

A Study on the Influence of Achievement Motivation on the Vocational Interests of Adolescents

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Abstract: *The present study aims to study the influence of achievement motivation on the vocational interests of adolescents. The final sample of the study comprised of 588 subjects, randomly selected from 10th and Intermediate classes of schools and Junior colleges in Guntur District, Andhra Pradesh, India. The subjects were within the age group of 15-17 years. Among the 588 subjects, 376 were boys and 212 were girls. To assess Achievement motivation, Deo-Mohan Achievement Motivation Scale (DAMS) and to assess vocational interests of adolescents, Vocational Interest Scale (VIS) was used. The obtained data was analysed by using analysis of variance and t-tests. Results revealed that achievement motivation had a significant influence on the vocational interests of adolescents in the areas of Modern Technology, Literary, Persuasive and Artistic. Further findings indicated that boys had higher achievement motivation than girls and 10th class students had high achievement motivation compared to the Intermediate students.*

Keywords: Achievement Motivation, Vocational Interests, Influence, Adolescent boys, Adolescent girls

1. Introduction

William Wordsworth, one of the greatest English poets, aptly described a happy individual as one who works on his babyhood thoughts and succeeds in realizing his dreams which he had when he was a child. Such a poetic vision of life can set a noble goal for any growing child and it will indeed be a happy day when the developing children set their hearts on definite aim in life regarding their vocational choice and strive for its achievement and fulfillment.

21st Century is said to be an age of science and technology. Man has made speedy advancements in scientific, technological and industrial field. This has immediately influenced all aspects of man's life. Accordingly, there is a need to search talents to increase the productivity level. This necessitates fresh attempt towards search in career orientation with a view to understand the ways in which youth make career choices and multiplicity of factors, which influence their vocational interest (Anup Singh, 2014).

It is said that vocation is the watershed of an individual, down which the rest of his life flows. So if one has to be happy in life, he must be satisfied and be happy in his vocation. To achieve this, one must choose his vocation wisely. Vocational interests usually begin during the adolescence period. The choice of a vocation will be affected by the level of achievement motivation. It is a disposition to strive for success in competition with others with some standard of excellence set by the individual. Positive correlation was found between Achievement Motivation and Vocational Interests of Secondary School boys and girls (Nasrin Parveen Begum, 2013). Dabir (1986) in his study found a positive and significant relationship between Achievement Motivation and vocational aspirations. Salami (2004), found a significant relationship between Vocational Interests and Achievement Motivation.

Achievement Motivation had no contributory effect on their vocational Interests (Parveen Begum, 2014). According to

Yadav, R.K. (2005) need achievement had negative correlation with biological sciences and need order have significant relationships with five fields of vocational preferences, which were biological sciences, computation, persuasive, linguistic and humanitarian. Linnenbrink and Pintrich (2002) examined research pertaining to student motivation and four key components that included academic self-efficacy, attributions, intrinsic motivation, and achievement goals. Males and females were found to have different competence-related beliefs during childhood and adolescence (as cited in Wigfield & Eccles, 2002). Results revealed that boys had higher competence beliefs in sports activities and math compared to girls. However, girls had higher competence beliefs in reading, English, and social activities compared to boys. Linnenbrink and Pintrich pointed that competence beliefs are important because they predict performance and task choice. These beliefs also affect the student's motivation to succeed and achieve a goal.

2. Objectives

- 1) To know about the influence of achievement motivation on vocational interests of adolescents.
- 2) To study the influence of gender on the achievement motivation of adolescents.
- 3) To study the influence of gender on the vocational interests of adolescents.
- 4) To study the influence of standard on the achievement motivation of adolescents.
- 5) To study the influence of standard on the vocational interests of adolescents.

3. Hypothesis

- 1) There would be no significant influence of achievement motivation on vocational interests of adolescents.

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- 2) There would be no significant influence of gender on the achievement motivation of adolescents.
- 3) There would be no significant influence of gender on the vocational interests of adolescents.
- 4) There would be no significant influence of standard on the achievement motivation of adolescents.
- 5) There would be no significant influence of standard on the vocational interests of adolescents.

