persuasive jobs are full of presentations. They are M.P, M.L.A.
9. Social (S): It includes village level worker, Red Cross worker, social worker etc.
10. Household (H): Household jobs are cooks, home manager, nurse etc.

The child should be prepared for the selection of the right type of vocation. Only by making the right choice, the students can adjust themselves to jobs/carries/vocations. Students should select such subjects in schools which are according to their interests and ability.

Etymologically, the word deprivation is derived from the verb ‘deprived’, which means to dispossess or strip. It denotes dispossession or loss of opportunities, privileges etc. The deprivation word has been used interchangeably with cultural deprivation (Wight, Gloniger, & Jeene, 1970; Das, 1973), psychological deprivation (Langmeier, 1972), social deprivation (Tulkin, 1972), economic deprivation, and social disadvantage. A lack of equal distribution of resources has led to an increasing economic gap. The focus of power on the upper status creates disparity and a lack of privileges within the lower class. The lower socio-economic status, in turn, becomes socially deprived due to the lack of access to freedom. Gordon (1965) has used deprivation to represent a deficiency in the stimulus condition of childhood.

The deprived section of Indian society cannot be excluded and various issues related to their social, economic, psychological, educational, and occupational aspects need to be addressed. The vocational interest of deprived and non-deprived students should be deeply understood in order to minimize the maladjustment in their vocational spheres because life satisfaction and happiness on a large extent depends upon work satisfaction which is the outcome of interest which one takes in one’s vocation in addition to their creativity.

According to McClelland (1953), “Achievement Motivation can best be defined as the expectancy of findings satisfaction, mastering challenging and difficult performances “Pursuit of excellence”.

Atkinson (1964) defined achievement motivation as the tendency to endeavor for the attainment of a goal, a specific motive to achieve is spurred by his/her need to satisfy his/her drives to know and understand, to acquire feeling of personal adequacy a self-esteem and to receive approval from others as a part of desire to master his/her environment.

It is achievement motivation that affects a great many activities of the individual and helps him in meeting the obstruction which if comes in a way of achievement of his goals to carry out the project through a successful competition or to achieve success for its own sake.

Need and Significance

Deprivation constitutes a significant problem for approximately 2/3rd of the population, their thematic study is yet to gain legitimate ground in academic discourse. Shaping of personality in its diverse manifestation has been systematically related to cultural characteristics, environmental factors, and individual experience particularly in childhood. The process of education begins in the family where the child spends most of his time and receives informal learning, which gradually prepares him for formal education. Among a number of equalities offered to deprived castes, equality in education is enshrined in the constitution of free India. However, the spread of education among the deprived castes has remained very slow due to various reasons.

Poverty and ignorance were the main hindering factors, especially during the first three to four decades of independence. In the initial years, a high dropout rate from schools was observed among deprived caste students. The capacity to respond to and benefit from education depends upon a child's intellect, language, and emotional maturity. As the children from traditionally deprived communities lack a role model to follow in the area of education, they carry low aspirations for money, material things, and occupational status. It is observed that they have a very low self-concept, low self-esteem, and a lower need to achieve.

The present study investigates the vocational interest of deprived and non-deprived secondary students in relation to achievement motivation to see whether both groups stand at the same place in their level of vocational interest and education or whether they are affected by their immediate environment. Special steps should be taken by the facilitators to give special attention to both groups. Various programs have also been started by the government like mid-day meal, free textbooks facilities, and free primary education, a special evening school for disadvantaged students.

Objectives

1. To study the vocational interests of deprived and non-deprived secondary school students.
2. To study the achievement motivation of deprived and non-deprived secondary school students.
3. To study the gender differences in vocational interests and achievement motivation of deprived and non-deprived secondary school students.
4. To study the relationship between vocational interest and achievement of deprived and non-deprived secondary school students.

Hypotheses

1. There exists no significant difference in the vocational interest of deprived and non-deprived secondary school students.
2. There exists no significant difference in achievement motivation of deprived and non-deprived secondary school students.
3. There exists no significant gender difference in the vocational interest of deprived secondary school students.

