Occupational Aspirations of Students in relation to their Achievement Motivation: with special reference to Meghalaya.

Dr. Azaleabelle T. War Nongbri
Assistant Professor,
Education Department
Seng Khasi College

ABSTRACT: Occupational aspirations tend to ascertain the correct path of young students according their ability. It helps to move an individual from one socio-economic position to another. The occupational decisions at matured level pave the way for future decisions to be taken by any individual in the world of work. Selection of career is an important task and a source of personal gratification. At present scientific developments and technological advancements have thrown thousands of new occupations open to an individual. Thus, the choice of right occupation is becoming difficult as our entire society grows more complex, more specialized and more technologically oriented. The present paper is aimed at exploring the occupational aspiration of secondary schools students in the state of Meghalaya, India. Hence, for occupational mobility students of higher level of education need to have correct planning and correct training through proper guidance. The major attempt of this paper is to find out the relation between Achievement Motivation and their Occupational Aspirations of Secondary School Students.


Introduction:
Youth are the most vital and concrete section of the population in any given society. Today they grow up with more power and potentiality to create a new world than any previous generation. During adolescence, they begin to plan for their future career by considering a number of occupational choices. Counsellors, parents, and educators may be better able to assist adolescents in their exploration of occupational options, help them seek career-related information, and obtain support for their career plans by developing a greater understanding of adolescents’ occupational aspirations. A review of the literature revealed that adolescents have a variety of occupational aspirations based primarily on interests, these aspirations narrowed and become more realistic as they mature, and there are a number of factors that may affect their occupational aspirations (e.g., gender, parental influences, socioeconomic status, and school experiences). In the contemporary Indian society students being youth have a major role to play in transforming the society. They are full of energy and enthusiasm and are more adventurous. Therefore, it is imperative to ascertain the self-efficiency and readiness of students to make adaptive career choices and set appropriate occupational aspirations. Setting occupational aspirations is an important developmental task for students who are beginning to enter into higher education. It is a kind of orientation in which they are able to think, dream, and plan for their futures.

Occupational aspiration is one’s desire for any occupation or profession. It indicates to one’s preference, liking, willingness, inclination to a particular occupation or profession. Stable career preferences may emerge as early as kindergarten (Trice and King, 1991). Ginzberg (1952) found that these career preferences primarily centered around interests. Recent research has shown that interests continue to play a primary role in the selection and rejection of occupations throughout childhood (Trice, Hughes, Odom, Woods, and McClellan, 1995). Although children’s
initial career preferences may have consisted of “fantasy” choices (Ginzberg, 1952), adolescents may begin to narrow their occupational choices as they gain a sense of what is “realistic” as a future occupation (Gottfredson, 1996; Watson, Quatman and Edler, 2002).

Aspiration is a multifactor concept that can be defined as something from abstract wishes and dreams to the realization of plans and expectations. Aspiration means a great desire to accomplish something high. According to Sirin et al. (2004), aspirations have been defined as the educational and vocational dreams that students have for their future. According to Hurlock (1973), aspiration means a longing for what one has achieved with advancement on it up to the end. Aspirations begins to be shaped in children’s early bears of life, but then can change depending on the environment and experience. Aspirations have a tendency to decline as children mature in response to their growing by understanding of the world and constraints obligated by earlier decisions and achievements (Mau, 1995). This decline is mainly obvious for those, who face many barriers.

**SIGNIFICANCE OF THE STUDY:**

Research shows that parents play a crucial role in the education of their children and in shaping their educational and occupational aspirations (Croll 2008; Halle, Kurtz-Costes, & Mahoney, 1997; Wentzle 1998). A great emphasis is given to the role of parents in transmitting their self-perceptions to their children’s core ideas and mentality in shaping their Future career. The Expectancy-Value Model of Eccles (1993) considers parents as role models, sources of reinforcement, and providers of information, resources, and opportunities for their children. Additionally, children see their parents as a great source in shaping their perceptions for their future education and profession and in conceptualization of their educational and occupational aspirations. According to the developmental theory of Super (1990), family greatly influences the way how children develop their self-concept and career maturity. Croll (2008) claims that parental education, social class, and income, all approximating parental socio-economic status (SES), strongly influence young people's career dreams.

According to Gottfredson (1981, 2005), children develop their occupational aspirations through a process of decision and compromise in regard to their interests, social status, perceived skills and gender. As children grow into adolescents, their personal identities and external environment shape their occupational aspirations. During adolescence, there is a developmental path of being involved in the construction of a vocational identity to reaching an achieved one (Skorikov &Vondracek, 2007). Findings of a study show that adolescents who are committed to a career path are more likely to show positive adjustment and wellbeing (Hirschi, Niles & Akos 2011). Many studies show that high school students all over the world are usually faced with a dilemma in making a career choice decision in their lives (Bandura, Barbaranelli, Caprara &Pastorelli 2001; Issa & Nwalo 2008; Watson, McMahon, Foxcroft & Els 2010). Super (1969), indicated that adolescents are in a crucial stage of "exploring" and "crystallizing" their occupational options. Decisions made in this stage of life are crucial for upcoming years in the future.

The students of secondary level are in the stage when they have to select and prepare for their occupation. In that stage they require assistance of their teachers, parents, who can direct them to reach their goals. Today due to Globalization whole world has been converted into global village. Each and every information can be shared within a minute across the world. Due to this, the world is becoming more and more competitive. Everyone wants to stand first in the row. Quality of performance has become the key factor for personal progress. Every parent desire high and high from his child. It puts a lot of pressure on students. They dream for high and prestigious profession without caring that whether they are capable for that job or not. There is a need to help these students to know their abilities, interest, personalities, values, beliefs and potential.