4. Sample of the Study

The total sample for the study comprised of 588 subjects randomly selected from 10th and Intermediate classes of schools and colleges in Guntur District, Andhra Pradesh. Among the 588 subjects, 376 were boys and 212 were girls. Table 1 shows gender wise and standard wise distribution of the sample.

Table1: Distribution of the Subjects for final study

Gender	10 th standard	Intermediate	Total
Boys	144	232	376
Girls	99	113	212
Total	243	345	588

5. Tools

- 1) Deo-Mohan Achievement Motivation Scale (DAMS) developed by Deo and Mohan(1985) was used to measure the achievement motivation of the subjects.

- 2) Vocational Interest Scale (VIS) was prepared by the investigator to study the vocational interests of the subjects.

6. Data Collection

The tools were pretested on a sample of 50 boys and 50 girls and the reliability and validity of the scales were established. The final forms were administered on the selected sample and the necessary data was collected.

7. Data Analysis and Interpretation

The data collected was pooled, tabulated and was analysed. Analysis of Variance and t-tests were the statistical techniques applied.

The achievement motivation scores obtained by the subjects were categorized into Low, Average and High levels of achievement motivation. The scores below 1S.D were grouped under low level of achievement motivation. The scores above plus 1S.D were grouped under high level and the scores in between high and low levels were grouped as average level of achievement motivation.

In the present study, the various vocations listed were categorized into 10 areas of interest viz., Science, executive, Clerical, Business, Self-employment, Modern technology, Literary, Persuasive, Humanitarian and Artistic.

Table 2: Distribution of Mean scores of adolescents on ten vocational interest areas as per their level of achievement motivation

S. No	Vocational Interest Area	Level of Achievement Motivation	Number	Mean	SD	f-Value	t-Value
1	Science	Low level	90	49.80	10.39	0.03@	
		Average	401	50.01	9.87		
		High	97	50.15	10.25		
2	Executive	Low level	90	51.089	8.70	2.69@	
		Average	401	49.39	10.03		
		High	97	50.79	10.80		
3	Clerical	Low level	90	51.28	8.90	1.31@	
		Average	401	49.98	10.21		
		High	97	48.92	10.04		
4	Business	Low level	90	51.57	9.45	2.55@	
		Average	401	49.37	10.17		
		High	97	51.13	9.63		
5	Self Employment	Low level	90	51.97	9.38	2.54@	
		Average	401	49.43	10.05		
		High	97	50.53	10.18		
6	Modern Technology	Low level	90	50.31	8.88	3.35*	t ₁₂ -0.87@ t ₁₂ -2.53* t ₁₂ -1.42@
		Average	401	49.38	10.15		
		High	97	52.28	10.12		
7	Literary	Low level	90	50.28	9.61	4.61*	t ₁₂ -0.81@ t ₁₂ -2.62* t ₁₂ -1.45@
		Average	401	49.37	9.99		
		High	97	52.37	10.14		
8	Persuasive	Low level	90	50.80	8.81	4.21*	t ₁₂ -1.47@ t ₁₂ -2.62* t ₁₂ -1.11@
		Average	401	49.25	10.00		
		High	97	52.38	10.67		
9	Humanitarian	Low level	90	49.45	9.22	1.09@	
		Average	401	49.80	10.14		
		High	97	51.34	10.09		
10	Artistic	Low level	90	48.85	9.50	3.57*	t ₁₂ -0.74@ t ₁₂ -2.59* t ₁₂ -2.61*
		Average	401	49.68	10.29		
		High	97	52.38	8.92		

* Significant at 0.05 level @ Not significant

Achievement motivation had a significant influence on the vocational interests of adolescents in four areas - modern technology, literary, persuasive and artistic. Adolescents with high level of achievement motivation, showed significantly more interest in the above four vocational interest areas compared to the adolescents of low and average levels of achievement motivation. Findings of Anup Singh(2014) revealed that, girls were slightly more interested in literary, commercial, constructive, artistic, social and household fields. While boys were slightly interested in scientific, executive, agriculture, and persuasive fields. As reported by Gardner and Elliot(1975) a person with strong achievement motivation would be drawn to relatively prestigious occupations because these vocations are moderately difficult to attain and are challenging to them. Hence it leads to acceptance of the first hypothesis i.e. there would be no significant influence of achievement motivation on vocational interests of adolescents in the areas of Science, Executive, Clerical, Business, Self-employment and Humanitarian. The results lead to rejection of the same hypothesis 1, in the areas of Modern technology, Literary, Persuasive and Artistic which were significant at 0.05 level.