4. There exists no significant gender difference in the vocational interest of non-deprived secondary school students.
5. There exists no significant gender difference in the achievement motivation of deprived secondary school students.
6. There exists no significant gender difference in the achievement motivation of non-deprived secondary school students.
7. There exists a significant relationship between vocational interests and achievement motivation of deprived secondary school students.
8. There exists a significant relationship between vocational interest and achievement motivation of non-deprived secondary school students.

Sample

In the present study, 200 students from secondary schools of the Amritsar district were randomly selected. Out of the selected students, 100 were deprived and 100 were non-deprived secondary school students. Out of 200 students, 50 males and 50 females among deprived students were selected. Similarly, 50 males and 50 females among non-deprived students were selected.

Tools

The investigator used the following tools to collect the data:

1. Vocational Interest Record (Kulshrestha, 1965)
2. Achievement Motivation Scale (Deo-Mohan, 1985)

Procedure

The investigator herself personally collected the data for the present study. Due permission was taken from the heads of the concerned institutions and the time for data collection was fixed. The purpose of the research was made clear to the students and all their doubts regarding the filling of data and mode of giving responses in vocational interest record were removed. The students were motivated to give answers carefully and truthfully. Their cooperation was sought by assuring that their results would be kept strictly confidential. In this way, Achievement Motivation and Vocational interest record tests were administered to the deprived and non-deprived secondary school students. Then scoring of tests was done to find the achievement motivation scores and the vocational interest scores in ten areas for both the deprived and non-deprived secondary school students separately. Various statistical techniques such as mean, standard deviation, t-test, and coefficient of correlation were used for the analysis of data and then the results were interpreted accordingly.

ANALYSIS AND INTERPRETATION OF RESULTS

Hypothesis I: There exists no significant difference in vocational interests of deprived and non-deprived secondary school students.

Table 1: Mean, SD, and t-values of vocational interests of deprived and non-deprived secondary school students

Variable	Deprived		Non-Deprived		t-value	Significance level
	Mean	S.D.	Mean	S.D.		
Literacy (L)	6.98	3.77	8.96	2.64	4.30**	.01

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Scientific (SC)	7.32	3.72	10.14	2.55	6.26**	.01
Executive (E)	7.50	3.91	9.96	3.27	4.82**	.01
Commercial (C)	6.59	3.60	8.22	2.73	3.61**	.01
Constructive (CO)	5.18	3.49	7.72	3.39	5.22**	.01
Artistic (A)	7.56	4.19	10.07	2.93	4.91**	.01
Agriculture (AG)	6.18	3.41	8.17	3.45	4.10**	.01
Persuasive (P)	7.94	4.28	10.30	2.98	4.52**	.01
Social (S)	7.17	3.48	10.42	2.96	7.12**	.01
Household (H)	6.62	3.99	9.69	2.57	6.46**	.01

Significant at .01 level

Table 1 shows the mean scores of vocational interest of deprived and non-deprived secondary school students along with SD and t-values.

It is evident from the results that, there exists a significant difference between deprived and non-deprived secondary school students on vocational interests i.e., Literary (L), Scientific (SC), Executive (E), Commercial (C), Constructive (Co), Artistic (A), Agriculture (AG), Persuasive (P), Social (S) and Household (H) as calculated t-values are more than table values 1.96 at .05 level of significance and 2.58 at .01 level of significance.

Hence, the hypothesis stating, “There exists no significant difference in vocational interest of deprived and non-deprived secondary school students” is rejected.

The results also reveal that the non-deprived students have higher mean values on vocational interest than the deprived students in all the ten areas of vocational interest. Hence, it can be concluded that deprivation is an important factor which affects the vocational interest of secondary school students.

Hypothesis II: There exists no significant difference in achievement motivation of deprived and non-deprived secondary school students.