Occupational aspiration of the students is affected by many factors, so there is a need to understand these factors by which educationist can make the strategies for improving all those factors which affects the academic achievement and occupational aspiration of students. This study will help the teachers to understand students in better way and help them in finding out the low achievers, so that they would be helped out of their problems.
STATEMENT OF THE PROBLEM:

‘Occupational Aspirations of Students in relation to their Achievement Motivation: with special reference to Meghalaya.’

OPERATIONAL DEFINITIONS OF THE KEY TERMS

1. Occupational Aspirations: occupational aspirations refer to the type of occupation the students would choose at some point in the future if they were free of barriers or limiting factors.

2. Achievement Motivation: Achievement motivation is the behaviour of an individual who strives to accomplish something, to do his best, to excel others in a performance.

OBJECTIVES OF THE STUDY:

1. To study the level of occupational aspirations and achievement motivation of secondary school students.

2. To investigate the relationship between the occupational aspirations and achievement motivation of secondary school students.

3. To find out the significance of gender differences in the occupational aspirations and achievement motivation of secondary school students.

4. To find out the significance of difference between the occupational aspirations of secondary school students with high, moderate and low achievement motivation.

HYPOTHESIS:

1. There is likely to be a significant relationship between the occupational aspirations and achievement motivation of secondary school students.

2. There is likely to be significant gender differences in the occupational aspirations and achievement motivation of secondary school students.

3. There is likely to be significant difference in the occupational aspirations of secondary school students with high, moderate and low achievement motivation.

SAMPLE OF THE STUDY:

Sample of the present study comprised of a total of 400 secondary school students (200 male and 200 female) studying in class X, from different schools of the state.

RESEARCH TOOLS USED:

Occupational Aspiration Scale by Dr. J. S. Grewal (2011) and Achievement Motivation Scale (n-Ach) by Prof. Pratibha Deo and Dr. Asha Mohan (2011).
RESULTS:

Level of occupational aspirations and achievement motivation of secondary school students.

Table 1: Showing levels of occupational aspirations and achievement motivation of secondary school students.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>OCCUPATIONAL ASPIRATION N</th>
<th>%</th>
<th>ACHIEVEMENT MOTIVATION N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>64</td>
<td>16</td>
<td>86</td>
<td>21.5</td>
</tr>
<tr>
<td>Moderate</td>
<td>280</td>
<td>70</td>
<td>180</td>
<td>45</td>
</tr>
<tr>
<td>Low</td>
<td>54</td>
<td>14</td>
<td>134</td>
<td>33.5</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100</td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 show that the majority of secondary school students are having moderate level of occupational aspirations and achievement motivation.

Relationship of occupational aspirations with achievement motivation

Table 2: Correlation of occupational aspirations with achievement motivation of secondary school students.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>N</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Occupational aspiration</td>
<td>400</td>
<td>0.207</td>
<td>Significant at the 0.01 level of significance</td>
</tr>
<tr>
<td>2.</td>
<td>Achievement motivation</td>
<td>400</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is depicted from the table 2 that the coefficient of correlation between occupational aspirations and achievement motivation of secondary school students is 0.207 indicating that the occupational aspirations and achievement motivation of secondary school students are significantly and positively correlated.

Gender differences in the occupational aspirations and achievement motivation of secondary school students.

Table 3: Mean, SD and t-value for occupational aspirations and achievement motivation of male and female secondary school students.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-ratio</th>
<th>df</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation Aspiration</td>
<td>Male</td>
<td>200</td>
<td>55.76</td>
<td>7.002</td>
<td>2.426</td>
<td>398</td>
<td>P&lt;0.01</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>200</td>
<td>54.13</td>
<td>6.378</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Motivation</td>
<td>Male</td>
<td>200</td>
<td>142.9</td>
<td>17.908</td>
<td>3.492</td>
<td>398</td>
<td>P&lt;0.01</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>200</td>
<td>149</td>
<td>16.988</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 clearly depicted that the obtained t-value for occupational aspirations and achievement motivation are significant at .01 level. Also, the Calculated mean shows that occupational aspirations of male secondary school students are higher than that of female secondary school students while on the variable of achievement motivation, female secondary school students excels their male counterparts.
FINDINGS OF THE STUDY:

i. Findings revealed that maximum number of the secondary school students have moderate levels of occupational aspirations and achievement motivation.

ii. It was found that there is significant positive correlation between the occupational aspirations and level of achievement motivation of secondary school students.

iii. It was confirmed that there exist significant gender differences in the occupational aspirations and achievement motivation of secondary school students. Male students are having higher occupational aspirations as compared to the females but the female students are having higher levels of achievement motivation than their male counterparts.

CONCLUSION:

Occupational aspirations of students are a critical ingredient for achievement in occupational outcomes and play an important role in educational and career planning, guide learning, help organize life choices, and facilitate students’ preparation for occupational life. The findings indicate that students should have higher levels of occupational aspirations since constructive aspiration will enhance positive consequences in life. Hence a comprehensive career planning curriculum beginning at secondary level is recommended to support students through this important process. In reality, the chances of achieving aspiration in life do not seem to be much more satisfactory for the present generation. The ultimate goal of youth is status attainment through an occupational choice process. Thus more importance should be given to quality of life, lifestyle and satisfaction in the present scenario.

REFERENCES:


Khan Khuwaid-ur-Rehman.(2007).Comparative study of occupational aspirations of boys and girl students of senior secondary schools of Delhi, Accessed from www.jmi.ac.in