Table 3: Gender wise distribution of Mean scores of adolescents on achievement motivation

Variable	Sample Group	Number	Mean	SD	t-Value
Gender	Boys	376	50.7	9.65	2.26*
	Girls	212	48.76	10.50	

* Significant at 0.05 level

Significant gender differences were observed in the achievement motivation of adolescents in the studies of Kaur(2004), Salimkumar(1998), Shoeib and Aly(1989). In

the present study, it can be observed that gender had a significant influence on the achievement motivation of adolescents. Boys had higher achievement motivation compared to their girl counterparts. So it leads to the rejection of the second hypothesis i.e. "There would be no significant influence of gender on the achievement motivation of adolescents".

Table 4: Gender wise distribution of Mean scores of adolescents on ten vocational interest areas

S. No	Vocational Interest Area	Gender	Number	Mean	SD	t-Value
1	Science	Boys	376	50.28	10.10	0.09@
		Girls	212	49.51	9.83	
2	Executive	Boys	376	50.81	10.12	2.63**
		Girls	212	48.56	9.65	
3	Clerical	Boys	376	50.08	10.15	0.26@
		Girls	212	49.86	9.75	
4	Business	Boys	376	50.41	10.07	1.32@
		Girls	212	49.28	9.86	
5	Self Employment	Boys	376	49.58	10.13	1.36@
		Girls	212	50.75	9.75	
6	Modern Technology	Boys	376	51.19	9.83	3.90**
		Girls	212	47.88	9.98	
7	Literary	Boys	376	49.58	10.22	1.36@
		Girls	212	50.74	9.57	
8	Persuasive	Boys	376	50.30	10.29	0.96@
		Girls	212	49.47	9.47	
9	Humanitarian	Boys	376	50.11	9.93	0.41@
		Girls	212	49.80	10.15	
10	Artistic	Boys	376	49.18	10.15	2.67**
		Girls	212	51.46	9.59	