Table 2: Mean, SD, and t - value of achievement motivation of deprived and non-deprived secondary school students

Variable		N	Mean	S.D.	t-value	Significance level
Achievement Motivation	Deprived	100	120.01	27.76	5.24**	.01
	Non-deprived	100	137.42	18.23		

** *Significant at .01 level*

Table 2 shows the mean, SD, and t - value of achievement motivation of deprived and non-deprived secondary school students along with SD and t-values. The mean scores of achievement motivation of deprived secondary school students are 120.01 with S.D. 27.76 and non-deprived secondary school students are 137.42 with S.D. 18.23. The calculated t-value is 5.24 which is more than table value 1.96 and 2.58 at 0.05 and 0.01 level at significance. This indicates that there is significant difference in mean scores of achievement motivation of deprived and non-deprived secondary school students.

Hence, the hypothesis stating, “There exists no significant difference in achievement motivation of deprived and non-deprived secondary school students” is rejected.

The result reveals that deprived and non-deprived secondary school students differ significantly on achievement motivation. It can be further concluded that since achievement motivation of non-

deprived secondary school students is higher than deprived secondary school students, deprivation affects achievement motivation of secondary school students.

Hypothesis III: There exists no significant gender difference in the vocational interests of deprived secondary school students.

Table 3: Mean, SD, and t - value of vocational interests of deprived male and female secondary school students.

Variables	Male			Female			t-value	Significance level
	N	Mean	SD	N	Mean	SD		
Literacy (L)	50	7.64	3.33	50	6.32	4.09	1.77	NS
Scientific (SC)	50	8.08	3.23	50	6.56	4.05	2.07*	.05
Executive (E)	50	8.20	3.82	50	6.80	3.91	1.81	NS
Commercial (C)	50	7.58	3.40	50	5.60	3.56	2.84**	.01
Constructive (CO)	50	6.16	3.68	50	4.20	3.02	2.91**	.01
Artistic (A)	50	7.76	3.55	50	7.36	4.76	0.47	NS
Agriculture (AG)	50	7.22	2.49	50	5.41	3.51	3.18**	.01
Persuasive (P)	50	8.66	4.06	50	7.22	4.41	1.69	NS
Social (S)	50	7.74	3.41	50	6.60	3.48	1.65	NS
Household (H)	50	5.82	3.88	50	7.42	4.07	2.03*	.05

** Significant at .01 level

* Significant at .05 level

The table 3 shows the mean scores of vocational interests of deprived male and female secondary school students along with S.D. and t-values.

It is evident from the results that male and female deprived secondary school students differ significantly on vocational interests in Commercial (C), Constructive (CO), Agriculture (AG), at .01 level of significance and Scientific(S) and Household (H) at .05 level of significant as calculated t-values are greater than 1.96 and 2.58 at .05 and .01 level.

No significance difference was observed in Literary (L), Executive (E), Artistic (A), Persuasive (P) and Social (S) areas as calculated t-values are less than table values 1.96 and 2.58 at .05 and .01 level of significance.

Hence, the hypothesis stating, “There exists no significant gender difference in the vocational interests of deprived secondary school students” is partially rejected.

The results reveal that gender differences affect vocational interests in commercial (C), constructive (CO), Agriculture (AG), household and scientific areas. It is further concluded that female deprived secondary school students are more effective in household (H) area vocational interests as compared to male deprived secondary school students.

Hypothesis IV: There exists no significant gender difference in the vocational interests of non-deprived secondary school students.

Table 4: Mean, SD, and t - value of vocational interests of non-deprived male and female secondary school students

Variable	Male			Female			t-value	Significance level
	N	Mean	SD	N	Mean	SD		
Literary (L)	50	9.30	2.38	50	8.62	2.86	1.29	NS
Scientific (SC)	50	10.66	2.41	50	9.62	2.59	2.08*	.05
Executive (E)	50	9.28	3.22	50	10.64	3.21	2.11*	.05
Commercial (C)	50	4.48	2.71	50	7.96	2.75	.954	NS
Constructive (CO)	50	8.52	3.22	50	6.92	3.40	2.41*	.05
Artistic (A)	50	9.90	3.03	50	10.24	2.34	.58	NS
Agriculture (AG)	50	8.88	3.44	50	7.46	3.34	2.09*	.05
Persuasive (P)	50	10.08	2.48	50	1.52	3.41	.74	NS
Social (S)	50	10.04	2.16	50	10.80	3.56	1.29	NS
Household (H)	50	9.82	2.13	50	9.56	2.97	.50	NS

* Significant at .05 level

Table 4 shows the mean scores of vocational interests of non-deprived male and female secondary school students along with SD and t-values.

It is evident from the results that the non-deprived male and female secondary school students differ significantly in vocational interest in Scientific (S), Executive (E), Constructive (CO) and Agriculture (AG) areas as the calculated t-values are greater than table value 1.96 at .05 level of significance.

On the other hand, non-deprived male and female secondary school students do not differ significantly on vocational interests in Literary (L), Commercial (C), Artistic (A), Persuasive (P), Social (S) and Household (H) areas as the calculated t-value is less than the table value 1.96 and 2.58 at .05 and .01 level of significance.

Hence, the hypothesis stating, “There exists no significant gender difference in the vocational interests of non-deprived secondary school students” is partially rejected.

The results reveal that gender differences affects vocational interests in scientific (S), Executive (E), Constructive (CO) and Agriculture areas for non-deprived secondary school students. It is further concluded that male non-deprived secondary school students are more effective on Scientific (S), Constructive (CO) and Agriculture (AG) areas of vocational interest. On the other hand, female non-deprived secondary school students are more effective on Executive (E) area than their counterparts.

Hypothesis V: There exists no significant gender difference in the achievement motivation of deprived secondary school students.

Table 5: Mean, SD, and t - value of achievement motivation of deprived secondary school students

Variable	Gender	N	Mean	S.D.	t-value	Significance level
Achievement Motivation	Male	50	113.82	29.32	2.28*	.05
	Female	50	126.20	24.88		

* Significant at .05 level

Table 5 shows the mean scores of achievement motivation of deprived male and female secondary school students along with SD and t-values. The mean score of male deprived secondary school students is 113.82 with SD 29.32 and mean score of female deprived secondary school students is 126.20 with SD 24.88. The calculated t-value is 2.28 which is greater than the table values 1.96 and 2.58 at .05 and .01 levels of significance. This indicates that there is significant difference in achievement motivation of male and female deprived secondary school students.

Hence, the hypothesis stating, “There exists no significant gender difference in the achievement motivation of deprived secondary school students” is rejected. The result reveals that gender difference affect the achievement motivation of deprived secondary school students.

It is further concluded that female deprived secondary school students have high achievement motivation than their counterparts.

Hypothesis VI: There exists no significant gender difference in the achievement motivation of non-deprived students of secondary school students.

Table 6: Mean, SD, and t - value of achievement motivation of non-deprived secondary school students

Variable	Gender	N	Mean	S.D.	t-value	Significance level
Achievement Motivation	Male	50	130.48	13.96	4.10	.01
	Female	50	144.36	19.43		

** Significant at .01 level

Table 6 shows the mean scores of achievement motivation of non-deprived male and female secondary school students along with SD and t-values. The mean scores of non- deprived male secondary school students are 130.48 with S.D. 13.96 and deprived female secondary school students are 14.36 with S.D. 19.43. The calculated t-value is 4.10 which is more than table values 1.96 and 2.58 at 0.05 and 0.01 level at significance.

Hence, the hypothesis stating, “There exists no significant gender difference in the achievement motivation of non-deprived students of secondary school students” is rejected. The mean score of achievement motivation of non-deprived females is greater than the non-deprived males of secondary school students. The result reveals that gender differences affect achievement motivation of non-deprived secondary school students.

Hypothesis VII: There exists significant relationship between vocational interests and achievement motivation of deprived secondary school students.

Table 7: Correlation coefficient of vocational interests and achievement motivation of deprived secondary school students

Areas	r	Significance Level
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L	-.051	NS
SC	-.164	NS
E	-.105	NS
C	-.189	NS
CO	-.391**	.01
A	-.055	NS
AG	-.214*	.05
P	-.018	NS
S	-.059	NS
H	-.190	NS

** Significant at .01 level

* Significant at .05 level

Table 7 shows the person correlation coefficient (r) between vocational interest and achievement motivation of deprived secondary school students, The correlation coefficient (r) of vocational interest in areas constructive (Co) is significant at .01 level of significance and in area Agriculture (AG) at .05 level of significance.