** Significant at 0.01 level @ Not significant

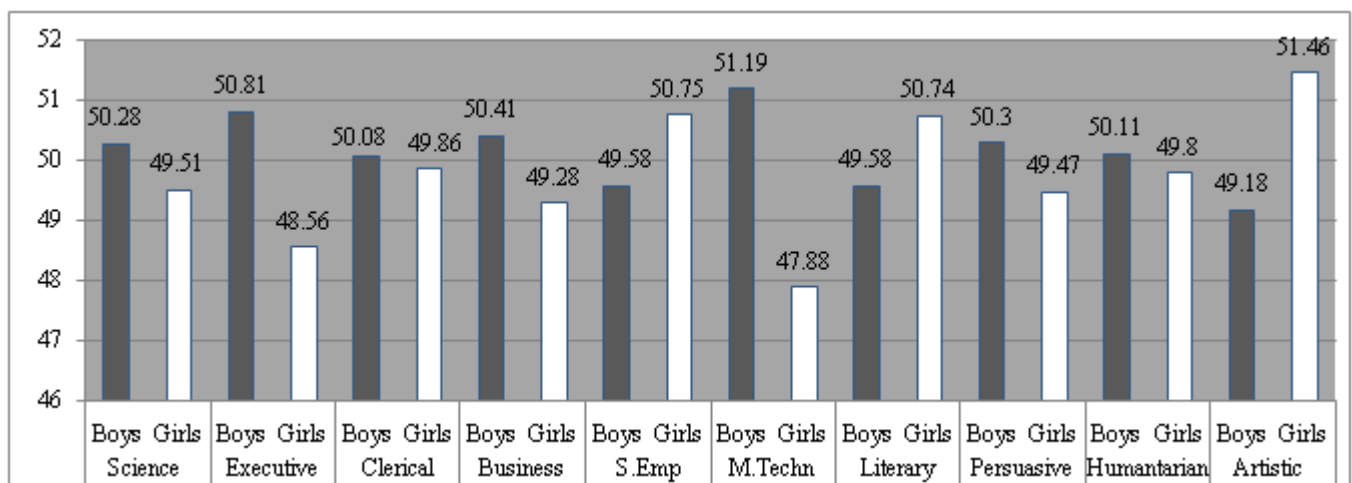


Figure 1: Gender wise Mean distribution of adolescents on ten vocational interest areas

It is evident from table number 4 that significant differences were observed between boys and girls in the areas of executive, modern technology and artistic. Boys showed greater interest in the areas of executive and modern technology in comparison to their girl counterparts. This may be due to the interest of boys in the technical and skill oriented occupations. Girls seemed to be ahead of boys in the artistic area. This confirmed the findings of Verma and Sharma(1978) who found artistic area as the dominant vocational interest area for girls. Hence it leads to acceptance of the third hypothesis "There would be no

significant influence of gender on the vocational interests of adolescents - in the areas of Science, Clerical, Business, Self-employment, Literary, Persuasive and Humanitarian. The results lead to rejection of the same hypothesis 3, in the areas of Executive, Modern technology and Artistic which were significant at 0.01 level.

Table 5: Standard wise distribution of Mean scores of adolescents on achievement motivation

Variable	Sample Group	Number	Mean	SD	t-Value
Standard	Inter	345	48.59	9.85	4.14**
	10 th	243	52.01	9.89	

* * Significant at 0.01 level

From the above table, Intermediate students obtained significantly lower scores on achievement motivation than 10th class students. Similar studies were reported by Koteswara and Reddy(1998) that achievement motivation of 10th standard students was higher than 8th and 9th students. In Indian education system 10th standard is regarded as the turning point and the students strive hard at this level to decide the course to be joined at the intermediate level. This leads to the rejection of the fourth hypothesis i.e. "There would be no significant influence of standard on the achievement motivation of adolescents".

Table 6: Standard wise distribution of Mean scores of adolescents on ten vocational interest areas

S. No	Vocational Interest Area	Standard	Number	Mean	SD	t-Value
1	Science	Inter	345	49.45	10.57	1.60@
		10 th	243	50.78	9.10	
2	Executive	Inter	345	49.48	10.46	1.50@
		10 th	243	50.74	9.29	
3	Clerical	Inter	345	51.07	10.10	1.52@
		10 th	243	48.82	9.80	
4	Business	Inter	345	50.30	10.44	0.085@
		10 th	243	49.58	9.35	
5	Self Employment	Inter	345	50.69	10.42	1058@
		10 th	243	49.03	9.30	
6	Modern Technology	Inter	345	50.06	10.22	0.18@
		10 th	243	49.91	9.71	
7	Literary	Inter	345	50.42	10.10	1021@
		10 th	243	49.41	9.85	
8	Persuasive	Inter	345	50.20	10.56	0.56@
		10 th	243	49.72	9.17	
9	Humanitarian	Inter	345	49.90	10.61	0.36@
		10 th	243	50.15	9.08	
10	Artistic	Inter	345	49.96	10.36	0.13@
		10 th	243	50.05	8.48	

@ Not significant

In the present study no significant difference was observed between 10th and intermediate students in all the ten areas of vocational interest. This leads to the acceptance of the fifth hypothesis i.e. "There would be no significant influence of standard on the vocational interests of adolescents".

8. Conclusion

- 1) The findings clearly indicated that achievement motivation had a significant influence on the vocational interests of adolescents in four areas – modern technology, literary, persuasive and artistic.
- 2) Boys had higher achievement motivation compared to girls.
- 3) Boys showed greater interest in the areas of executive and modern technology compared to girls. Girls had greater interest in the artistic area compared to boys.
- 4) Tenth class students had high achievement motivation than Intermediate students.
- 5) Tenth and Intermediate students did not differ significantly in their vocational interests.

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