Hence, the hypothesis stating, “There exists a significant relationship between vocational interests and achievement motivation of deprived secondary school students” is partially rejected. The results reveal that there is a significant relationship between vocational interest and achievement motivation of deprived secondary school students in Constructive (CO) and Agriculture (AG) areas of vocational interest. No correlation exists between vocational interest and achievement motivation of deprived secondary school students in other areas.

Hypothesis VIII: There exists a significant relationship between vocational interests and achievement motivation of non-deprived secondary school students.

Table 8: Correlation coefficient of vocational interests and achievement motivation of non-deprived secondary school students.

Areas	r	Significance level
L	.030	NS
SC	.002	NS
E	.243*	.05
C	.172	NS
CO	-.190	NS
A	.138	NS
AG	-.223*	.05
P	.130	NS
S	.071	NS
H	-.144	NS

* Significant at .05 level

Table 8 shows the pearson correlation coefficient (r) between vocational interest and achievement motivation of non-deprived secondary school students. The correlation coefficient (r) of vocational interest in areas Executive (E), and Agriculture (AG) are significant at 0.05 level of significance.

Hence the hypothesis stating, “There exists a significant relationship between vocational interests and achievement motivation of non-deprived secondary school students” is partially rejected. The results reveal that there is a significant relationship between vocational interest and achievement motivation of non-deprived secondary school students in Executive (E) and Agriculture (AG) areas of vocational interest. No correlation exists between vocational interest and achievement motivation of non-deprived secondary school students in other areas.

Findings, Discussion and Conclusion

1. There is a significant difference between deprived and non-deprived secondary school students in vocational interests i.e. literary (L), scientific (SC), executive (E), commercial (C), artistic (A), agriculture (AG), Persuasive (P) and household (H) constructive (CO) and social (S). It is further concluded that non-deprived secondary school students are more effective in all vocational interest areas as compared to deprived secondary school students.
2. There is a significant difference in achievement motivation of deprived and non-deprived secondary school students. Non-Deprived secondary school students have scores on Achievement motivation that deprived secondary school students.
3. There are significant gender differences in vocational interests i.e. scientific (SC), commercial (C), constructive (CO), agriculture (AG), and household (H) of deprived secondary school students. It is further concluded that female-deprived secondary school students are more effective in vocational interests i.e. household (H) as compared to male deprived secondary school students.
4. There is a significant gender difference in vocation interest i.e. Scientific (S), Executive (E), Constructive (CO), agriculture (AG) except literary (L), Social (S), Household (H), Commercial (C), Artistic (A), and Persuasive (P) of non-deprived secondary school students. It is further concluded that female non-deprived non-secondary school students are more effective in Executive (E) than male non-deprived secondary school students.
5. There is a significant gender difference in achievement motivation of non-deprived secondary school students. It is further concluded that female non-deprived secondary school students have higher achievement motivation scores than male non-deprived secondary school students.
6. There is a significant gender difference in the achievement motivation of deprived secondary school students. It is concluded that female-deprived secondary school students.
7. There is a significant relationship between vocational interests and higher achievement motivation than male-deprived secondary school students’ achievement motivation of deprived secondary school students in constructive (CO) and agriculture (AG) areas of vocational interests.
8. There is a significant relationship between vocational interests and achievement motivation of non-deprived secondary school students in Executive (E) and Agriculture (AG) areas of vocational interest.

EDUCATIONAL IMPLICATIONS

1. The leading NGOs should come forward in organizing awareness camps and contact programs on various government schemes and benefits and make students aware of various career choices.
2. The basic necessities of life – food, clothing, and shelter should be provided to the deprived students in cities and towns so that they feel motivated to seek education.

3. Government should provide maximum educational facilities for deprived students and keep a check if these are implemented effectively.
4. Government should initiate different educational programs for the upliftment of the deprived students and provide guidance to the families of such students.
5. The government should give more privileges to deprived students.
6. There should be more free schools and equal education opportunities for deprived students.

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